



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

February 12, 2009

NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 12, 2009 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 February 12, 2009.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Thursday, February 12, 2009 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Ron White, 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).
6. **Comments from the President.** Comments from President Roger Stacy of Northern Oklahoma College.

STUDENTS

7. **Student Presentation of Awards.**
 - a. Oklahoma Campus Compact 2008 Vote Initiative: Presentation of Awards to the Voter Registration Contest Winning Institutions. Page 1.
 - b. Carter Academic-Service Entrepreneur (CASE) Award. Presentation of CASE Awards to the winning students. Page 3.

ACADEMIC

8. **New Programs.**
 - a. Oklahoma State University. Approval of request to offer the Certificate in Aerospace Security. Page 5.
 - b. University of Central Oklahoma. Approval of request for a function change to offer the associate in applied science degree and approval of request to offer the Associate in Applied Science in Contemporary Music – Performance and the Associate in Applied Science in Contemporary Music – Production. Page 11.

9. **Program Deletions.** Approval of institutional requests for program deletions. Page 21.
10. **Accreditation.** Approval of recommendations for continued accreditation of Intensive English Programs for Education and Cultural Interactions, Inc-Oklahoma City and The English As a Second Language Program –Tulsa Community College. Page 23.
11. **Teacher Education.** Approval of incentives to increase science and mathematics teachers through the Teacher Shortage Employment Incentive Program (TSEIP). Page 27.
12. **GEAR UP Grant.** Approval of grant to Oklahoma State University in Support of STYLE (Strengthening Today's Young Leaders through Education) Retreat. Page 29.
13. **High School Indicators Project.** Acceptance of the 2007 high school remediation rates. Page 31.
14. **Policy.**
 - a. Posting of the Electronically Delivered and Traditional Off-Campus Courses and Programs policy. Page 33.
 - b. Approval of policy changes regarding the University of Oklahoma medical school admission. Page 57.
 - c. Approval of policy changes regarding Oklahoma State University medical school admission. Page 63.
 - d. Approval of the Cooperative Agreements Between Higher Education Institutions and Career Technology Centers policy. Page 69.
 - e. Approval of the University of Central Oklahoma's request to offer correspondence credit to exceed the 30 hour limit. Page 83.
 - f. Approval of the proposed permanent rule revisions for the Student Advisory Board and initiate the process for the adoption of permanent rule revisions. Page 87.
 - g. Approval of the proposed permanent rule amendments for the Teacher Shortage Employment Incentive Program and initiate the process for the adoption of permanent rule revisions. Page 93.
 - h. Approval of proposed permanent rule amendments for the Oklahoma's Promise program and initiate the process for the adoption of permanent rule revisions. Page 99.
 - i. Approval of proposed permanent rule amendments for the Oklahoma Tuition Equalization Grant and initiate the process for the adoption of permanent rule revisions. Page 105.
 - j. Approval of proposed revocation of permanent rule amendments for the Oklahoma Money Matters AmeriCorps Education Award Program. Page 109.

FISCAL

15. **E&G Budgets.**
 - a. Approval of allocation of Cigarette and Tobacco Tax Revenue. Page 115.
 - b. Approval of allocation of reimbursement of Cooperative Alliance Fee Waivers. Page 117.
16. **Item Deleted.**
17. **EPSCoR.**
 - a. Submission of EPSCoR Advisory Committee Annual Report. Page 123.
 - b. Ratification of Annual EPSCoR/IDeA Coalition Dues. Page 127.
 - c. Appointment of members to the Oklahoma EPSCoR Advisory Committee. Page 129.
18. **Purchasing.**
 - a. Approval of purchases over \$100,000. Page 131.
 - b. Ratification of emergency purchases for OneNet. Page 133.

EXECUTIVE

19. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 135.
20. **Executive Session.** Page 137.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment, hiring, appointment, or promotion of Chief Information and Security Officer; Executive Director of Research and Information Systems; Director of Technology Planning and Development; and 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.
21. **Personnel.** Discussion and possible action concerning the employment, hiring, appointment, or promotion of Chief Information and Security Officer; Executive Director of Research and Information Systems; and Director of Technology Planning and Development. Page 139.

CONSENT DOCKET

22. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

- a. Programs. Approval of institutional requests for program modifications. Page 141.
 - b. Electronic Media. Oklahoma State University. Approval of request to offer an existing (Graduate) certificate via electronic delivery. Page 153.
 - c. Degree Program Inventory Reconciliation. Approval of requests for inventory reconciliations. Page 155.
 - d. Cooperative Agreements. Approval of request from Oklahoma State University Institute of Technology, Okmulgee for a Cooperative agreement with Northwest Technical Center. Page 157.
 - e. Capital. Ratification of capital allotments. Page 159.
 - f. Agency Operations. Ratification of purchases in excess of \$25,000 but not in excess of \$100,000. Purchases. Page 163.
23. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. Page 165. (Supplement)
 - b. Reports.
 - (1) Academic Policy Exceptions Quarterly Report. Page 167. (Supplement)
 - (2) Oklahoma College Savings Plan Program Update. Page 169. (Supplement)
 - (3) 2007-2008 Remediation Report. Page 173. (Supplement)
 - (4) Supplemental Pension Report, FY2008. Page 177. (Supplement)
24. **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.
25. **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."
26. **Announcement of Next Regular Meeting— 9 a.m., Thursday, April 2, 2009, at the State Regents' Offices.**

27. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #7-a:

Student Presentation of Awards.

SUBJECT: Oklahoma Campus Compact presentation of Awards to Voter Registration Contest Winners.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Oklahoma Campus Compact's mission: To supports the civic purpose of higher education that includes developing students as citizens. OkCC will assist member institutions in their efforts to develop citizenship skills by promoting and advancing methodologies including service-learning (SL), volunteerism, community service and political engagement.

As part of its mission, Oklahoma Campus Compact (OkCC) sponsors an annual Voter Registration Contest among its thirty-three member institutions. The Voter Registration Contest began six years ago with a grant from Pew Charitable Trusts. OkCC continued the contest after the grant ended. The winner was chosen for the highest percentage of students registered to vote of the FTE enrolled at Oklahoma campuses. Until this year, only small, physically compact institutions (about 2,000 FTE or smaller) won the contest.

In 2008, member institutions participated in meetings to discuss ways to include larger institutions to foster increased voter registration, education and participation at all member colleges. The contest was expanded to three awards in separate categories by size (red, white and blue).

The contest took place the week of September 17th to coincide with the federal mandate for educational institutions to observe Constitution Day, the date the United States Constitution was signed in 1787 and to precede elections in the appropriate years.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The National Campus Compact created a comprehensive national civic engagement campaign effort called 2008 Campus Vote Initiative. OkCC folded the Voter Registration Contest into this national civic engagement campaign. OkCC outlined three goals for member institutions: voter registration, voter education and voter participation. A voter registration toolkit that included a compact disk with Oklahoma voter registration information, banner designs and logos for institutions to use to publicize the effort and one-pagers that focused on the goals of the initiative were distributed. Efforts began before the

Voter Registration Contest in early September, and continued until the October 10th state deadline. The results were spectacular. Sixteen institutions chose to participate, up from fifteen in 2007, and twelve in 2006. A record number of 5,331 students were registered to vote over the five-day contest period. The previous record was 3,910 students in 2004, with 1,266 students registered in 2007. The three winning institutions will receive awards today as follows:

- RED – Langston University (0 to 3,000 FTE)
- WHITE – Rose State College (3,001 to 7,000 FTE)
- BLUE – University of Oklahoma (7,001 to 30,000 FTE)

It is important to note that voter registration activities took place on many campuses that chose not to participate in the Voter Registration Contest. Many campuses held events that included voter registration activities outside of the week of the contest. Other campuses allowed only outside organizations on campus to register students, as opposed to the use of campus personnel and students for this purpose. Only registrations made by campus entities during the week of the contest were included in the competition.

Early reports from the Center for Information and Research on Civil Learning and Engagement (CIRCLE) indicated that the youth turnout rate is significant. According to CIRCLE, those under the age of 30 made up an estimated 18 percent of all voters - a small increase over 2004 - but the increase translates into at least two million more voters than 2004.

Registration and turnout numbers are still being processed at the Oklahoma election boards. OKCC will expand its advisory committee to analyze the results and build on the success of the 2008 Campus Vote Initiative.

Meeting of the
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AGENDA ITEM #7-b:

Student Presentation of Awards.

SUBJECT: Presentation of the Carter Academic-Service Entrepreneur (CASE) Award.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

National Campus Compact is an organization located in Boston. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community and in political and civic processes. There are 35 state Campus Compact offices that provide services to over 1,200 colleges and universities committed to helping students develop the knowledge and skills of civic participation through involvement in public service. Oklahoma Campus Compact (OkCC) members pay annual dues that are sent to the National Campus Compact office to support the network.

In August of 2000, OkCC was established through the State Regents for Higher Education which as the host contributes staffing, partial funding, travel, facilities, equipment, office supplies and postage. OkCC is a membership organization, guided by an Executive Committee, which encourages and supports its members in developing college students' awareness and skills in civic participation through service-learning, community service and other methodologies.

Based on OkCC's reputation for outreach and student, faculty, and community participation, the Carter Foundation selected OkCC to present \$1,000 grants from the Jimmy and Rosalynn Carter Partnership Foundation to three students or student teams whose applications indicate the most innovative and promising use of the grant to establish or significantly deepen a partnership between the student, his or her school and a community non-profit organization. This grant is sponsored by the W. K. Kellogg Foundation, and seeks to foster academic-service learning at American colleges and universities.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

The CASE award recognizes the best volunteer work of university students, faculty and staff as they partner with community groups and community agencies. Three community agencies will receive a \$1,000 check to fund the student's proposal. The student receives a certificate recognizing their participation in the project. The projects will begin during the 2009 Spring semester and must be finished by the end of the semester.

Six proposals were submitted and evaluators selected three students to receive the award. The recipients of the Oklahoma CASE award are Ms. Sarah Smith from Northeastern Oklahoma A&M College, Mr. Cory Steward from Oklahoma State University and Mr. Collins Uzuegbu and Ms. Meagan Decher from Southwestern Oklahoma State University. A summary of the student proposals is provided below:

- Ms. Smith's proposal identified the need for updated blood pressure and pulse vital sign machines for the Ottawa County Community Clinic. Because the current equipment is very old, community volunteers do not have the medical background and training to take vital signs such as blood pressure and pulse. Modern state-of-the-art equipment will allow a more efficient use of volunteer time, translating into an increase in the number of patients seen, with less patient waiting time. This development will also allow for a more efficient use of the medical professionals' time, with better care for the community.
- Mr. Steward's proposal focuses on hunger. In collaboration with the Central Oklahoma Community Action Agency, Mr. Steward will work to increase the quantity of food and to extend the length of time that the regional food bank can distribute food to individuals and families in the area working with local businesses and the university community, Mr. Steward will spread awareness and work for more efficient food collection methods. The grant will be used primarily for food purchases, and some advertising.
- Mr. Uzuegbu and Ms. Decher's proposal will fill an unmet need by providing age and developmentally appropriate toys and fun activities to pediatric patients at the Weatherford Regional Hospital. Currently there are very few such items, and the availability of these activities will provide comforting and diversionary activities to the pediatric patients to decrease their anxiety, and make their hospital stay less frightening. The community will be involved, with appropriate training for the hospital staff in the use of the toys to benefit the pediatric patients.

The Carter Foundation and the Oklahoma State Regents for Higher Education are pleased with the quality of these proposals and commend them for their work.

Meeting of the
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AGENDA ITEM #8-a:

New Programs.

SUBJECT: Oklahoma State University. Approval of request to offer the Certificate in Aerospace Security.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's (OSU) request to offer the Certificate in Aerospace Security along 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.

- **Certificate in Aerospace Security.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 7 students in Fall 2011; and
 - Graduates: a minimum of 4 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.
- Using new/reallocated funds to propose new programs.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning, Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, OSU has taken the following program actions in response to APRA:

Degrees and/or certificate programs deleted	71
Degrees and/or certificate programs added	58

Program Review

OSU offers 217 degree and/or certificate programs as follows:

Certificates	14
Associate of Arts or Sciences Degrees	0
Associate of Applied Science Degrees	0
Baccalaureate Degrees	88
Master’s Degrees	69
Doctoral Degrees	46
First Professional Degrees	0

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

OSU faculty developed the proposal, which was 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:

Certificate in Aerospace Security

Program purpose. The purpose of this program is to offer advanced training to security managers and practitioners from across a wide spectrum of the aerospace community. It is designed to prepare professional leaders for positions in aerospace security.

Program rationale and background. The proposed certificate program is designed to attract security managers and practitioners from the aerospace community. OSU indicates that several inquiries concerning the availability of security courses have been received from existing students in the Masters program or considering the Masters program, as well as current aviation professionals. Demand for the certificate program will encompass all sectors of the aviation and space industry. OSU cites a review of nationwide university certificate programs which indicates that while there are a limited number of university programs focusing on Homeland Security or Safety and Security, there are very few programs with an emphasis in Aerospace Security. OSU considers itself well situated to become the national leader in the field of aerospace security. The proposed certificate program emphasizes management, leadership, legal and regulatory issues, current issues, and content regarding security issues within the aerospace industry and related government program and missions. Students in the proposed program would come from a variety of backgrounds, including aviation, military and government. Students in the proposed certificate program would be able to analyze and evaluate scholarly information covering a broad spectrum of aviation security topics and would select a special area of interest in aviation security,

thoroughly investigate the current research in this area, and produce a research study that adds to the body of knowledge. OSU currently offers the Bachelor of Science in Aerospace Administration and Operations (247) with an option in Aerospace Security. This certificate program will build upon these foundational offerings.

Employment opportunities. OSU states that there is a demand, both nationally and in the state of Oklahoma, for aviation security professionals. The demand for current practitioners, with knowledge of cutting-edge technologies and anti-terrorism techniques, is critical, thus the development of a pool of well-educated personnel to fill critical positions throughout the industry is necessary. OSU expects federal agencies to send existing employees through the program and/or hire graduates from the program. OSU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to meet the following enrollment and graduate standards by the established deadline prior to final approval by the State Regents:

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program:	7	Fall 2011
Minimum Graduates from the program:	4	2011-2012

Duplication and impact on existing programs. The proposed program would duplicate the following existing programs:

Existing Programs
There are no institutions in Oklahoma who offer a graduate certificate in Aerospace Security. Southeastern Oklahoma State University offers a Bachelor of Science in Aviation Management (with an option in Security) and the Master of Science in Aerospace Management and Logistics (079). OSU currently offers the Bachelor of Science in Aerospace Administration and Operations (247) with an option in Aerospace Security. Approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 21 total credit hours from the following areas:

Content Area	Credit Hours
Major Courses	21
Total	21

Seven new courses will be added and are asterisked on the attached curriculum (Attachment A).

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

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

Financing. The resource requirements and planned sources of funding will also be generated by student credit hours. Parts of this program will be offered on the campus of Rose State College (RSC) at no additional charges to OSU through the OSU-RSC Memorandum of Understanding. Classroom facilities will be maintained by RSC. Classes will be offered via OSU College of Education Outreach and delivered through interactive television to Stillwater and the Tulsa area.

Cost/Funding Summary:

Program Resource Requirements

A. Funding Sources	1st Year Of Program	2nd Year Of Program	3rd Year Of Program	4th Year Of Program	5th Year Of Program
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Narrative Explanation/Justification:					
Total Resources Available from Other Non-State Sources	0	0	0	0	0
Narrative Explanation/Justification: Sources -					
Existing State Resources	0	0	0	0	0
Narrative Explanation/Justification:					
State Resources Available through Internal Allocation and reallocation	0	0	0	0	0
Narrative Explanation/Justification:					
Student Tuition	\$65,625	\$65,625	\$65,625	\$65,625	\$65,625
Narrative Explanation/Justification: 7 courses @ 15 students					
TOTAL	\$65,625	\$65,625	\$65,625	\$65,625	\$65,625

B. Breakdown of Budget Expenses/Requirements	1st Year Of Program	2nd Year Of Program	3rd Year Of Program	4th Year Of Program	5th Year Of Program
Staff:					
Administrative/Other Professional Faculty	\$50,625	\$50,625	\$50,625	\$50,625	\$50,625
Graduate Assistants					
Student Employees					
Narrative Explanation/Justification: Includes salaries of all listed above.					
Equipment and Instructional Materials	0	0	0	0	0

Narrative Explanation/Justification:					
Library	0	0	0	0	0
Narrative Explanation/Justification:					
Contractual Services	0	0	0	0	0
Narrative Explanation/Justification					
Other Support Services: (includes commodities, printing, telecommunications, travel, awards, and grants, etc.	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Narrative Explanation/Justification:					
TOTAL	\$65, 625	\$65, 625	\$65, 625	\$65, 625	\$65, 625

Attachment

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN AEROSPACE SECURITY**

Degree Requirements	Credit Hours
*AVED 4413 Aviation Terrorism and Asymmetrical Warfare	3
*AVED 4423 Aviation Security Organizations and Law	3
*AVED 5403 Passenger Screening Technologies	3
*AVED 5413 Landside Security Technologies	3
*AVED 5423 Security Planning, Audits and National Incident Management System	3
*AVED 5433 General Aviation and Cargo Security	3
*AVED 5443 International Aviation Security	3

Total Hours:

21

*Asterisks denote new courses.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #8-b:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of request for a function change to offer the associate in applied science degree and approval of request to offer the Associate in Applied Science in Contemporary Music – Performance and the Associate in Applied Science in Contemporary Music – Production.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed change to the University of Central Oklahoma's (UCO) function statement to allow UCO to offer two associate in applied science degree programs and approve UCO's request to offer the Associate in Applied Science in Contemporary Music – Performance and the Associate in Applied Science in Contemporary Music – Production, along with the stipulation that continuation of the function change and offering the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below. This approval is based on the specialized nature of the programs and with the understanding that no additional two-year programs in any discipline will be proposed by the University of Central Oklahoma.

- **Associate in Applied Science in Contemporary Music - Performance.** Continuation beyond Fall 2012 will depend upon:
Majors enrolled: a minimum of 240 students in Fall 2011; and
Graduates: a minimum of 48 students in 2010-12.
- **Associate in Applied Science in Contemporary Music - Production.** Continuation beyond Fall 2011 will depend upon:
Majors enrolled: a minimum of 60 students in Fall 2011; and
Graduates: a minimum of 12 students in 2011-12.

BACKGROUND:

Academic Plan

UCO's Academic Plan lists the following institutional priorities:

Academic Long-Term Goals

- Engage students in transformative learning through a) leadership, b) research, scholarly and creative activities, c) service learning and civic engagement activities, d) global and cultural competencies, and e) self awareness and healthy lifestyles.
- Improve student outcomes through a) persistence towards academic goals, b) academic performance, and c) post-graduate success.
- Enhance the learning environment through a) student-faculty ratio, b) integration of part-time faculty, c) learning spaces, and d) learning technologies.

- Support learning collaborations a) on the UCO Campus, b) among institutions, and c) with metropolitan, regional and global communities.

APRA Implementation

In August 1991, the State Regents launched the Academic Planning, Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, UCO has taken the following program actions in response to APRA:

Degrees and/ certificate programs deleted	54
Degrees and/or certificate programs added	12

Program Review

UCO offers 93 degree and/or certificate programs as follows:

Certificates	1
Associate of Arts or Sciences Degrees	0
Associate of Applied Science Degrees	0
Baccalaureate Degrees	63
Master’s Degrees	29
Doctoral Degrees	0
First Professional Degrees	0

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with UCO’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

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

POLICY ISSUES:

The State Regents’ *Functions of Public Institutions* policy executes Article XIII-A, Section 2 of the Constitution of Oklahoma, which directs the State Regents to “*determine the function and courses of study*” in each of the institutions of the State System. Institutional functions designate the level at which an institution operates; the spectrum of educational offerings; the geographic area of institutional responsibility; and the extent to which the institution is engaged in research, public service, and extension activities. UCO is designated as a regional university. Regional Universities’ current function statement allows the offering of a) both lower-division and upper-division undergraduate study in several fields leading to the baccalaureate degree, b) a limited number of programs leading toward the first-professional degree when appropriate to an institution’s strengths and the needs of the state, c) graduate study below the doctor’s level, primarily in teacher education, but moving toward limited comprehensiveness in fields related to Oklahoma’s manpower needs, d) extension and public service responsibilities in the geographic

regions in which it is located, e) responsibility for institutional and applied research in those areas related closely to its program assignments, f) responsibility for regional programs of economic development, g) associate and certificate programs as authorized, and h) other special functional or programmatic responsibilities as authorized by the State Regents. Within these allowable functions for regional universities, to date, UCO has not been authorized to grant associate or first-professional degree programs. This proposed function change is approved based on the specialized nature of the programs and with the understanding that no additional two-year programs for any discipline will be proposed by the University of Central Oklahoma.

This action is consistent with the State Regents' *Academic Program Approval* and the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy.

ANALYSIS:

Function change. UCO's request for a function change reflects stipulations for UCO's franchise agreement with the Academy of Contemporary Music in Guildford, England to establish a similar academy in the United States. Replicating this academy requires the two-year credential to coincide with the curricular structure of the academy. The function change will be reviewed for continuation in terms of productivity, academic quality, student outcomes, and fiscal viability in fall 2012, in tandem with the final review of the proposed programs. Approval of the function change to offer the two specific associate in applied science degree programs outlined in this agenda item will advance UCO's efforts to be a top-ten metropolitan university offering unique programs within the state, region, and nation. It is noted that UCO will not seek associate degree offerings beyond two requested associate in applied science programs listed below.

Associate in Applied Science in Contemporary Music – Performance *Associate in Applied Science in Contemporary Music - Production*

Program purpose. The purpose of these programs is to provide students with an intensive, practical, industry-related program that concentrate on the skills required to start a realistic career in the music industry in performance or production. The proposed programs provide students with a choice to learn about the performance of contemporary music or work on the production side of the music industry.

Program rationale and background. UCO recently entered into a franchise agreement with the Academy of Contemporary Music (ACM) in Guildford, England (ACM/England) to establish a similar academy in the United States. As winner of the "Queen's Innovation Award," the ACM/England has been recognized as one of the world leaders in music industry education. Since its founding in 1996 in Guildford, the ACM/England degree programs have been accredited by Middlesex University of England. The concept of the ACM at UCO (ACM@UCO) emerged from the Oklahoma's 2008 "Year of Creativity" initiative. Combining the concepts of creativity, commerce, and education, the ACM@UCO, to be located in Oklahoma City's Bricktown, has been targeted as a "business incubator" for the music industry by the Oklahoma Department of Commerce. UCO and its supporters indicate the ACM@UCO has the potential to become a music business magnet for Oklahoma. The ACM@UCO is intended to blend the practical aspects of professional competency as defined by leading members of the global contemporary music industry with the formal academic structure of an Oklahoma higher education institutions not offered by another public university anywhere else in the United States. If approved, ACM@UCO will join an elite international consortium of Academies of Contemporary Music, linking universities in Johannesburg, South Africa, Bologna, Italy, and Tokyo, Japan with the ACM/England. Because of these global partnerships, ACM@UCO students will have the option of studying abroad in any or all of these locations for a portion of their degree program, further expanding opportunities for

international experience and understanding. Students who want to complete a baccalaureate program, may do so through UCO's Baccalaureate in Applied Technology.

Employment opportunities. UCO has been working with the Oklahoma Department of Commerce, the Oklahoma Department of Tourism, and the Oklahoma Cool Music Initiative (through the Oklahoma Department of Commerce) to grow the music industry job base in Oklahoma. For many years, Oklahoma has exported its musical talent and now there are concerted efforts to capture more of the music industry, especially with Oklahoma musicians. Internationally known Oklahoma artists such as Vince Gill, Garth Brooks, Carrie Underwood, and the All American Rejects have had great success and revenues from their successes have gone primarily to Nashville, Los Angeles, and New York. UCO expects that the proposed program will create the trained musicians and businesspeople to grow Oklahoma's music industry and capture those revenues for our state. The Oklahoma Employment Security Commission indicates that there are currently 864 music industry firms in Oklahoma. This number does not include the many self-employed musicians not captured in employment data. UCO believes the proposed program will serve as the core of an economic development plan to grow existing music businesses in Oklahoma, capture more Oklahoma native talent, and attract more music industry firms to locate branches and offices in the state. UCO is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new programs are expected to meet the following enrollment and graduate standards by the established deadline prior to final approval by the State Regents:

Associate in Applied Science in Contemporary Music - Performance

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program:	240	Fall 2011
Minimum Graduates from the program:	48	2011-2012

Associate in Applied Science in Contemporary Music - Production

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program:	60	Fall 2011
Minimum Graduates from the program:	12	2011-2012

Duplication and impact on existing programs. The proposed program would duplicate the following existing programs:

Existing Programs
There are no institutions in Oklahoma who offer a similar program.

Curriculum. The proposed programs will consist of credit hours from the following areas:

Associate in Applied Science in Contemporary Music - Performance

Content Area	Credit Hours
General Education	18
Major Courses/Technical Specialty	50
Total	68

Associate in Applied Science in Contemporary Music - Production

Content Area	Credit Hours
General Education	18
Major Courses/Technical Specialty	48
Total	66

Forty new courses will be added and are asterisked on the attached curriculum (Attachments A and B). These technical courses have been fully developed and successfully implemented by the ACM/England and validated by Middlesex University, the British educational system, and the International Bologna Study of Education Initiatives. These courses and any updates to the technical curriculum have been purchased as part of the franchise agreement between ACM/England and UCO. The courses comprising the general education component are currently approved courses within the UCO course inventory. Therefore, there is no additional curriculum development cost required for the program beyond the franchise fees.

Due to the nature of AAS programs and the technical application of courses within such programs, UCO has indicated that the academic advisement for ACM@UCO students will receive special consideration. Communications relating to the potential limited transferability of ACM@UCO courses out of the program to other degree programs in the UCO degree program inventory or out to other programs offered at other institutions will be shared verbally and in written form with all students applying and/or admitted to the ACM@UCO program.

Faculty and staff. Faculty for the programs will be a mix of academics, performers, experienced music business professionals, and entrepreneurs. Existing full-time faculty with the appropriate credentials and rank from UCO's College of Arts, Media and Design, and the School of Music will hold primary responsibilities for the programs. Qualified part-time adjunct instructors will supplement the full-time academic faculty. Adjunct instructors will be evaluated annually and will be required to participate in discipline-specific pedagogical training. In addition, they will be encouraged to participate in UCO faculty development activities.

Support services. The library resources currently held, especially in online resources, are adequate for the programs. UCO has located a lease facility in the Bricktown area of Oklahoma City that would accommodate up to 500 students as a temporary facility while the program is in development. In addition, this facility and equipment will be shared with the UCO Jazz Studies Program, as will the current UCO Jazz Lab facility be used by the proposed programs. UCO has provided a listing of equipment, indicating its adequacy for success of the programs.

Off Campus Site. UCO plans to offer the programs at an off-site location on the 4th Floor of the Oklahoma Hardware Building, 25 South Oklahoma Avenue in Oklahoma City. UCO cites Bricktown as an ideal site for the Academy and will provide opportunities for internships and professional opportunities based upon the entertainment venues in that area. The space is currently under renovation to meet the unique learning specifications of laboratories, practice, and lecture space. UCO staff will be located at the site to assist students in admission, academic advising, placement, and technical support. Tutors will also be made available at the as necessary.

State Regents' *Electronically Delivered and Traditional Off-Campus Delivery* policy calls for institutions who offer programs or courses closer to other institutions to have a signed off-campus agreement. Rose State College and Oklahoma City Community College are both closer to the off-campus location than UCO. Therefore, a signed agreement with Presidents Webb, Britton, and Sechrist is on file in compliance with this policy. UCO has already received permission from the Higher Learning Commission of the North Central Association for this off-campus site.

Financing. UCO indicates it received new state appropriations of \$200,000 in FY2008 dedicated to this program, which are expected to continue through the first year of operations. By the second year of operations, tuition revenues are projected to be sufficient to make the program self sustaining. Course fees are estimated at approximately \$60.00 per credit hour in addition to general tuition. UCO expects the

program to result in new student growth of up to 530 FTE by the fifth year of operation. UCO has secured deep discounts from vendors, plans judicious use of adjunct faculty, and has low operating costs that will allow operation of the program from tuition revenue, the \$206,699 appropriation, and an allocation of \$68,969 from administrative (non-academic) funds. By the second year, UCO expects that student income generated by tuition and fees will replace the initial investment of internal funds.

Cost/Funding Summary:

Program Resource Requirements

A. Funding Sources	1st Year Of Program	2nd Year Of Program	3rd Year Of Program	4th Year Of Program	5th Year Of Program
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Narrative Explanation/Justification					
Total Resources Available from Other Non-State Sources	\$9,996	\$20,147	\$26,805	\$34,006	\$41,789
Narrative Explanation/Justification: Sources - These are projected revenues from merchandising sales and other income.					
Existing State Resources	\$206,699	0	0	0	0
Narrative Explanation/Justification: These funds are new state appropriations in FY2009 that were budgeted for the ACM program. After the first year of the program's operation, these funds will be freed up for other University uses.					
State Resources Available through Internal Allocation and reallocation	\$68,969	0	0	0	0
Narrative Explanation/Justification: This will be a reallocation from non-academic (administrative) areas for the first year of operation of the ACM program.					
Student Tuition	\$873,600 (150 students X 32 credit hours X \$182 per credit hour)	\$1,763,200 (290 students X 32 credit hours X \$190 per credit hour)	\$2,368,000 (370 students X 32 credit hours X \$200 per credit hour)	\$3,024,000 (450 students X 32 credit hours X \$210 per credit hour)	\$3,731,200 (530 students X 32 credit hours X \$220 per credit hour)
Narrative Explanation/Justification: Student tuition is projected at \$122 per credit hour plus an academic course fee of \$60 per credit hour for a total of \$182 in the first year with annual growth of 5% for subsequent years for the projected numbers of majors completing 32 credit hours each academic year.					
TOTAL	\$1,159,264	\$1,783,347	\$2,394,805	\$3,058,006	\$3,772,989

B. Breakdown of Budget Expenses/Requirements	1st Year Of Program	2nd Year Of Program	3rd Year Of Program	4th Year Of Program	5th Year Of Program
Staff:					
Administrative/Other Professional	\$322,500	\$338,625	\$355,556	\$373,334	\$392,001
Faculty	\$272,160	\$598,752	\$653,184	\$707,616	\$762,048
Graduate Assistants	0	0	0	0	0
Student Employees	0	0	0	0	0
Narrative Explanation/Justification: Administrative positions include the Director of Operations, Assistant to the Director, Director of Education, Information Technology Manager, and Facilities Manager (1/2 time). Faculty costs are budgeted at \$1,800 per course (2 hours per course) plus benefits. First year faculty costs are computed on 140 courses, with 308, 336, 364, and 392 courses in each of the subsequent years.					
Equipment and Instructional Materials	\$59,000	\$117,800	\$144,600	\$171,400	\$198,200
Narrative Explanation/Justification: These costs include printing costs for curricular teaching materials and repair/replacement of instruments and other classroom teaching technology and materials.					
Library	\$6,000	\$11,600	\$14,800	\$18,000	\$21,200
Narrative Explanation/Justification:					
Contractual Services	\$158,750	\$306,916	\$391,583	\$476,249	\$560,915
Narrative Explanation/Justification: This expenditure category is primarily the franchise fees.					
Other Support Services:	\$36,504	\$38,329	\$40,245	\$42,257	\$44,370
Commodities					
Printing	\$3,000	\$5,800	\$7,400	\$9,000	\$10,600
Marketing & Promotions	\$40,000	\$42,000	\$44,100	\$46,305	\$48,620
Professional Fees	\$20,000	\$21,000	\$22,050	\$23,155	\$24,310
Facility Costs	\$233,850	\$245,543	\$257,820	\$270,709	\$284,247
Travel	\$7,500	\$7,875	\$8,269	\$8,682	\$9,116
Awards & Grants	0	\$49,107	\$455,198	\$600,000	\$750,000
Capital Reinvestment	0	0	0	\$311,299	\$667,362
Narrative Explanation/Justification: Support services include consumable items, office supplies, administrative printing needs, website maintenance, posters, mailings, promotional materials, recruitment and retention marketing programs. It also includes legal and accounting fees (professional fees), the costs of off campus physical facility, including rent, security, janitorial, maintenance, and utilities. The travel is for faculty travel expenses. Awards and Grants will use excess revenues generated by the program over the operating costs to apply back to scholarships for future students (up to 20% of tuition revenue). Capital reinvestment will use excess revenue after all operating expenses and scholarships, to reinvest in facilities and equipment.					
TOTAL	\$1,159,264	\$1,783,347	\$2,394,805	\$3,058,006	\$3,772,989

Attachments

ATTACHMENT A

UNIVERSITY OF CENTRAL OKLAHOMA
ASSOCIATE IN APPLIED SCIENCE IN CONTEMPORARY MUSIC - PERFORMANCE

Degree Requirements	Credit Hours
<i>General Education</i>	<i>18</i>
<i>Content/Technical Specialty</i>	<i>50</i>
*ACM 1xx2 Repertoire Development	2
*ACM 1xx3 Introduction to Band Skills	3
*ACM 1xx2 Music Culture	2
*ACM 1xx2 Music Theory	2
*ACM 1xx2 Aural Skills	2
*ACM 1xx2 Stage Presentation	2
*ACM 1xx2 Song Writing	2
*ACM 1xx2 Stylistic Awareness	2
*ACM 1xx2 Performance Clinic	2
*ACM 1xx2 Improvisation Workshop	2
*ACM 1xx3 Professional Showcase	3
*ACM 1xx2 Music Industry Studies	2
*ACM 2xx2 Technical Development	2
*ACM 2xx2 Pre Production I	2
*ACM 2xx2 Session Styles	2
*ACM 2xx2 Theory & Applied Harmony	2
*ACM 2xx3 Live Performance Workshop I	3
*ACM 2xx2 Business Studies I	2
*ACM 2xx2 Sight Reading/Aural Perception	2
*ACM 2xx2 Pre Production II	2
*ACM 2xx2 Post Production	2
*ACM 2xx3 Live Performance Workshop II	3
*ACM 2xx2 Business Studies II	2

Total Hours:

68

*Asterisks denote new courses.

UNIVERSITY OF CENTRAL OKLAHOMA
 ASSOCIATE IN APPLIED SCIENCE IN CONTEMPORARY MUSIC - PRODUCTION

Degree Requirements	Credit Hours
<i>General Education</i>	<i>18</i>
<i>Content/Technical Specialty</i>	<i>48</i>
*ACM 1xx2 Music Industry Studies	2
*ACM 1xx2 Beginning Keyboard Skills	2
*ACM 1xx2 Composing with Technology	2
*ACM 1xx3 Sequencing & Software	3
*ACM 1xx2 The Production Process	2
*ACM 1xx2 Music Culture	2
*ACM 1xx2 Music & Media	2
*ACM 1xx2 Freelance World	2
*ACM 1xx2 Stylistic Awareness	2
*ACM 1xx2 Specialized Production Project	2
*ACM 1xx2 Production Techniques	2
*ACM 1xx3 Digital Audio Techniques	3
*ACM 2xx3 Studio Recording	3
*ACM 2xx2 MIT I	2
*ACM 2xx2 Post Production	2
*ACM 2xx2 Theory & Harmony for Producers	2
*ACM 2xx2 Business Studies I	2
*ACM 2xx2 Professional Production	2
*ACM 2xx2 Cultural Studies	2
*ACM 2xx3 Studio Comp & Arrangement	3
*ACM 2xx2 MIT II	2
*ACM 2xx2 Business Studies II	2

Total Hours: **66**

*Asterisks denote new courses.

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AGENDA ITEM #9:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Northeastern State University (NSU) requests authorization to delete the Master of Education in Special Education (089) and the Bachelor of Science in Engineering Physics (027).

POLICY ISSUES:

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

ANALYSIS:

NSU requests authorization to delete the Master of Education in Special Education (089). The program has been in suspension for over three years. No courses will be deleted, no students are enrolled in the program and there are no funds from reallocation.

NSU requests authorization to delete the Bachelor of Science in Engineering Physics (027). The program has been in suspension for over three years. There is one student remaining in the program and the expected date of graduation is Spring 2009. Four courses will be deleted. Funds will be reallocated to the Department of Natural Science.

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AGENDA ITEM #10:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents accredit the Education and Cultural Interactions, Inc (ECI) for three years and The English As A Second Language Program –Tulsa Community College (ESL-TCC) for five years.

BACKGROUND:

English language centers have been reviewed through the State Regents' *Intensive English Program Approval and Review* policy, since 1980 (formerly *Policy Statement on Admissions of Students for Whom English is a Second Language*). 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 an IEP and a summary of the two-person evaluation teams’ credentials are provided followed by an outline of the recommendations for the IEP reviewed.

ECI in Oklahoma City, Oklahoma on September 29-30, 2008:

- **Dr. Kathleen Romstedt**, Director, American Language Program, Ohio State University, Columbus, Ohio.
Credentials: Doctor of Philosophy in Foreign and Second Language Education from Ohio State University, Master of Arts in Foreign Language Education, Bachelor of Arts in Spanish Language and Culture, and Bachelor of Science in Foreign Language Education from the University of Kansas
- **Dr. Franklin Bacheller**, Associate Professor of ESL and Coordinator, China Credit Program, Intensive English Language Institute, Utah State University, Logan, Utah.
Credentials: Doctor of Philosophy in Instructional Technology from Utah State University, Master of Arts in English as a Second/Foreign Language from Southern Illinois University and Bachelor of Arts in Journalism from the University of Wisconsin, Madison.

Educational and Cultural Interactions, Inc (ECI)	
Date of Visit:	September 29-30, 2008
Evaluators’ Recommendation:	Provisional approval with reexamination in three years.
Summary of Evaluators’ Report:	<ul style="list-style-type: none"> • The program is solid and has a dedicated staff of professional administrators, staff, and faculty; • The program has many strengths, including caring faculty, a solid home stay program, good student services, and many opportunities for professional development; • Promotional materials were provided, but were inconsistent. Promotional materials need to be reprinted as necessary to ensure that applicants receive clear information about age requirements and program costs. • Agreements between the ECI and recruiters should be revised to more closely follow NAFSA guidelines • The goals and objectives outlined in the curriculum be rewritten in the form of observable and measurable learner outcome statements and the guidelines for advancement from level to level be clarified for instructors and students and should be based upon learner outcome. • Final examinations be written by a team of faculty and revised to include a writing sample to be read by a team of calibrated raters. • The director and the president should attend a workshop on the alignment of curriculum, placement and assessment offered by the Commission on English Language Program Accreditation at the international Teachers of English to Speakers of Other Languages or NAFSA conferences.

Educational and Cultural Interactions, Inc (ECI)	
	Detailed information on the recommendations is included in the full report.
Center's Staff Objection	None

ESL-TCC in Tulsa, Oklahoma on October 7-8, 2008:

- **Dr. Anderson Clark**, Executive Director (retired), International English Institute, and Director, Clark International Foundation, Nashville, Tennessee.
Credentials: Doctor of Philosophy in English from Vanderbilt University, Master of Arts in English from Vanderbilt University, Master of Divinity from Southern Baptist Seminary, Master of Divinity from International Baptist Seminary in Zurich, Switzerland, and Bachelor of Arts in English from Georgetown College.
- **Mr. Scott Swanson**, Program Manager, ESL and Foreign Languages, Scott Community College, Bettendorf, Iowa.
Credentials: Master of Education in Teaching English to Speakers of Other Languages from Temple University and Bachelor of Arts in Linguistics from the University of Iowa.

English As A Second Language Program-Tulsa Community College (ESL-TCC)	
Date of Visit:	October 7-8, 2008
Evaluators' Recommendation:	Approval without qualification with reexamination in five years.
Summary of Evaluators' Report:	<ul style="list-style-type: none"> • The review team found that ESL-TCC's program is maturing into a stable and strong program. The program coordinator, full time faculty, the adjunct faculty, and newly-recognized testing and placement person all display great dedication to the advancement of the students. The institution and its officers also have displayed admirable support for the program and its continued development. Many improvements have been made since the 2005 self study and 2005 team report. The ESL-TCC program shows all signs of remaining a healthy and viable program, poised for further growth and development in a careful and planned manner. • The review team recommended that the TCC Administration petition the Regents to modify the ESL entry requirement so that students with a TOEFL score of between 460-475 be required to take two semesters of ESL classes with a minimum of 12 credit hours each semester at the Advanced Level. • They also recommended that the TCC Administration investigate the possibility of classifying ESL Advanced level students so that they are eligible for federal/state grant funds. • The team recommended adjusting the ESL Program Administrative organization so that the position of Coordinator becomes that of Director and that the new position-description becomes responsible for the operation of the Center and the off-campus non-credit ESL program; and that the faculty and staff of the ESL Program report to the Director and the Director report to the Associate Dean of Liberal Arts and Community

English As A Second Language Program-Tulsa Community College (ESL-TCC)	
	<p>Services.</p> <p>The team also made the following suggestions:</p> <ul style="list-style-type: none"> • Allow all adjunct faculty to teach up to 9 credit hours or 3 classes per semester. • Employ additional full-time faculty. • Employ a bi-lingual assistant in the program. • Provide a professional model for ESL instruction among non-credit teaching staff. • Retrieve and organize data concerning ESL student program completion and college continuation performance in freshman English and related courses requiring verbal and written skills. • Offer Intermediate and Advanced full semester classes in the spring semester in skill areas, such as grammar, in which matriculating students need the foundational content before more complicated material should be studied. • Develop the curriculum into three levels as soon as enrollments allow. • Review the whole curriculum in order to know content and levels of difficulty in other skill areas besides the particular courses each faculty teaches. • Have each ESL faculty review goals and objectives, as stated on the syllabus, to assess progress. • Continue to review teaching materials to achieve the most appropriate integration among the five skills. • The ESL program will file a report in two years with the TCC Administration and the Regents, concerning progress on the curriculum development, class levels, and faculty monitoring of state course goals and objectives and whether/how they were met. <p>Detailed information on the recommendations is included in the full report.</p>
Center's Staff Objection:	None.

State Regents' staff concurs with these recommendations.

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AGENDA ITEM #11:

Teacher Education.

SUBJECT: Incentives to increase science and mathematics teachers through the Teacher Shortage Employment Incentive Program (TSEIP).

RECOMMENDATION:

It is recommended that the State Regents approve the TSEIP benefit of \$13,602 for each teacher eligible by December 2009.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to encourage science and mathematics students who commit to teaching one or both subjects in Oklahoma's public secondary schools for five full years. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching for five full years, participants return the required documentation to receive the TSEIP incentive payment. The entire incentive amount is paid directly to the eligible candidates so it can be applied towards their eligible education loans.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that "teachers should be paid salary supplements in high demand subject areas." Some of the top teacher shortage areas recognized by the Oklahoma State Department of Education for 2008 were mathematics and science.

ANALYSIS:

In 2008, of 49 possible recipients, 21 teachers received the \$12,168.00 benefit: 5 mathematics and 16 science teachers. Since 2006, when the first round of eligible recipients was awarded the TSEIP incentives, 93 teachers have received over one million dollars in cash incentives for teaching secondary mathematics or science in an Oklahoma public school. In the last three years, since the first cohort of the teachers received their benefit, enrollment has increased 22 percent. The TSEIP incentive is an effective tool for recruiting and retaining mathematics and science teachers.

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AGENDA ITEM #12:

GEAR UP Grant.

SUBJECT: Approval of grant to Oklahoma State University in support of the STYLE Program (Strengthening Today's Young Leaders through Education).

RECOMMENDATION:

It is recommended that the State Regents approve a \$5,400 grant to Oklahoma State University to support the institution's second annual leadership program for Oklahoma minority female high school students.

BACKGROUND:

In the summer of 2008 Oklahoma State University initiated a special leadership program designed for high school girls who had not yet made the decision to attend college. The program, called STYLE (Strengthening Today's Young Leaders through Education) attracted 17 female students in its first year from primarily Tulsa high schools. Oklahoma State University proposes to expand the program in 2009 to a five-day academy recruiting students from throughout Oklahoma, including young ladies from both urban and rural high schools. The expanded program will feature activities that will guide students to finish high school, aspire to college and enter non-traditional career fields, especially in science, technology and mathematics (STEM) careers.

POLICY ISSUES:

The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are visits to higher education institutions and the dissemination of information that will help aspiring students to see a pathway to college. The on-campus sponsor for the STYLE program is the Oklahoma State University Inclusion Leadership office.

ANALYSIS:

Female students from Oklahoma high schools will be nominated for the STYLE program by their school counselor. The selection process will focus on students in the ninth through twelfth grade in schools where high school-to-college participation rates are low and will include young ladies who would not typically aspire to go to college. The STYLE resident program will bring participants to the Oklahoma State University Stillwater campus July 27-31, 2009. Twenty-five students are expected to participate. The five-day academy will feature motivating speakers, teambuilding activities, development of leadership and communication skills, health/wellness orientations, and campus tours. Several sessions during the week will focus on career assessment and introductions to non-traditional careers for women such as engineering, forensic sciences and other careers where science, technology and mathematics knowledge is an asset. Finally, information about academic preparation, test preparation, financial

aid/scholarships and the college admission process will be provided to each of the participants. At the end of the STYLE summer session, each participant will be paired with a mentor who will give each student support and guidance for the remaining high school years before college.

Although the STYLE program is only open to female students, the low minority female enrollment in Oklahoma higher education compared to non-minority female students justifies the need for a college aspiration program that develops future role-models among minority females.

**Headcount Enrollment in Public Institutions
Fall 2005 Full Time/Part-Time Status**

Black Female Enrollment	9,138
Native American Female Enrollment	11,297
Asian Female Enrollment	2,445
Hispanic Female Enrollment	3,417
White Female Enrollment	70,987

Total funding for the STYLE grant is \$5,400 federal dollars – all derived from the State Regents’ GEAR UP grant award. No state dollars are involved.

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AGENDA ITEM #13:

High School Indicators Project.

SUBJECT: Oklahoma High School Indicators Project. Reports required by 1989 legislation relating to (1) high school to college-going rate by high school site, (2) performance of college freshmen by high school site, and (3) ACT performance by high school site.

RECOMMENDATION:

It is recommended that the State Regents accept the 2007 high school remediation rates presented as part of the High School Indicators Project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education, but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts. In response to the directive of SB 183, the State Regents provide the following four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995).

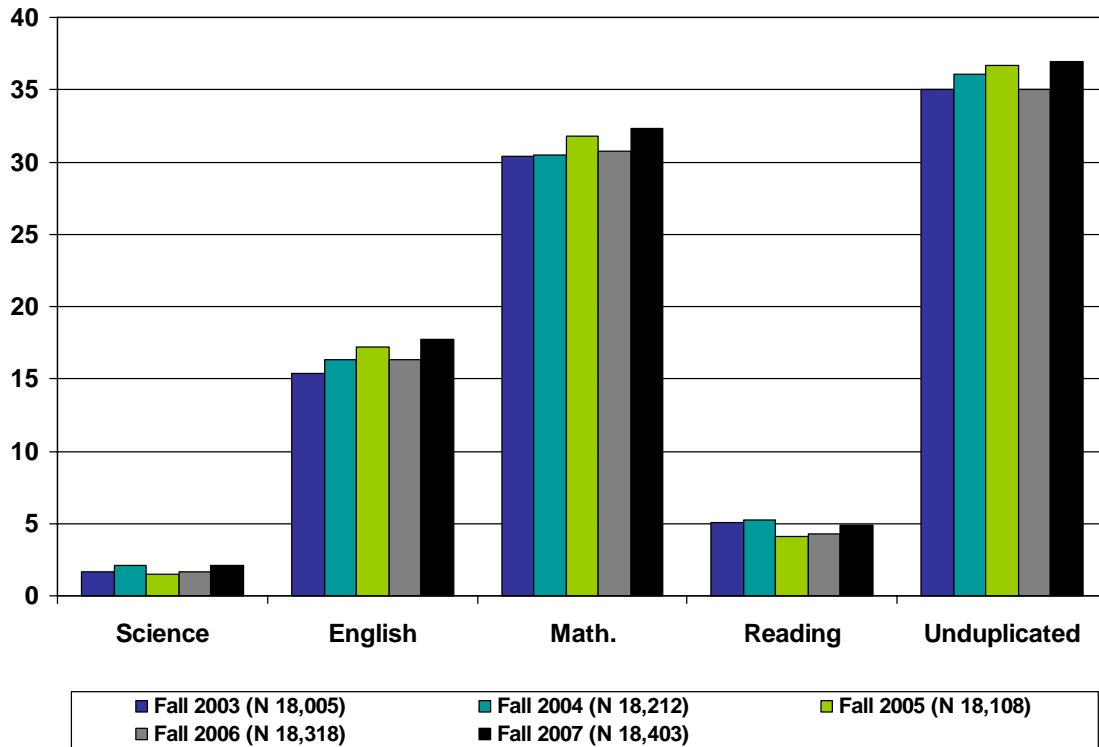
POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of remediation rates for Oklahoma high school graduates in Oklahoma public higher education are contained within this item. The data describes 2007 Oklahoma high school graduates who entered an Oklahoma public college or university as first-time entering freshmen in fall 2007. The summary identifies remediation activity of students who took at least one remedial course. Listed are the freshmen student headcount and percentage for each of the four subject areas of remedial courses: science, English, mathematics, and reading. An unduplicated headcount and percentage is also provided for students who could have been remediated in more than one subject area but counted only once in the unduplicated total. Additional information will be provided online containing headcounts and percentages grouped by county, district and high school site.

Remediation Rates for 2003-2007 Oklahoma High School Graduates in Oklahoma Public Higher Education



	Headcount	Science %	English %	Math. %	Reading %	Unduplicated %
Fall 2003	18,005	1.7	15.4	30.4	5.1	35.0
Fall 2004	18,212	2.1	16.3	30.5	5.2	36.1
Fall 2005	18,108	1.5	17.2	31.8	4.1	36.7
Fall 2006	18,318	1.7	16.3	30.7	4.3	35.0
Fall 2007	18,403	2.1	17.7	32.3	4.9	36.9

In compliance with Senate Bill No. 183, the State Regents will transmit these reports to the Office of Accountability.

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AGENDA ITEM #14-a:

Policy.

SUBJECT: Posting of revisions to the State Regents' Electronically Delivered and Traditional Off-Campus Courses and Programs policy.

RECOMMENDATION:

It is recommended that the State Regents post revisions to the Electronically Delivered and Traditional Off-Campus Courses and Programs policy, as described below.

BACKGROUND:

In 1988 the State Regents adopted the "Educational Outreach General Policy – Policies and Procedures Pertaining to Off-Campus Programs and Courses." This policy served as the umbrella policy for both electronic media and off-campus courses and programs. In 1994, the Council on Instruction and State Regents' staff recommended that the electronic media and off-campus policies be separated because the policy was dated and "...no longer provides the institutional flexibility coupled with the appropriate State Regents' oversight to serve the increasing population of nontraditional learners, particularly as it relates to emerging technologies..." The Off-Campus Policy was adopted in September 1994 and the separate Electronic Media Policy was adopted in June 1995.

In 1999 the State Regents adopted the "*Oklahoma Learning Site Policies and Procedures.*" The policy was developed in response to a 1998 National Center for Higher Education Management Systems (NCHEMS) report that found 93 percent of the state's population is within 30 miles of an existing campus or site, but also found that 63 of Oklahoma's 77 counties had unmet higher education needs of some kind. The Learning Site Policy was designed to encourage the creation of a proactive, equitable means of using higher education resources to address unmet higher education needs in communities around the state. This policy was designed to operate under the umbrella of the Electronic Media Policy.

In 2003 the State Regents adopted the "*Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.*" This policy revision effectively combined the three existing policies "*Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs,*" "*Policy and Procedures Pertaining to Off-Campus Programs and Courses,*" and "*Oklahoma Learning Site Policies and Procedures.*" Substantial changes were made by eliminating large sections of duplicative or unnecessary policy sections and merged sections (academic standards, fiscal provisions, reporting) that involve the electronic media program approval process.

POLICY ISSUES:

The posted policy revisions of the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy were incorporated to help reduce redundancy, streamline the program approval process and create a policy that could be cross walked with the Higher learning Commission's (HCL) electronically delivered program review process. The original intent of the policy has not been changed.

ANALYSIS:

Throughout the history of this policy, there has been a need to address changes amid a dynamic policy environment that is impacted by emerging technological changes. The proposed policy revisions reflect an initiative to eliminate confusion of policy implementation and streamline the program approval process.

Revisions to the policy were developed by the Council on Instruction (COI) Electronic Media Committee. All academic vice presidents who have online course and programs were invited to participate in the policy revision. It was subsequently passed by COI in November 2008. The Presidents Council reviewed and approved the policy changes in December 2008. A copy of the final draft is attached. Highlights of the revised policy are summarized below.

- **3.16.1.A**
 - Changed title of subsection to "Scope" as well as updated content to bring it inline with the role of electronic delivered and off-campus courses and programs.
- **3.16.2 Definitions**
 - Added definitions for "Asynchronous," "Blended," "Major," "Online Delivery," "Online Program" and "Synchronous". Updated the definition for "Electronic Media."
- **3.16.4 Program and Course Principles and Procedures**
 - Section was moved from 3.16.11 all subsequent subsections were re-numbered accordingly.
 - Clarified 3.16.4 A-D to be inline with the belief of what constitutes electronically delivered and traditional off-campus courses and programs as it is structured in this policy.
- **3.16.5 Academic Standards**
 - Language was added to provide detailed descriptions for academic standards as well as strengthen the academic standards that are needed for electronic media and off-campus courses and programs.
 - Some existing paragraphs were rearranged from their original order to provide a coherent flow of content.
- **3.16.7 Copyright and Intellectual Property**
 - Section was updated to reflect the content and intent of the policy.
- **3.16.10 Program Approval Procedures for Online Programs**
 - Streamlined the Approval Process
 - Brought the trigger for program approval more inline with HLC requirements.

- Set the trigger for program approval at 100 percent of the courses for the major offered through online delivery or other computer mediated format or the program is advertised as available through online delivery or other computer mediated format.
 - Moved Procedures section in front of Program Proposal Content for better content flow.
 - Strengthened the Program Proposal Content section by adding language requiring specificity on how the institution will address academic standards.
 - Removed the Continuing Approval requirement.
- **3.16.11 Approval of Subsequent Online Programs**
- Created 3.16.11 from last paragraph of 3.16.10 because it was a separate action.
 - Streamlined the approval process by removing the requirement of a best practice review and provisional approval two step process.
 - Added “Letter of Intent” as a requirement for requesting approval for subsequent online programs.

Removed 3.16.18 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

Attachment

ELECTRONICALLY DELIVERED AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

Purpose

The purpose of this policy is to establish standards and procedures for offering electronic media and traditional off-campus courses and programs and for the operation of designated learning sites. The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities as guided by their function statement. In serving those needs, institutions are encouraged to utilize the programmatic and course expertise of sister institutions. The electronic delivery of programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary education opportunities to Oklahoma citizens. Above all, the policy is intended to promote systemwide cooperation and collaboration.

Goals Scope

The use of electronic media and traditional off-campus instruction should be applied to the multiple goals of the Oklahoma college and university system:

1. to extend access to place-~~and time~~-bound students; and nontraditional students through the electronic delivery of courses and programs and inform business, government, and community organizations about the benefits of this delivery format;
2. to improve the achievement and skill level of students, whether in traditional campus programs, ~~distance learning~~, or in traditional off-campus settings, or by means of electronic media by actively engaging them in the learning process;
3. to improve the linkages between Oklahoma higher education and other sectors of education to facilitate Oklahoma's economic development by providing needed graduates, offering appropriate academic programs and marketing the State System and its institutions as an economic asset of the state; and
4. to be a force for the dissemination of information and knowledge to business, government, and community organizations;
- ~~5.~~ 4. to enhance institutional resource efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary educational opportunities to improving student participation and enrollment by increasing access to postsecondary education and expanding use of distance education for the citizens of Oklahoma citizens.

Electronic and Traditional Off-Campus Courses and Programs

The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma. This policy incorporates language and standards from Middle States Association of Colleges and Schools Commission on Higher Education and the Higher Learning Commission of the North Central Association Commission of Colleges and Universities (HLC).

Learning Sites

A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma's population is within 30 miles of an existing campus or site. However, it also found that 63 of Oklahoma's 77 counties have unmet higher education needs of some kind. These educational needs are in low population areas and are episodic in nature; thus the creation of centers, branch campuses, or other traditional higher education infrastructure is not warranted. These higher education needs will be met through this policy.

Definitions

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

“Asynchronous” learning occurs when students and faculty are not present and available at the same time. Regular communication and instruction may be facilitated by e-mail, discussion boards or other electronic formats.

“Distance Education” is a planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. (Moore and Kersley, *Distance Education: A Systems View*, Wadsworth Publishing Company, CA, 1996.)

“Electronic Media” includes, but is not necessarily limited to, video, audio and computer conferencing, CD-ROM, radio, telephone instruction, Internet based delivery, and combinations thereof. Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents’ *Functions of Public Institutions* policy. for the purpose of this policy, electronic media includes courses and programs offered through videotape, CD ROM, telecourses, web-based (online), Interactive Television, or other digital methodologies.

“Blended” program or course utilizes both on-site and electronic delivery methods. Blended programs must meet quality standards outlined in 3.16.5 and

are not exempt from online program approval if offered as defined in sections 3.16.10 or 3.16.11.

“Learning Site” is a site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions. Designated learning sites include the 25 public colleges and universities, the Ardmore Higher Education Center, and the University Center in Ponca City.

“Major” for the purpose of this policy is defined as courses in the discipline of the student’s declared major, excluding support courses, general education courses, and elective courses.

“Online Delivery” for the purpose of this policy is defined as teaching and learning that occurs in an online environment through the use of the Internet or other computer-mediated format that results in the awarding of a degree.

“Online Program” for the purpose of this policy is defined as (1) a program that is offered in such a manner that an individual can take 100 percent of the courses for the major through online delivery or other computer-mediated format, or (2) the program is advertised as available through online delivery.

“Program” is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous. Programs offered through electronic media must also meet the requirements outlined in section 3.16.10 of this policy.

“Synchronous” learning takes place when learners and/or instructors are in different geographical locations but are able to interact (or meet) in real-time using specific enabling technology.

“Traditional Off-Campus Courses and Programs” are those taught for credit at a location which is remote from the main campus of the State System college or university and is not considered part of the college or university’s physical plant.

Applicability of Credit

Credit awarded for the completion of courses offered through electronic media and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees and certificates consistent with State Regents' and institutional residence and degree requirements.

3.16.4 Program and Course Principles and Procedures

The principles and procedures in this section apply to electronically delivered and traditional off-campus programs or courses as indicated.

Note: Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents' *Functions of Public Institutions* policy.

~~B.A.~~ Online and Traditional Off-Campus Programs. College and university requests for new online or traditional off-campus educational programs will be submitted in the same manner as on-campus program requests. ~~Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs~~ (See the State Regents' *Academic Program Approval policy*).

~~B.~~ Online Programs. ~~College and university requests to offer an e~~Existing programs offered through online delivery will be submitted as specified in 3.16.10 and 3.16.11.

~~C.~~ Electronic Programs in Other Formats. Existing courses and programs offered through electronic delivery formats that do not meet the requirements outlined in 3.16.10 do not require a program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet 3.16.5 requirements.

~~A.D.~~ Traditional Off-Campus. The principles outlined below apply to section 3.16.12.

1. _____ Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

~~€2.~~ A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.

3.16.5 Academic Standards

The section applies to electronically delivered and traditional-off-campus courses and programs. Certain standards may address particular delivery methods as appropriate. Overall, the expectation is that there is ~~No~~ no differences ~~should~~ exist in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic and traditional off-

campus instruction. Some of the language in this section is from the Higher Learning Commission's *Best Practices for Electronically Offered Degrees and Certificate Programs*.

Electronic media and traditional off-campus courses and programs must meet the following academic standards.

- A. Faculty. The work shall be taught by a person qualified for appointment to the faculty of the college or university proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments. ~~Faculty should be competent in the technology required for teaching at a distance.~~
- ~~B.1.~~ Faculty should receive training and faculty development to achieve competency in the technology required for teaching at a distance.
 - ~~C.~~ Provisions have been made to assure a robust and secure technology infrastructure, providing maximum reliability for students and faculty.
 - ~~D.2.~~ The originating institution will appoint qualified faculty as oversight to ensure that the course objectives, curriculum, and academic requirements ~~shall be~~ are equivalent to those for the courses and programs as presented on campus.
- B. Faculty/Student Interaction. Institutions offering electronically delivered courses and programs must make ~~P~~provisions for appropriate real-time or delayed interaction between faculty and students and among other students enrolled in the class.
- C. Academic Integrity. The integrity of student course work and credibility of credits and degrees awarded must be ensured. Methods for ensuring academic integrity shall be in place, including methods for administering exams.
- D. Student confidentiality. There shall be methods in place to ensure the confidentiality and privacy of students' personal data.
- E. Advertising. Institutions that advertise to recruit students must provide adequate and accurate information. This includes, but is not limited to the following: admissions requirements, equipment standards, estimated or average program costs, skills needed to complete the programs, curriculum design and time frame for which courses are offered, estimated time to completion, required trips to campus, other services available, etc.
- F. Learning resources. ~~The s~~Students shall have access to facilities and learning materials (textbooks, library, tapes, etc.) on essentially the same basis as students in the same ~~course~~ program or courses taught at the main campus. This includes library privileges for students through

interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

- G. Academic calendar requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed for ~~electronic instruction of course meeting time~~ as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.
- H. Admission, retention, assessment. The standards for student admission, ~~retention, and assessment and retention~~ shall be the same as those standards observed for the same courses ~~and~~ or programs on the ~~main~~ originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' *Institutional Admission and Retention* and *Assessment* policies).
- I. Student Sservices. ~~s~~Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, career counseling, enrollment/registration, tutoring, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus.
- J. Technical support system. Students in electronic media off-campus courses/~~or programs should~~ and faculty shall also have access to appropriate technical support services. A comprehensive technical support system will be defined and available for all hardware, software and delivery systems specified by the institution as required for the courses and program. The support system must include a process for responding to technical problems in a timely manner.
- MK. Equipment and software/tools. Institutions ~~hosting electronic media offering courses or programs in the formats outlined in this policy shall provide access to facilities that are well equipped and maintained~~ students with accurate information about the technology requirements necessary to complete the course requirements. Additionally, students should have access to general Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services. ~~This would not include class specific, specialized software programs which should be provided by the originating institution.~~ Institutions that serve as a learning site by hosting electronic media or traditional off-campus courses or programs delivered by another institution shall provide access to facilities with the electronic or computer resources

necessary for successful completion of the class.

3.16.6 Institutional Assessment

Institutional policies governing faculty evaluation, including student evaluation of instruction, apply. Course and program assessment policies of the institution transcribing the course and the State Regents apply. ~~Each college or university offering traditional off-campus and electronic media courses or programs will evaluate them as part of the college or university program review procedure required by the State Regents.~~ Program assessments including faculty and student evaluations are defined with results to be included in the institution's program review process as required by the State Regents. The results of the review should be used to improve the program as appropriate.

3.16.7 Copyright and Intellectual Property

~~All applicable copyright laws apply. All applicable institutional policies regulating intellectual property apply.~~ Institutions must have policies in place that communicate copyright laws regarding the appropriate use of films, videotapes, recordings, and other protected works.

3.16.8 Courses and Programs Offered Out-of-State by Oklahoma Colleges and Universities

- A. The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other colleges and universities seeking approval to offer out-of-state courses must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents' *Functions of Public Institutions* policy).
- B. The primary responsibility of a State System college or university is to serve the citizens of the state of Oklahoma, therefore a college or university must document that offering courses out of state will in no way diminish the performance of that responsibility. That documentation--when audited and upon State Regents' approval certified--will be provided by the college or university to appropriate state agencies and accrediting associations in whose jurisdiction the courses are to be available and the college or university shall meet their requirements within those jurisdictions.

3.16.9 Courses and Programs Offered in Oklahoma by Out-of-State Colleges and Universities

Out-of-state colleges and universities planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the State Regents' *Institutional Accreditation* policy.

3.16.10 ~~Electronic Media~~ Program Approval Procedures for Online Programs

~~State Regents' approval is required~~ Institutions that have not been approved previously to offer online programs are required to request approval to electronically extend existing campus-based academic programs defined as follows: (1) if courses programs are offered in such a manner or location that an individual student can take 50 100 percent or more of the courses for the major electronically; through online delivery or other computer-mediated format; or (2) the program is advertised as available in electronic through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for provisional approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as defined described below. Criteria for continuing approval will be based on a best practices review or, where appropriate, a joint Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) evaluation as detailed below. Once an institution establishes that a verifiable structure is in place including appropriate student and faculty support systems and other required quality standards, subsequent programs may be requested through an abbreviated process (see section 3.16.11).

A. Program Request Procedures

The ~~submitting~~ institution requesting the State Regents' for provisional approval of an existing academic program to be offered electronically in an online format will follow adhere to the following procedures.

~~a.1.~~ The institutional president must submit a letter of intent to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as request for copies of the proposals when received. This "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the program request.

2. Submission of a Program Request

Upon the Chancellor's receipt of the Program Request from an institution, copies of the Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

~~b.a.~~ The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.

~~e.~~ The request must be submitted with sufficient lead time prior to the desired semester offering of the program to allow for State Regents' staff review and analysis.

~~d.b.~~ The Chancellor will submit a recommendation to the State Regents. ~~Prior to the formal submission of the recommendation, the institution will be informed of the Chancellor's recommendation.~~

e.c. The State Regents will take one of three actions:

- i. disapprove the program with written explanation to the institution of the reasons for this action;
- ii. defer the program request until the institution meets specified criteria or provides additional information; or
- iii. ~~provisionally~~ approve the program for a ~~specified period of time pending a best practices evaluation detailed in the following section 3.16.9.B.1~~ for offering in an online format as long as academic standards and policy are followed.

B. ~~Provisional Approval~~ Program Proposal Content:

The program request must address ~~the following information/criteria~~ how the institution will meet the Academic Standards specified in section 3.10.5 and the criteria listed below:

1. ~~Approval~~ Approval Criteria

- a. ~~The location(s) and/or students the program is designed to serve.~~
 1. Mission. The proposal must contain a statement of the program's connection to the institution's mission.
 2. Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.
- ~~b.3.~~ Student demand. Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers' preference for graduates of the proposed program and target student audience.
- e.4. Duplication. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents' *Academic Program Approval* policy).
5. Curriculum. A list of the curriculum will be provided with a request to offer an existing program online.

Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval* policy.

- a. ~~Appropriateness of the proposed technology to meet the program's objectives and demonstration that the institution possesses the equipment and technical expertise to offer the program in this mode of delivery.~~
- b. ~~Coursework will be taught by persons qualified for appointment to the faculty of the discipline in the institution instructing the course. All appointments must be approved by the academic unit instructing the course and approved through established procedures for academic appointments. Provisions must be made for faculty support services and faculty training specifically related to teaching via the planned technology~~
- e. ~~Assurances that appropriate learning resources including library resources, laboratories, facilities, and equipment are available to students.~~
- d. ~~Reasonable and adequate student access to the range of student services appropriate to support their learning including admissions, financial aid, academic advising, business office services, placement and counseling, and technical support.~~
- e. ~~Provisions for appropriate real-time or delayed interaction between faculty and students and among students.~~
- f. ~~Plans to insure the integrity of the student work and the credibility of degrees and credits awarded.~~
- g. ~~Provisions to ensure that advertising, recruiting, and admissions materials. These materials must clearly and accurately represent the program and the services available to the student.~~
- h.6. Program cost. Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see on the State Regents' *Academic Program Approval* policy).

C. ~~Continuing Approval~~

~~During the period of provisional program approval, the institution is required to conduct an organized, rigorous, and thorough best practices review. Continuing program approval will be based upon the conduct of this best practices review; the plans for implementing the recommendations as a result of the review; review and approval of the HLC, as appropriate; and other productivity or qualitative standards that may be set at the time of provisional approval. The best practices review will include the areas outlined below. To assist institutions in this~~

process, *A Best Practices Review Guidelines* document is provided in the procedures manual.

1. This best practices review will include:
 - a. The systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants to assist as needed in this process.
 - b. The identification of quantitative benchmarks against which progress and success can be measured
 - c. The systematic survey of potential "best practice" sites both in the state of Oklahoma and outside the state to discover which institutions have been successful.
 - d. Site visits and/or personal interviews with key personnel at the best practices sites.
 - e. A summary of findings.
 - f. An implementation plan for making the necessary improvements in processes to achieve "best practice" in this institutional program.
2. Additional evaluation of the provisionally approved program will include the following student success information:
 - a. Students' background, knowledge, and technology skills.
 - b. Assessment of student learning outcomes, student retention, and student and faculty satisfaction.

HLC requires an on-site visit for the first time delivery of a program offered primarily through distance delivery methods; to add an instructional site, an evaluator's panel or on-site visit is required. Review and approval by HLC are required prior to the program receiving continuing approval by the State Regents.

The role of the State Regents' staff is to assist in the design of the best practices study and to solicit other participants initiating similar programs. State Regents' staff may serve as observers during any required HLC review.

Both the HLC, where appropriate, and the best practices reviews must be completed with results and institutional plans for implementation submitted to the State Regents prior to the expiration of the provisional program approval. State Regents' approval is required for the program to continue beyond the provisionally approved time period.

3.16.11 Approval of Subsequent Online Programs.

~~Once an institution has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program, existing~~ the State Regents have approved an institution's offering a program through online delivery or other computer-mediated format, additional programs may be considered ~~for electronic delivery~~ that do not require the ~~two-step comprehensive~~ approval method described above. The process for requesting additional existing programs (new programs must be requested through the *Academic Program Approval* policy) ~~for electronic through online delivery or other computer-mediated format~~ is for the President to send the following information to the Chancellor: 1) letter of intent 2) then the name of the program, 3) delivery method/s, 4) information related to population served and student demand, and 5) cost and financing. ~~And 6) provide any substantial updates to previous best practices reviews.~~ The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

3.16.12 Off-Campus Geographic Service Areas

This section outlines principles and procedures that colleges and universities will use to coordinate traditional off-campus offerings. Coordination with nearby colleges or universities should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. Attached maps A and B are provided to clarify colleges' and universities' geographic perimeters.

The primary criterion is that each state college or university will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no college or university may deliver higher education services at any site whose location is closer to another college or university than the college or university desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

A. Community Colleges

A map is on file at the State Regents' office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

B. Regional Universities

A map is on file at the State Regents' office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

C. Research Universities

The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the

extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

D. Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

E. Unique Programs

Colleges and universities with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

F. Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the college or university offering the program will be honored.

G. Ardmore Higher Education Program

Requests for traditional off-campus courses in the proximity of the Ardmore Higher Education Center will be coordinated with the center.

When geographical conflicts occur, college or university officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.16.13 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

A. It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

B. Contract Credit Course Fee. As set forth in 70 O.S. §3219.3 (2001), the section authorizes the State Regents "...to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs."

- €. This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

~~Program and Course Principles and Procedures~~

- ~~A. Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.~~
- ~~B. College and university requests for new traditional off-campus educational programs will be submitted in the same manner as on-campus program requests. Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs (See the State Regents' *Academic Program Approval policy*).~~
- ~~C. A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.~~

3.16.14 Oklahoma Learning Site State Goals, Objectives, and Strategies

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

Statement of Goals

Improve the quality of life of Oklahoma citizens.

Improve Oklahoma's rankings on national economic indicators – achieve a condition in which Oklahoma's growth rate on national economic indicators is consistently above the national average.

Objectives

~~In furtherance of these state goals,~~ The State System is committed to pursuing a public agenda for higher education encompassing the following objectives:

Provide access for citizens and employers in all geographic areas of the

state to needed academic programs and associated support services.

Enhance the capacity of Oklahoma's colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:

Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.

Programmatic relevance: Consistent with this policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents' determination that ongoing programmatic capacity should not be created in the state.

Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.

Responsiveness: Oklahoma's higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.

Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

Strategies to Increase the Educational Attainment Levels of the State's Adult Population

A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).

Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.

A sub-goal is to reduce the disparities among the state's regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other

employers who provide employment for an educated workforce).

3.16.15 Designation and Operation of Learning Sites

The 25 public colleges and universities, the Ardmore Higher Education Center, and a learning site in Ponca City are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

These designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.

The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

3.16.16 Responsibility

Consistent with the State Regents' functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

3.16.17 Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

3.16.18 Program Approval and Review

This policy and the State Regents' *Academic Program Approval policy* and *Academic Program Review policy* guide new program approval and review.

Consistent with the State Regents' Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state's existing educational institutions' programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions' academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents' policies cited above:

No acceptable providers either within or outside the state of a needed program can be identified.

The State Regents determine that the new program is in the long-term interests of the institution and the state.

Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.

3.16.19 Planning

Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus.

Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.

Identify areas, in conjunction with the institution's learning site designation, where the institution should import programs, courses, or modules from other institutions to serve both learning site and on-campus students.

Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

3.16.18 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

~~It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.~~

~~Contract Credit Course Fee. As set forth in 70 O.S. §3219.3 (2001), the section authorizes the State Regents "...to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs."~~

~~This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.~~

3.16.20 Host Institutions

The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

Capacity Building/Sustaining Grants (Receive Site Funding)

Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

Service Level Rewards

In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve. As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority. The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other than the host institutions, including services produced by another institution that replace those that would normally be taught by an institution's own faculty. (A methodology to determine service level rewards will be developed.)

Priority Investment Fund

To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

3.16.21 Provider Institutions

Electronic Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on the cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to curricular design and delivery will be necessary. To the extent funds are available; grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

3.16.22 Reporting

All electronic media and traditional off-campus course data will be an integral part of each institution's unitized data system.

To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System (UDS). Until such time as UDS can accommodate these reports,

institutions will submit the needed information.

Copies of signed and executed college or university traditional off-campus agreements will be provided to the State Regents' office prior to the offering of the course(s).

Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

3.16.23 Policy Review

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy's effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

Combined Electronic Media, Off-Campus, Learning Site Policy: Approved May 30, 2003. Electronic Media Policy: Approved June 28, 1995. Revised January 24, 1997; June 30, 1998; June 29, 2001. Off-Campus Policy: Approved April 29, 1968. Revised February 22, 1988; September 23, 1994; January 24, 1997; June 29, 2001. Learning Site Policy: Approved April 16, 1999. Definitions and Electronic Media Policy sections revised and adopted by the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-b:

Policy.

SUBJECT: Policy – Institution. The approval of policy changes regarding the University of Oklahoma medical school incoming students and admission.

RECOMMENDATION:

It is recommended that the State Regents approve proposed changes to 3.25 Professional Programs policy section 3.25.3 Admission Standards for the University of Oklahoma College of Medicine (OUCOM) to increase the number of incoming students from 165 to 200 and to increase the percentage of out-of-state students to 25 percent of the total class, contingent upon sufficient state funding. As stated in policy, Oklahoma students who meet both qualitative and quantitative standards must be given priority.

BACKGROUND:

Since 1981, the State Regents have set policy for admissions, academic and program standards, and functions for the OU COM. A request for changes that impact State Regents' policy was submitted by the president of OU in August 2008 and was approved by the OU Board of Regents March 27, 2008. Supplemental information was requested from OU COM regarding needs and impact, clinical site capacity, funding needs, out-of-state student admission and accreditation. The request is summarized below.

POLICY ISSUES:

The current number of incoming student admissions to OU COM is 165. An increase of 35 students for a total incoming student enrollment limit of 200 is requested. Additionally, OU COM requests an increase from 15 percent or 20 students (whichever is larger) limit to 25 percent of the incoming student enrollment limit. These changes are reflected on the attached policy excerpt that incorporates requested changes for both OSUCOM and OU COM. Note: A sentence that indicates Oklahoma residents who meet both qualitative and quantitative standards must be given priority over out-of-state residents was moved from above the out-of-state section to below it to better reflect policy intent.

ANALYSIS:

Physician manpower needs are the impetus for the requested changes. National task force groups predict a physician shortage between 80,000 and 200,000 by the year 2015. The American Medical Association of Medical Colleges (AAMC) recommends that enrollment in United States medical schools be increased by 30 percent above the 2002 level over the next decade to address physician shortages. Primary care, especially in rural areas, is one the greatest areas of need.

Oklahoma data from AAMC's 2007 *State Physician Workforce Data Book* is provided below:

- ◆ Oklahoma ranks 50th among all states in the number of physicians per 100,000 population.
- ◆ Oklahoma ranks 46th among all states in the total number of active physicians (includes medical doctors - MD and doctors of osteopath - DO).
- ◆ Oklahoma ranks 43rd among all the states in total number of active primary care physicians (MD and DO) per 100,000 population.
- ◆ Oklahoma ranks 17th among all the states in the percent of its active physicians who are age 60 or older.
- ◆ The average number of active physicians per 100,000 population is 249.7. In Oklahoma, there are 191.9 physicians per 100,000.

In addition to physician manpower issues, Oklahoma is often rated in the bottom five states in most measures of population health. Additional information about the OUCOM request is provided below.

OU College of Medicine

Incoming student increase. OUCOM requests an increase in class size from 165 to 200. OUCOM plans to organize its medical program in Tulsa to focus on community outreach in underserved areas to improve the health status of Oklahoma communities and vulnerable populations in rural and urban areas. The new School of Community Medicine (SCM) will provide a special educational track to focus on public health, preventive medicine and community health through new innovative initiatives, funded by the Kaiser Family Foundation in Tulsa. Students who elect to take their third and fourth year in Tulsa will be involved in the SCM. OUCOM will continue to offer residency training in emergency medicine, family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry and surgery. Over time it may expand its scope of residency training as the need arises.

Out-of-state student increase. Currently, OUCOM out-of-state limit is 15 percent of incoming students, or 20 students. Increasing the limit to 25 percent would allow up to 50 out-of-state students (based upon the increase in incoming class size). OU officials report that the College of Medicine has not reached the current 15 percent out-of-state students (only 10 percent of the current first year class is composed of out-of-state students).

Impact on Oklahoma applicants. OU indicates the request to increase the out-of-state admission percentage is not intended to admit out-of-state applicants over resident applicants. The purpose is to ensure a sufficient pool of well-qualified applicants and increase diversity within the class. At times, the number of qualified Oklahoma resident applicants is marginal, while there is a large pool of qualified out-of-state applicants. OU officials indicate there is a correlation between where students attend medical school or do their residency and where they practice medicine (often within a 200 mile radius).

In Fall 2008, the OUCOM had 1,480 applicants. Over 300 were interviewed, the majority of whom were Oklahoma residents. Each year, the College of Medicine Admissions Board fills the class to the allowable limit (within the accreditation standards) with qualified students. Additional students who meet the minimum qualifications and do not achieve admission due to the class size limit are placed on a "wait list" (divided into resident and out-of-state applicants). In 2009, 10 percent of the first year class is composed of out-of-state students.

Clinical site capacity. OU indicates that clinical sites are sufficient for the request to increase the number of out-of-state students admitted to OUCOM.

Funding. The source of funding for the class size increase is state appropriation. The total cost to increase incoming students is calculated at \$18,977,721. Part of the total cost includes a one-time request for \$8,835,968. Subtracting both the one-time request and anticipated tuition fees - \$1,738,659 - brings the total request for ongoing support (allocation base increase) to \$7,403,093. The budget indicates that this will cover the cost of new basic science faculty, administrators, student affairs, admissions support, labs, technical staff support, and simulators. OU anticipates financial support from the George Kaiser Foundation, but it will be dedicated to faculty chairs, facility improvements and scholarships.

Out-of-state fee waivers. OU requested clarification regarding the ability to waive out-of-state tuition for OUCOM students. Fiscal policy allows institutions to waive Out-of-state tuition without separate action by the State Regents.

Accreditation. An issue for the Liaison Committee on Medical Education (LCME) is the total number of students admitted each year and whether the educational resources (faculty, facilities, clinical training sites and overall financing of the school) are sufficient to support the proposed enrollment. LCME has indicated that it will pay particular attention to the additional students at the Tulsa campus in its next accreditation site visit.

Attachment

Excerpt from:

Professional Programs

3.25.1 Purpose

This policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.25.2 Definitions

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

“Cumulative Grade Point Average (GPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. This GPA may be used for financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

“Retention/Graduation Grade Point Average (GPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the retention/graduation GPA. (See the State Regents’ *Grading Policy*.) This GPA may be used for financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

3.25.3 Admission Standards for the Oklahoma State University (~~OSU~~) College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma (~~OU~~) College of Medicine (OUCOM)

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – 115 and OUCOM – 200), the colleges of medicine may admit ~~up to 15 percent or 20~~ out-of-state students per year ~~(whichever is larger)~~; as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give high priority to Oklahoma citizens and to addressing the need for cultural diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and is available upon request.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997. OU School of Dentistry: Approved January 19, 1971. OU School of Dentistry Functions: Approved January 19, 1971. OU Doctor of Pharmacy: Approved May 5, 1990, revised December 9, 1994. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Nurse Education Programs: Approved December 15, 1970. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. OU and OSU Admission of out-of-state students February XX, 2009.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-c:

Policy.

SUBJECT: Policy – Institution. The approval of policy changes regarding Oklahoma State University medical school admission.

RECOMMENDATION:

It is recommended the State Regents approve proposed changes to 3.25 Professional Programs policy section 3.25.3 Admission Standards for the Oklahoma State University College of Osteopathic Medicine (OSUCOM) to increase the number of incoming students from 88 to a class size of 115 be approved, contingent upon sufficient state funding. No change is requested for the percentage of out-of-state students (15 percent or 20 students, whichever is greater). As stated in policy, Oklahoma students who meet both qualitative and quantitative standards must be given priority over out-of-state applicants.

BACKGROUND:

Since 1981, the State Regents have set policy for admissions, academic and program standards, and functions for the OSUCOM. A request for changes that impact State Regents' policy was submitted by the president of OSU in August 2007 and was approved by the OSU A&M Board of Regents on July 27, 2007. Action on the OSU request was delayed due to clinical site and funding issues. OSU submitted an updated proposal October 3, 2008. Supplemental information was requested from OSU regarding needs and impact, clinical site capacity, funding needs, non-resident admission and accreditation. The request is summarized below.

POLICY ISSUES:

The current number of incoming student admissions to OSUCOM is 88. An increase of 27 students for a total incoming student enrollment limit of 115 is requested. No change is requested for the percentage of out-of-state students - 15 percent or 20 students, whichever is greater. These changes are reflected on the attached policy excerpt that incorporates requested changes for both OSUCOM and OUCOM. Note: A sentence that indicates Oklahoma residents who meet both qualitative and quantitative standards must be given priority over out-of-state residents was moved from above the out-of-state section to below it to better reflect policy intent.

ANALYSIS:

Physician manpower needs are cited the impetus for the requested change. National task force groups predict a physician shortage between 80,000 and 200,000 by the year 2015. The American Medical Association of Medical Colleges (AAMC) recommends that enrollment in United States medical schools be increased by 30 percent above the 2002 level over the next decade to address physician shortages. Primary care, especially in rural areas, is one the greatest areas of need.

Oklahoma data from AAMC's *2007 State Physician Workforce Data Book* is provided below:

- ◆ Oklahoma ranks 50th among all states in the number of physicians per 100,000 population.
- ◆ Oklahoma ranks 46th among all states in the total number of active physicians (includes medical doctors - MD and doctors of osteopath - DO).
- ◆ Oklahoma ranks 43rd among all the states in total number of active primary care physicians (MD and DO) per 100,000 population.
- ◆ Oklahoma ranks 17th among all the states in the percent of its active physicians who are age 60 or older.
- ◆ The average number of active physicians per 100,000 population is 249.7. In Oklahoma, there are 191.9 physicians per 100,000.

In addition to physician manpower issues, Oklahoma is often rated in the bottom five states in most measures of population health. Additional information about the OSUCOM request is provided below.

Incoming student increase. OSU requests an increase of 27 incoming students be admitted to the OSUCOM from 88 (approved in April 1982) to a class size of 115. A sufficient pool of qualified applicants was placed on a wait list for 2008-2009; 29 were in-state and 1 was out-of-state. Therefore, OSU is not requesting a change in the out-of-state allowance.

OSU's Center for Health Sciences initiated a task force in 2006 to determine the feasibility of increasing incoming enrollment by 30 percent while maintaining the same level of quality. The task force included faculty members, department chairpersons, and the director of fiscal affairs. The task force identified 115 as the maximum acceptable class size. Concerns noted were the need for additional and/or renovated space and the need for additional faculty and support staff which are addressed in the fiscal impact report. Additional considerations related to increasing the number of incoming students to the College of Osteopathic Medicine are addressed below. The requested increase in the number of incoming students is supported by the Oklahoma Osteopathic Association.

Clinical site capacity. OSUCOM indicates that clinical rotations for third and fourth year students will not be significantly impacted by the proposed increase. Additionally, that there are abundant resources for both required and elective rotation options with the continuing operation of the OSU Medical Center under the new City Trust, with management provided by the St. John Health System. Based on analysis by our Director of Medical Education, the hospital is expected to be operating at its original or increased levels within six to twelve months after the new management is in place. Further the OSUCOM clinical rotations system is broadly supported through a number of other clinical facilities including the St. Francis Healthcare System in Tulsa and closely affiliated facilities in Oklahoma City, Durant, Tahlequah, Enid and Joplin, Missouri. Private physicians in their office practices also provide significant clinical experience opportunities. OSUCOM indicates that although there were recent problems with OSU Medical Center, the clinical rotations program is stable and can effectively provide for the current student body and the proposed increase.

Funding. The sources of funding for the class size increase are varied. However, the primary source of funding is a request for state appropriations. An estimated one-time funding request of \$828,000 and a base funding increase in the amount of \$3,081,113 is needed to fund the proposal, contingent upon available funding. One-time funds would be used for laboratory facilities, classroom and laboratory renovations. The base funding increase would add faculty, staff, and library resources (less tuition collected) to accommodate the additional students. Appropriation shortfalls would be addressed by increasing the student burden through tuition and fees.

Accreditation. A full accreditation review of the college by the Commission on College Accreditation of the American Osteopathic Medicine (COCA/AOA) was conducted in September. The exit conference with the COCA/AOA team was positive and continued accreditation until 2015 was approved December 2008.

The proposed increase in class-size was submitted to the COCA/AOA as a substantive change and was approved. OSUCOM will be required to prepare a progress report on the increase in class size annually on finances, faculty, and facilities available to accommodate additional students.

Attachment

Excerpt from:

Professional Programs

3.25.1 Purpose

This policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.25.2 Definitions

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

“Cumulative Grade Point Average (GPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. This GPA may be used for financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

“Retention/Graduation Grade Point Average (GPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the retention/graduation GPA. (See the State Regents’ *Grading Policy*.) This GPA may be used for financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

3.25.3 Admission Standards for the Oklahoma State University (~~OSU~~) College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma (~~OU~~) College of Medicine (OUCOM)

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – 115 and OUCOM – 200), the colleges of medicine may admit ~~up to 15 percent or 20~~ out-of-state students per year ~~(whichever is larger)~~ as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give high priority to Oklahoma citizens and to addressing the need for cultural diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and is available upon request.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997. OU School of Dentistry: Approved January 19, 1971. OU School of Dentistry Functions: Approved January 19, 1971. OU Doctor of Pharmacy: Approved May 5, 1990, revised December 9, 1994. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Nurse Education Programs: Approved December 15, 1970. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. OU and OSU Admission of out-of-state students February XX, 2009.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-d:

Policy.

SUBJECT: Approval of revisions to the State Regents' Cooperative Alliances Between Higher Education Institutions and Technology Centers policy.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy, as described below.

BACKGROUND:

In 1988, the State Regents approved the *Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges* policy. The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These Cooperative Agreement Programs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

The current Cooperative Agreement Programs are institution-centered and based on individual agreements between one higher education institution and one technology center for one specific AAS program. There were limitations and inconsistencies across the system for students involved in these Cooperative Agreement Programs, student tracking was difficult, college credit was not transferable, academic quality control was inconsistent, opportunities for efficiencies were limited, student services were limited and completion rates were low.

The purpose of the Cooperative Alliance initiative is to create a more student-centered collaboration between higher education institutions and technology centers. The goals of this collaboration are to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances are voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes. Partners create a relationship and develop a business plan with operational procedures and report annually on outcomes.

Beginning in Spring 2004, State Regents' staff met with the Council on Instruction, the Council of Presidents and other stakeholders to discuss development of a Cooperative Alliance model. Based on these discussions and meetings with Oklahoma Department of Career Technology Education administrators, three colleges (Northern Oklahoma College, Oklahoma City Community College and Western Oklahoma State College) and three technology centers (Autry Technology Center, Francis Tuttle Technology Center and Southwest Technology Center) volunteered to serve as pilot sites. These pilot

sites were representative of the diversity of the system, including rural and metropolitan sites, and those with extensive and limited existing Cooperative Agreement Programs.

POLICY ISSUES:

In March 2005, the State Regents approved three pilot sites to begin enrolling students in Fall 2005 and approved an exception for concurrent enrollment in the *Institutional Admission and Retention* policy for high school students enrolling in technical programs and courses. The policy exception allowed an eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school may be admitted to a college or university in the Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only.

The intent of the State Regents' *Cooperative Alliances Between Higher Education Institutions and Technology Centers* policy is to formalize the pilot programs created in 2004 and create a policy framework to foster quality and collaboration between higher education and technology centers, increase student access and success and increase degree completion. All institutions that have entered into cooperative alliances will be required to comply with this policy once it is adopted.

ANALYSIS:

As of the April 2008 State Regents' meeting, all of the 29 technology centers are participating in the Cooperative Alliance agreements with 16 higher education institutions. Cooperative Alliance Agreements and Cooperative Agreement Programs increase access to technical college-level programs for high school and adult students in Oklahoma. Through increased access to these programs, more Oklahoma students are pursuing AAS degree programs. In Fall 2006, a total of 4,217 students (1,919 high school and 2,298 adult students) enrolled in a total of 35,806 credit hours (12,854 by high school and 22,952 by adult students). Enrollment increased in Fall 2007 with a total 4,565 students (2,127 high school and 2,438 adult students) enrolled in 37,555 credit hours (14,070 by high school and 23,485 by adult students).

These partnerships utilize the resources of the two systems, higher education and career and technology education, in ways that efficiently and effectively strengthen both while improving access services and opportunities for students. The revision of the *Cooperative Alliances Between Higher Education Institutions And Technology Centers* policy codifies standards for Cooperative Agreement Programs and Cooperative Alliances, and replaces the pilot program with a formal policy. For now, the special admission of high school student standards will remain an exception to the *Institutional Admission and Retention* policy until it can be reviewed with data collected from participants to gauge success. Another next step will include creating the technical course equivalency matrix for courses taught at the technology centers, continuing professional development through regular workshops, and collecting annual outcomes information.

Revisions to the policy were developed by the Council on Instruction (COI) Cooperative Agreements Committee. All academic vice presidents who collaborate with technology centers were invited to participate in the policy revision. It was subsequently passed by COI in October 2008. The Presidents Council reviewed and approved the policy changes in November 2008. A copy of the final draft is attached. Highlights of the revised policy are summarized below.

- **Policy Title** – changed from *Cooperative Agreements Between Higher Education Institutions and Career Technology Centers* to *Cooperative Alliances Between Higher Education Institutions and Technology Centers*.

- **3.6.1 Purpose** – outlines the rationale behind the formation of Cooperative Alliances as the need for student centered partnerships that provide technical and academic skills that will allow students to succeed in today’s dynamic technology driven economy.
- **3.6.2 Definitions** – added definitions for AAS degree, Cooperative Alliance, Institution, Partners and Technical Center. Redefined Cooperative Agreement Program.
- **3.6.3 Principles and Goals** – specified the Principles and Goals of Cooperative Alliances as being an instrument for high school students and adults to continue their education and to expand access to postsecondary education.
- **3.6.4 Requirements of Cooperative Agreement**
 - Conceptual Basis – policy calls for a collaborative effort between all higher education partners and technology centers to implement a student centered program. The program will provide academic knowledge and skills that are useful in the workplace and for higher education.
 - Scope – all prior approved Cooperative Agreement Programs (CAP) will be grandfathered under this agreement. Cooperative Alliances are to offer AAS degrees and college-level certificate programs that are designed to meet the educational needs of the community. Policy specifies that partners will jointly plan and implement a sharing of physical and human resources.
 - Curriculum – specifies that all continuing and future CAP’s shall be subject to the State Regents’ *Academic Program Approval* and *Academic Program Review* policies. Advisory committee composed of faculty, staff, employers and practitioners will assist in developing curricular content to meet the needs of the high quality AAS degree and college level certificate programs.
 - Quality Assurance – section states that all faculty must adhere to established higher education institutional adjunct faculty qualification. All CAP’s will be included in the annual institutional program assessment activities, assessment will be used for continuous quality improvement. Advisory committees will be formed using industry representatives as well as institutional faculty to ensure relevant curricula for job readiness.
 - Criteria for Admission – specifies where the admission criteria are to be listed for high school juniors, seniors, recent high school graduates and adults. Lists admission requirements for high school juniors and seniors that are concurrently enrolled in an Oklahoma State System of Higher Education college or university that offers AAS degrees and college-level certificate programs. Specifies the number of hours that a high school student can be enrolled in.
 - Student Support Services – provides for integrated and comprehensive academic counseling from both the higher education institution and technology center.
 - Financial - outlines the financial responsibility of the Cooperative Alliance partners as it relates to instruction of the technical courses. The policy states that high school students shall not pay college tuition but college fees may be charged. Adult students shall pay to the technology center only the program tuition established by the technology center.
 - Marketing and Outreach – the policy goal is to expand awareness and promote the advantages of the Cooperative Alliance to potential students. Institutions are prohibited from making false or misleading statements in all forms of advertisement.

- Institutional Reporting - specifies that an annual institutional report of the performance of the Cooperative Alliance is required. Information to be provided by the report includes enrollment, retention and graduation, financial arrangements, cost and other notable accomplishments and challenges.
- **3.6.5 Procedures** – specifies the process for seeking approval for a CAP.
- **3.6.6 Reporting** – the policy stipulates that the State Regents’ staff will provide periodic summary reports to the State Regents concerning the status of Cooperative Alliances and Cooperative Alliance Programs.

It is recommended that the State Regents approve the revised policy.

Attachment

3.6 COOPERATIVE ~~AGREEMENTS~~ ALLIANCES BETWEEN HIGHER EDUCATION INSTITUTIONS AND ~~CAREER~~ TECHNOLOGY CENTERS

3.6.1 Purpose

The purpose of Cooperative ~~agreements~~ Alliances is to expand student access to Oklahoma's educational opportunities with resource-sharing partnerships between institutions of the State System and ~~the state's~~ CareerTech technology centers for the benefit of Oklahoma citizens, business, industry, and students. ~~Cooperative agreements should also strengthen the education and training programs that lead to employment in~~

occupational and technical fields. Cooperative Alliances are student-centered partnerships organized to encourage and facilitate progress toward college graduation and designed to ensure that students obtain the technical and academic skills that will allow them to succeed in today's dynamic knowledge-based, technology-driven global economy.

Cooperative Alliances are formed with Oklahoma public colleges or universities that offer the Associate in Applied Science (AAS) as Cooperative Agreement Programs (CAP) with an Oklahoma public technology center. Students enrolled in CAPs are treated as members of the higher education community. These students benefit from college support services including academic advising and counseling, convenient admission and enrollment processes, financial aid, career advisement and job placement assistance.

3.6.2 Definitions

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

“Associate in Applied Science (AAS) degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) that emphasizes a technical or occupational specialty and is designed to lead the student directly to employment. Unlike the Associate in Arts (AA) or Associate in Science (AS) degrees, the AAS is not designed to transfer all courses to a Bachelor of Arts (BA) or Bachelor of Science (BS); however, the courses may transfer to a technical baccalaureate degree program.

“Cooperative Agreement Program (CAP)” is a formal, State Regents’ approved agreement between a state higher education institution and a state technology center to offer courses leading to an associate in applied science degree. Associate in applied science degree programs may or may not apply to a baccalaureate degree. College credit is awarded only by the higher education institution. academic program offered by institutions in the Oklahoma State System for Higher Education that includes approved courses taught by a CareerTech technology center and leads to an Associate in Applied Science (AAS) degree or a college-level certificate in a technical or occupational field.

“Cooperative Alliance” is an agreement between one or more institutions in the Oklahoma State System for Higher Education and one technology center as a joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in that part of Oklahoma. A Cooperative Alliance is voluntary and agreed upon by all partners and their governing boards. The State Regents for Higher Education and the State Board of Career and Technology Education review and approve the agreement for each Cooperative Alliance. The approved Cooperative Alliance agreement remains in force until the governing boards of the Cooperative Alliance partners dissolve the agreement.

“Institution” refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents’ *Governance* policy (1.7) and that offers AAS degrees.

“Partners” are institutions and technology centers that enter into a Cooperative Alliance agreement. The agreement delineates the roles of each partner in providing the academic program and support services to the students enrolled in CAPs.

“Technology center” refers to a center established by criteria and procedures for the establishment prescribed for governance of technology center school districts by the State Board of Career and Technology Education as provided by Section 9B, Article X, Oklahoma Constitution, and such districts so established shall be operated in accordance with rules of the State Board of Career and Technology Education, except as otherwise provided in this title.

3.6.3 Principles and Goals

~~Cooperative agreements when fully implemented will:~~

- ~~A. Adhere to academic educational standards and policies as specified by the State Regents and the State Department of Career and Technology Education.~~
- ~~B. Articulate to students the roles and responsibilities of each partnering institution by clearly informing students of which institution delivers courses and that academic credit is awarded only by the college or university.~~
- ~~C. Facilitate articulation with an uninterrupted sequence of learning experiences for high school students progressing from secondary to postsecondary learning.~~
- ~~D. Provide students who are enrolled in a technology center program the opportunity to continue their educational careers in higher education.~~
- ~~E. Insure the efficient use of scarce public resources and expand access to educational services. These agreements are particularly useful when two types of institutions having two different functions and equipment can serve the same students without unnecessary resource duplication.~~

The driving principle of the Cooperative Alliance is to build a student-centered, rather than institution-centered approach to the use of CAPs. The four goals of the Cooperative Alliance are:

- A. To enroll more high school students in college;
- B. To encourage more adults to continue their education or begin college;
- C. To expand access to postsecondary (college and career/technical) education; and
- D. To efficiently use federal, state and local resources.

The mission of the Cooperative Alliance is to offer AAS degrees and college-level certificates that benefit students, employers, and the public. By fulfilling the mission, the Cooperative Alliance significantly impacts the economy and quality of life in the areas served by the partners.

3.6.4 Requirements for Course Credit of a Cooperative Alliance Agreement

- ~~A. High school students attending a state technology center and enrolled in courses offered through a cooperative agreement with adult students may earn college credit~~

~~in only those courses that were previously approved as part of the cooperative agreement under conditions listed below. Students must:~~

- ~~1. Sign a Declaration of Intent while enrolled at a participating technology center indicating that the student plans to attend the participating higher education institution. The technology center and the higher education institution will each maintain students' declaration documents.~~
- ~~2. Complete the same projects and examinations as their adult counterparts who are participating in the cooperative agreement program.~~
- ~~3. Achieve a minimum grade average of "B" in all course work.~~
- ~~4. Graduate from high school and be admitted to the participating State System institution. Credit earned through cooperative agreement examination/assessment will be posted on the official college transcript as a grade of "S" or "P" after successful completion of 12 or more resident semester hours at the participating institution.~~
- ~~5. Have a maximum of two years after high school graduation to apply for the cooperative agreement credit.~~
- ~~6. High school students taking non technical courses including general education courses must meet the admission standards as described in the State Regents' *Institutional Admission and Retention Policy*.~~

A. Conceptual basis

1. The Cooperative Alliance is student-centered, focusing on an integrated learning experience for each student which has as its goal the completion of the AAS degree or college-level certificate program.
2. The Cooperative Alliance offers AAS degrees and college-level certificate programs that focus on technical knowledge and skills in addition to general academic knowledge and skills that are useful in the workplace and for a higher quality of life and lifelong learning.
3. A higher education institution partner will maintain an official college transcript for each student who enrolls in an approved course taught at the technology center and who chooses to take the course for college credit as part of a CAP.
4. All higher education partners and technology centers will participate in a statewide transfer equivalency matrix of technical courses maintained by State Regents for all approved courses in CAPs.
5. The Cooperative Alliance will focus on student success, including the completion of the AAS degree or college-level certificate program.
6. Each student at the technology center admitted to a higher education institution is a member of the collegiate community and receives services including academic advising, admission and enrollment, financial aid, career advisement, and job placement assistance. The provision of these services will be coordinated among

partners in the Cooperative Alliance to insure consistency and to minimize duplication.

7. The Cooperative Alliance provides for student assessment consistent with State Regents' *Assessment* policy (3.20) and accreditation standards.
8. The Cooperative Alliance provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer within the Oklahoma State System for Higher Education.

~~B. Adult students are 18 years or older and their high school class has graduated. Those attending a state technology center and enrolled in courses offered through a cooperative agreement may earn college credit under the following conditions:~~

- ~~1. Simultaneously enroll in technology center courses and participating college courses.~~
- ~~2. Automatically receive college credit upon successful completion of technology center courses that are approved for college credit in the cooperative agreement.~~

B. Scope

1. The Cooperative Alliance agreement supersedes all CAPs approved under the previous State Regents' *Guidelines for Approval of Cooperative Agreements between Technology Centers and Colleges* (3.6). All prior approved CAP's will be grandfathered under this agreement.
2. Through the Cooperative Alliance, the higher education institutions will offer AAS degrees and college-level certificate programs in disciplines in cooperation with technology centers where effectiveness and efficiency can be enhanced and where a student-centered, competency-based approach can be maintained.
3. Consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy, CAPs offered at technology centers are meeting the educational needs of the community.
4. With the approval of the Cooperative Alliance partners, CAPs may be added to the agreement. If the partners cannot agree, the Chancellor for State System and the State Director for CareerTech will arbitrate.
5. The Cooperative Alliance partners will jointly plan and implement appropriate faculty and staff development activities to benefit the CAPs.
6. The Cooperative Alliance partners will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.

C. Curriculum

1. The Cooperative Alliance partners will offer high quality, AAS degree and college-level certificate programs as CAPs, conferred by a higher education institution, that comply with applicable policies of the State Regents,

CareerTech, and the local governing boards and that meet the certification and training standards of business and industry.

2. All CAPs in place when the Cooperative Alliance agreement is approved are included and will be listed.
3. All continuing and future CAPs included in the Cooperative Alliance shall be subject to the State Regents' *Academic Program Approval* and *Academic Program Review* policies. The Criteria for Evaluation (3.4.6) include centrality to the mission, curriculum, academic standards, faculty, support resources, demand for the program, and complement to existing programs, unnecessary duplication, cost, and review.
4. An advisory committee composed of faculty, staff, employers, and practitioners assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community.

D. Quality Assurance

1. Faculty

- a. All technology center faculty teaching CAP courses must adhere to established higher education institutional adjunct faculty qualifications appropriate to faculty teaching in occupational and technical fields. Credentials must be a degree at the level at which the faculty member is teaching, e.g., at the Certificate level, the faculty must have a certificate in that field; at the Associate Degree level, the faculty must have an Associate Degree. The appropriate academic dean reviews all faculty credentials, and recommends all faculty for approval. Once approved, technology center faculty in approved CAPs becomes listed as adjunct instructors for the higher education institution.
- b. Any exception to the foregoing must be approved by the appropriate designee for Academic Affairs at the higher education institution.
- c. An annual faculty assessment, including student evaluation of instruction, will be conducted in accordance with established guidelines and procedures of the higher education institution.
- d. All adjunct faculty must meet established institutional college adjunct faculty minimum employment standards associated with the academic program/division under which the CAP courses will be offered. Faculty credentials must meet these standards and be approved for adjunct status prior to approval of courses for college credit in the CAP.

2. Program Quality

- a. Assessment criteria are reviewed and approved by the higher education institution faculty on a course-by-course basis when the curriculum is approved. Assessments are reviewed annually.

- b. An industry recognized certification relevant to the focus of the overall program content can be used as an additional assessment for the student and program relating to quality and rigor.
- c. A specific full-time or dean-designated faculty liaison with at least a minimal level of content expertise provides annual review and alignment of courses offered for credit in the CAP. Faculty liaisons are members of the program advisory committee.
- d. All CAPs will be included in the annual institutional program assessment activities.
- e. To maintain quality of courses, the higher education institution will designate an appropriate individual to work as liaison between the technology centers and the higher education institution. The liaison will have a presence at the technology centers, will attend advisory committee meetings, counsel students, work with adjunct faculty, and keep the lines of communication open.
- f. When the higher education institution does not employ full-time faculty in an Associate in Applied Science degree which is not taught at the institution, but is active at the technology center, the institution will thoroughly assess the need for it to offer such a program, especially if the program is available at another state system institution. If determined to better meet the needs of the institution's service area if offered through the institution, the institution will designate a full-time faculty member with a minimal level of content expertise to oversee the program. If no internal faculty expertise is available, the institution will engage the expertise of faculty at a higher education institution that employs full-time faculty with expertise in the content area to ensure program quality and the designated faculty liaison as referenced in 3.6.4.D.2.c, will oversee the program, utilizing the outside expertise on a regular basis.
- g. The higher education institution may look to established national accreditations and course specific certifications standards for quality control. For example, programs accredited by CAAHP, FAA or computer industry certifications through CompTIA, Microsoft, ORACLE and CISCO, provide guidelines and competencies to ensure quality content.

3. Advisory Committees

- a. Advisory committees will be representative of industry appropriate to the program, and ensure relevant curricula for job readiness.
- b. Full-time institutional faculty will serve on advisory committees, in addition to the technology center faculty.
- c. Recommendations for additions, changes, and/or deletions to credit offerings for CAPs which are only offered at the technology center will be based upon recommendations from the advisory committee, faculty

liaisons, and accreditation or certification changes. These recommendations are reviewed and approved by the higher education institution's internal curriculum review process and then provided to the OSRHE for final approval.

4. Continuous Improvement

- a. Each Cooperative Alliance program will be reviewed in accordance with the higher education institution's annual internal assessment program.
- b. The results of the annual internal assessment will be used to ensure the continuous improvement of program/course content.

E. Criteria for admissions

1. College admission requirements approved by the State Regents (see State Regents' *Institutional Admission and Retention* policy) and Academic Procedures Handbook) for admission to the higher education institutions are listed in the institution's catalog and shall apply to recent high school graduates and adults.
2. High school juniors and seniors are admissible as concurrent students to an Oklahoma State System of Higher Education college or university that offers AAS degrees and college-level certificate programs and enroll in only technical courses at the technology center as approved by the State Regents.
3. High school students also must provide a letter of support from the high school counselor and written permission from a parent or legal guardian.
4. High school students concurrently enrolled in college courses, including all courses in the CAP, may continue concurrent enrollment in subsequent semesters if they earn a college cumulative GPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention* policy).

F. Student Support Services

1. The higher education institutions and technology centers will provide integrated and comprehensive academic advising and support services to students enrolled as part of the Cooperative Alliance to insure effectiveness without duplication or redundancy of effort.
2. Counselors and faculty at the higher education institution and the technology center may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, high school Plan of Study, and personal knowledge of the student to advise the student.
3. High school students must be advised of the State Regents' *Institutional Admission and Retention* policy (3.10.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the CAP, and high school courses.

G. Financial

1. The primary cost of instruction for technical courses in the CAPs taught at the technology center by the center's faculty will be borne by the technology center. The primary cost of instruction for courses offered by the higher education institution in the CAPs, taught at the technology center or the institution by the institution's faculty, shall be borne by the higher education institution.
2. Cost to Students
 - a. High school students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall not pay college tuition. However, there may be college fees charged that are applicable to all students.
 - b. Adult students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall pay to the technology center only the program tuition established by the center. Adult students shall not pay college tuition. However, there may be college fees charged that are applicable to all students.
 - c. College courses, such as general education, may be offered at the technology center by a higher education institution. The direct costs of instruction for these courses are borne by the higher education institution and the enrolled student will be charged the applicable college tuition and fees, payable to the institution.

H. Marketing and Outreach

1. The marketing goals of the Cooperative Alliance are to create an awareness and to promote the advantages to potential students and to the community, including high school teachers, faculty, staff, administrators, governmental agencies, and employers.
2. All publications and advertisements will identify which higher education institution is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation* policy (3.1.7) that prohibit higher education institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications. Failure to comply with this requirement may result in the nullification of the Cooperative Alliance and all CAPs under that Cooperative Alliance.

I. Institutional Reporting

An annual summary report on the performance of the Cooperative Alliance during the previous fiscal year is required, including information on enrollment, retention and graduation, assessment reports, financial arrangements, marketing endeavors,

cost, and other notable accomplishments and challenges. This report shall be jointly prepared and submitted to the respective local governing boards.

3.6.5 Procedures

~~A public institution seeking approval for a cooperative agreement with a technology center shall initially have its governing board approve the cooperative agreement proposal prior to the institutional president formally submitting the proposal to the Chancellor for State Regents' consideration. After acknowledging receipt of the proposal, State Regents' staff will review and evaluate the cooperative agreement. Staff will submit the agreement proposal to the State Regents with a recommendation. The institution's president will be informed of the recommendation prior to its formal submission.~~

An Oklahoma State System institution seeking approval for a CAP with a technology center upon approval by the governing board shall have the president submit the CAP to the Chancellor for State Regents' consideration. The president will be informed of the recommendation prior to its formal submission.

~~The cooperative agreement proposal shall contain the following information:~~

- ~~A. Names of the participating technology center and the participating higher education institution.~~
- ~~B. Name of degree program toward which credit will be awarded.~~
- ~~C. Titles of modules, courses, or programs for which approval is sought.~~
- ~~D. Amount of academic credit to be awarded in each module, course, or program of instruction and the equivalent college course or courses.~~
- ~~E. Academic credentials of faculty responsible for classroom and laboratory experiences.~~
- ~~F. Clock hours of classroom and laboratory instruction for each credit hour to be awarded.~~
- ~~G. Financial arrangements between the college and technology center.~~
- ~~H. Student tuition and other charges.~~
- ~~I. Description of classroom and laboratory facilities to be utilized.~~
- ~~J. Arrangements for assessment of student outcomes in each module, course, and program.~~
- ~~K. Description of how student performance records will be maintained and how academic credit will be placed on the college transcript.~~
- ~~L. Colleges shall include the criteria and procedures for an annual evaluation of courses or laboratory experiences offered at a technology center to insure credit is at the collegiate level.~~

3.6.6 Reporting

The State Regents' staff will provide periodic reports to the State Regents summarizing the status of Cooperative programs carried out by colleges in collaboration with technology centers Alliances and CAPs. Such reports shall contain information about the number and kinds of programs, the participating colleges and schools, the number of individuals enrolled, the student credit hours granted, degrees conferred, how academic rigor is achieved, faculty qualifications, employment information, and how institutions publicize the program effectiveness and efficiency of the Cooperative Alliances individually and as a model for offering academic programs. Reporting to the institutions and technology centers will be conducted during regularly scheduled workshops.

3.6.7 Publications

All publications and advertisements regardless of medium will note which college is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation Policy* that prohibit institutions (higher education or technology centers) from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications. Failure to comply with this requirement may result in the nullification of the cooperative agreement.

3.6.8 Workshops and Standing Committee

In collaboration with the State Director of Career and Technology Education, the Chancellor shall develop workshops to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology. The workshops shall have systemwide representation of technology centers and higher education institutions to facilitate communication of current policy and additional needs. In addition, a standing committee of the Council on Instruction for cooperative agreement policy will be established.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-e:

Policy.

SUBJECT: Ratification of the approval for the University of Central Oklahoma to offer correspondence credit to exceed the 30 hour limit.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to exceed the 30 hour limit on the application of correspondence credit toward baccalaureate degree completion for incarcerated female inmates at the Mabel Bassett Correctional Facility as part of a pilot project.

BACKGROUND:

The University of Central Oklahoma's (UCO) Correspondence Education program has been in place since 1917 and is administered within the office of Academic Affairs. UCO currently offers 56 college credit courses taught by highly skilled full-time staff. During the 2007 school year, student enrollment in the 56 college credit courses was just under 600 students. The students enrolled in the correspondence courses generated 2,013 credit hours. The Correspondence Education program allows UCO students to have the freedom to explore educational alternatives and the opportunity to schedule their own study time.

On April 28, 2008, UCO was granted an institutional exception to the State Regents' *Undergraduate Degree Requirements* policy which states, "the faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work." This institutional exception to the State Regents' *Undergraduate Degree Requirements* authorized UCO to use correspondence credit earned at UCO as resident credit to satisfy the 30 hour resident credit requirement.

POLICY ISSUES:

The requested action is an exception to the institutional exception that had been previously granted to UCO. This action will allow UCO to exceed the 30 hour limit on the application of correspondence credit and allow female incarcerated students at the Mabel Bassett Correctional Facility to apply credit earned via UCO correspondence as needed for baccalaureate completion.

ANALYSIS:

The request to exceed the 30 hour limit of correspondence coursework to count towards a baccalaureate degree will be unique to UCO. The incarcerated students who enroll in the correspondence courses have one year to complete the coursework in which they will be enrolled in. The students that enroll in the coursework will be solely responsible for the cost of tuition, fees and books. The credit earned via correspondence will be limited to those students that have already completed an associate degree from

Rose State College. The correspondence coursework will be limited to print with the possibility of future coursework to be offered via interactive video (ITV).

UCO's Correspondence Education Office, administered by the Office of Academic Affairs, has a strong administrative structure and successful history of course delivery. UCO requests that the correspondence credit exception take place as early as May 2009 and continue for two years at which time it will be evaluated at the institutional level for continuance.

Attachment

THE UNIVERSITY OF CENTRAL OKLAHOMA
AND
THE MABEL BASSETT CORRECTIONAL FACILITY
PILOT PROJECT
SPRING 2009 THROUGH FALL 2010

THE BACHELOR OF SCIENCE IN GENERAL STUDIES
FOR
INCARCERATED STUDENTS

Request: Allow the University of Central Oklahoma to apply credit earned via the University of Central Oklahoma Correspondence Office as needed for baccalaureate degree completion for students at the Mabel Bassett Correctional Facility.

Purpose: Incarcerated students at the Mabel Bassett Correctional Facility currently complete college degrees primarily at Rose State College for the associate degree and out-of-state universities for the bachelor's degree. This proposal would provide a baccalaureate degree completion option with the University of Central Oklahoma (UCO).

Student Population: There are currently 62 students enrolled in college-level coursework at Mabel Bassett. Fifteen are ready to begin a baccalaureate degree. Each will begin her upper division coursework at various times in the coming semesters. It is the option of the administration at Mabel Bassett that those who begin with UCO will continue with the program until degree completion. The fifteen identified individuals have completed an associate's degree and must complete a minimum of 60 credit hours with a senior level institution to meet degree requirements for a baccalaureate program.

Program: The Bachelor of Science in General Studies has been selected as the appropriate degree for this initiative, primarily due to its flexibility. There are over 168 credit hours in the UCO Correspondence Course Bank that can be applied to the degree program, including 30 credit hours of business, 63 credit hours of social sciences and 27 credit hours of math and science. This allows the student population to concentrate in business, sociology and/or criminal justice. New areas of concentration will be added to this list as more traditional courses are developed for correspondence delivery.

Since the targeted population will have completed an associates degree at the point of UCO program entry, there will be no need and there currently are no plans to provide remedial instruction. Those who must take developmental coursework must make alternative arrangements.

Method of delivery: Print-only or correspondence will be the primary delivery method for this program. Although some coursework may be offered via interactive video (ITV) in the future, there would have to be sufficient demand for the course to "make." Correspondence provides a more reliable delivery platform for this student population and is the method used by out-of-state providers at this time. Students may not take online courses and do not have internet access. There is no plan at this time for faculty to deliver coursework on site, however, faculty do create the courses and tests, grade all assignments, and provide written feedback to the student.

Student services: The UCO Correspondence Office acts as the liaison between the student and campus. This includes interaction with the faculty, UCO's Center for Academic Advisement, and other campus services. Course materials and books are purchased on behalf of the student by the Correspondence Office and these materials are delivered on-site. For this project staff within the Correspondence Office will coordinate with Mabel Bassett to establish a secure, monitored site for testing at that facility.

Payment for coursework: Students are personally responsible for paying for tuition, books and fees. Usually parents, grandparents or churches pay the cost. There is a Youthful Grant Offenders Program that provides monies for inmates under the age of 25. The Correspondence Office plans to research and identify additional scholarship resources for this population.

Assessment: At the end of two years, the project will be reviewed by the Office of Academic Affairs and the administration at Mabel Bassett to determine the program's effectiveness and make a recommendation regarding continuance. Although no student will have graduated by that time, several areas will be assessed including students and faculty perceptions of effectiveness, ease of course delivery, systemic processes and sources of student funding. Should it be decided that the program will not continue, any currently enrolled student will be allowed to complete the program under the original parameters.

Advantages: The administrators at the Mabel Bassett Correctional Facility cite the following as advantages to UCO providing a bachelor's degree completion program for their students:

- UCO has an existing and extensive correspondence course bank including over 168 hours of credit that can be applied to the General Studies Degree Program.
- Tuition and fees would be dramatically more cost effective to students and their families at the in-state rate.
- UCO has an inter-local agreement with the Department of Corrections.
- Earning a degree would return changed offenders to society with a higher chance for success.
- Recidivism is greatly reduced for individuals holding a college degree.
- Released inmates who hold earned degrees would be better role-models, tax payers and able to contribute to the economic health of the region.
- The UCO Correspondence Office has previously established a strong and positive working relationship with Mabel Bassett.
- Approximately 84 students may wish to complete a bachelor's degree in the future, should the cost become affordable and a degree program be made available.

Support: The administrations at the Mabel Bassett Correctional Facility and the Department of Corrections have been very supportive of this initiative. There has been additional interest voiced by the Communities Foundation of Oklahoma. We, too, at UCO strongly support this effort. It is our hope that UCO may be allowed to play a small part in helping these women re-enter society with a battery of skills and attitudes they can utilize to become self-sufficient and productive.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-f:

Policy.

SUBJECT: Revision to Oklahoma Student Advisory Board policy.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Oklahoma Student Advisory Board policy.

BACKGROUND:

The members of the 2007-2008 Student Advisory Board (SAB) closely reviewed policy issues relating to the ability of the SAB to function effectively, and recommended changes in its Annual Report presented to the State Regents at the May 23, 2008 meeting, to update references, ensure participation and clarify duties and procedures.

POLICY ISSUES:

Over the years the SAB has experienced varying success with member attendance and participation. The proposed policy changes clearly delineate meeting requirements and afford the SAB a method of ensuring full representation and active participation. Additional proposed policy changes are to: clarify member responsibility; formalize the position of vice-chair and its duties, which is already in practice; increase the approval level from a majority to two-thirds, that is required for amendments to the Oklahoma Administrative Code policy; and update references.

ANALYSIS:

The recommended changes were vigorously discussed and debated by the 2007-2008 Student Advisory Board (SAB), and the members were amenable to incorporating modifications suggested by the State Regents staff. As a result, the proposed changes were recommended:

- Set reasonable attendance requirements, with a disincentive to accepting appointment without good intent.
- Provide a clear standard for removal from office.
- Enhance the SAB's involvement with the annual Student Leadership Retreat.
- Provide a mechanism to conduct meetings in the chair's absence.
- Ensure greater unanimity on future recommended policy modifications.

The proposed changes should strengthen the ability of the SAB to function and enhance its work in keeping with the intent of its statutory provisions and policy.

By statute, the SAB is dependent upon the Oklahoma Student Government Association for its members' timely appointment, including filling vacancies. The State Regents staff continues to work in cooperation with the Council on Student Affairs to support and enhance this organization.

Approval of the revisions to the SAB policy is recommended.

Attachment

Oklahoma Student Advisory Board

610:1-3-1. Purpose

(a) The Oklahoma State Regents for Higher Education recognize the value of a formal structure for student input and a strengthened linkage to its most important constituency—students. Consequently, the State Regents have created a Student Advisory Board to assist the State Regents in enhancing their relationship with students. The creation of this board is consistent with provisions of House Bill No. 1801 of the 1988 Oklahoma Legislature [70 O.S., §3205.5 and 3205.6] which became effective November 1, 1988.

(b) The purpose of the Student Advisory Board is to communicate to the State Regents the views and interests of all Oklahoma college and university students on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board shall combine the opinions of students with good sound research to develop the best proposals and recommendations for ~~the~~ The Oklahoma State System of Higher Education.

610:1-3-2. Membership

(a) The Student Advisory Board consists of seven members elected by delegates to the Oklahoma Student Government Association (O.S.G.A) at its annual meeting.

(b) Board members will be selected as follows:

(1) ~~we~~ Two members will be elected at large to represent the comprehensive universities in The Oklahoma State System of Higher Education.

(2) Two members will be elected at large to represent the regional and senior universities in ~~the~~ The Oklahoma State System of Higher Education.

(3) Two members will be elected at large to represent the ~~junior~~ community colleges in ~~the~~ The Oklahoma State System of Higher Education.

(4) One member will be elected at large to represent the accredited independent colleges and universities in the state.

(c) The term of office of the Student Advisory Board is one year. A member may serve a maximum of three terms.

(d) A member must be enrolled in at least 12 semester credit hours at an Oklahoma college or university and must have a minimum cumulative grade-point average of 2.8 on a 4.0 scale. A member must attend the type of institution that he/she is elected to represent.

(e) Members will take office each year at the State Regents' May meeting.

(f) A member who wishes to resign before his/her term expires must notify in writing the State Regents and the Oklahoma Student Government Association.

(g) Members are required to attend all regularly scheduled Student Advisory Board meetings. Any member absent from three (3) regularly scheduled meetings, excluding meetings in June and July, shall be removed from office.

~~(g)~~ (h) A member may be removed from office if he/she does not continue to meet the requirements as set forth in (d) of this Section during the term of office.

~~(h)~~ (i) The Student Advisory Board members shall have the powers to recommend to the Board of Directors of the O.S.G.A removal of a fellow Student Advisory Board member for violations of duties set forth in 610:1-3-3.

~~(i)~~ (j) The Board of Directors of the O.S.G.A. shall by majority vote have the power to remove a Student Advisory Board member congruent to any such recommendation made from the Student Advisory Board.

(k) A Student Advisory Board member who is removed from office shall not be considered a past member.

610:1-3-3. Duties

- (a) So that members of the Student Advisory Board may adequately represent the views of other state students, each member will visit at least two other schools within the State System during his/her term of office. These other schools may not be under the same governing board as the institution that the member is attending. During these visits, the member should speak with student government leaders on important issues of student concern.
- (b) The Student Advisory Board will serve as an avenue for the student community to express its opinions and interests to the State Regents.
- (c) The Student Advisory Board will elect a ~~chairman~~ chair at its first meeting following election to serve as its liaison to the State Regents' office.
- (d) The ~~chairman~~ chair will work with the State Regents' office through a staff liaison designated by the Chancellor.
- (e) The Student Advisory Board will elect a ~~reporter~~ vice-chair at its first meeting following election to take official minutes of the Student Advisory Board meetings, ~~and~~ maintain a file of Student Advisory Board actions, and preside over Student Advisory Board meetings in the absence of the chair.
- (f) Members of the Student Advisory Board will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.
- (g) The Student Advisory Board will hold eleven (11) regular meetings each term excluding extraordinary, unforeseen circumstances which prevent holding a regular meeting.
- ~~(h)~~ (h) The Student Advisory Board, by a majority vote of its members, may submit recommendations to the State Regents on matters relating to the duties and responsibilities of the State Regents.
- ~~(i)~~ (i) Members of the Student Advisory Board are encouraged to attend all regularly scheduled meetings of the State Regents. The board's elected representative has speaking privileges at such meetings in accordance with State Regents' operating policy.
- (j) Members of the Student Advisory Board are encouraged to attend student leadership retreats sponsored by the State Regents. Costs related to Student Advisory Board members attending State Regents sponsored student leadership retreats may be paid from the operating budget of the State Regents.
- ~~(k)~~ (k) The representative at the State Regents' meetings will be responsible for recognizing other members of the Student Advisory Board for the purposes of:
- (1) Speaking on issues that concern students and relate to the State Regents' duties and responsibilities.
 - (2) Presenting recommendations that relate to the State Regents' duties and responsibilities.
- ~~(l)~~ (l) The Student Advisory Board will work with the Chancellor and the designated staff liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.
- ~~(m)~~ (m) The ~~chairman~~ chair or other designated spokesman of the Student Advisory Board shall have a place on the agenda of regular State Regents' meetings for the purpose of making a report.
- ~~(n)~~ (n) The Student Advisory Board will submit an annual written report of its activities to the State Regents and the Oklahoma Student Government Association and will also maintain regular contact with the Association to apprise it of significant developments.
- ~~(o)~~ (o) ~~he~~ The Student Advisory Board will follow the requirements of the Oklahoma Open Meeting Act [25 O.S., § 301 et seq.].
- ~~(p)~~ (p) Members of the Student Advisory Board shall be reimbursed for travel expenses incurred in the official performance of their duties as members of the Student Advisory Board in accordance with the State ~~travel~~ Travel Law [74 O.S., § 500.1 et seq.]. Reimbursements will be paid from the operating budget of the State Regents and must have the prior approval of the Chancellor's office and the Student Advisory Board ~~chairman~~ chair.
- ~~(q)~~ (q) Clerical and administrative assistance to the Student Advisory Board will be provided by the Chancellor's office and the designated staff liaison in the conduct of the Student Advisory Board business.

NO CHANGE

610:1-3-4. Guidelines for operation

- (a) The Student Advisory Board will operate under the provisions of 70 O.S., §§ 3205.5 and 3205.6.
- (b) The Student Advisory Board will also operate under guidelines established by the Student Advisory Board and approved by the State Regents.

NO CHANGE

610:1-3-5. Meetings

- (a) A schedule of regular meetings of the Student Advisory Board will be filed annually with the Secretary of State and with the State Regents' office.
- (b) A record of the Student Advisory Board meetings shall be kept on official file in the office of the State Regents.
- (c) An individual designated by the Chancellor shall be invited to attend official meetings of the Student Advisory Board.

610:1-3-6. Amendments

The provisions in this Subchapter may be amended by a ~~majority~~ two-thirds (2/3) vote of the Student Advisory Board and approval of the State Regents.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-g:

Policy.

SUBJECT: Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed permanent rule amendments for the Teacher Shortage Employment Incentive Program (TSEIP) and initiate the process for the adoption of permanent rule revisions.

BACKGROUND:

During the 2000 legislative session, Senate Bill 1393 expressed intent that the State Regents implement a program to reimburse student loan expenses for science and mathematics students who teach these subjects in Oklahoma's public schools for at least five (5) years. The 2001 Legislature amended HB 1499 to ensure that all who meet the provisions of TSEIP are eligible to receive an incentive payment based on a formula.

Section 610:25-27-3, under *The Application Procedure*, requires that the deadline for application to the program is while a student is enrolled in a mathematics or science education major at the undergraduate or graduate level. It is possible that a student might graduate in one of these majors without completing an application. Sub-paragraph (g) of this section allows for a student who would have met all of the requirements of TSEIP but failed to enroll because of extenuating circumstances shall have the option for a one year waiver.

In section 610:25-27-5, under *Educational loan obligations for participant(s) with outstanding student loan debt*, sub-paragraph (2) deletes the timeline for notifying the OSRHE as it too narrowly limits the participant. In sub-paragraph (3), the wording change allows for more flexibility for considering the merits of each case.

In section 610:25-27-6, under *Participant eligibility for benefits of the TSEIP*, the deletion in sub-paragraph (2) removes directions that are irrelevant and correctly identifies the source of the rule. In sub-paragraph (4) and (4.B) clarifying language is added. Sub-paragraph (5) allows for the possibility of unexpected and unavoidable actions of the school district.

In section 610:25-27-7, under *Benefits to be disbursed under the program*, the deletion in subparagraph (c) and the addition of the word "Participant" and "participants" is consistent with other sections of the rules. The deletion of the words "lenders/services of" reflects the necessity of allowing the participant to make the loan payments as many have already completely paid the loans and are allowed to keep the TSEIP payment. The addition of "by the Participant" in subparagraph (e) clarifies whose responsibility it is to repay the loans.

In section 610:25-27-9, under *Verification and notification requirements*, in sub-paragraph (a.1, 2) the deadline for submitting the forms is removed because, depending on a Spring or Fall semester graduation, Participants are eligible for the incentive payment at different times of the year. In sub-paragraph (c), deleting the deadline allows Participant to make change of name and address information known at the same time as one submits the Employment Compliance Form.

POLICY ISSUES:

Rules governing the TSEIP program must be adopted pursuant to APA rules. APA changes outlined in this agenda item are necessary to be consistent in the administration of the program. The APA rules were amended through the emergency rule process on February 7, 2008.

ANALYSIS:

The TSEIP was designed to recruit and retain mathematics and science teachers for five (5) consecutive years in Oklahoma's secondary public schools. Approval of the permanent APA rule amendment is recommended.

Attachment

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 27. TEACHER SHORTAGE EMPLOYMENT INCENTIVE PROGRAM

610:25-27-1. Purpose

- (a) The Teacher Shortage Employment Incentive Program (TSEIP) was created by Senate Bill 1393 during the 2000 legislative session.
- (b) The bill, as amended by Section 5, Chapter 201, O.S.L. 2001, expressed the legislative intent that beginning with the 2001-2002 school year, the Oklahoma State Regents for Higher Education (OSRHE) establish a teacher shortage employment incentive program providing *for students enrolled in a major course of study in mathematics or science at the undergraduate level or graduate level who declare an intention to serve and who subsequently serve this state by teaching in a secondary level public school of this state for a minimum of five (5) years in the subject areas of mathematics or science.* [70 O.S. §698.3(A)].
- (c) The implied purpose of this legislation is to provide an incentive for students who major in mathematics or science to serve as teachers of mathematics and science in Oklahoma public secondary schools for at least five (5) years.

610:25-27-2. Eligible student loans

- (a) Eligible student loans under the TSEIP are those educational loans that were obtained by the participant to defray the cost of obtaining a baccalaureate degree or graduate degree in a science or mathematics teacher education program. The specific loans include:
 - (1) Stafford Student Loans/Guaranteed Student Loans
 - (2) Perkins/National Direct Student Loans
 - (3) Loans made to students made pursuant to the federal Supplemental Loans for Students program including CLAS
 - (4) Consolidation Loan Program loans
 - (5) Privately funded educational loans issued to students through institutions of higher education
 - (6) Graduate PLUS Loan
- (b) Ineligible student loans include Parent loans for students (PLUS).

610:25-27-3. Application procedure

- (a) OSRHE is authorized to distribute TSEIP Participation Agreement forms to postsecondary institutions in the State System of Higher Education that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation.
- (b) TSEIP Participation Agreement forms may be obtained from TSEIP coordinator in each post-secondary institution or from the OSRHE. The student is responsible for the completeness of the application.
- (c) A Participation Agreement must be signed by a student while enrolled in a mathematics or science major course of study at the undergraduate or graduate level.
- (d) The completed Participation Agreement must be submitted to the TSEIP coordinator no later than the date of their graduation.
- (e) Post-secondary institutions TSEIP coordinators will submit copies of the TSEIP Participation Agreements to the State Regents' office within 10 days of their submission.

(f) The State Regents will notify each applicant of the receipt of his/her application in the program, the educational loan obligation, and the disbursement benefits under the TSEIP.

(g) If an eligible student failed to enroll in TSEIP before graduation, he/she can file for late enrollment into the program within one year from date of graduation. The late enrollment process is as follows:

(1) A candidate must obtain a TSEIP Participation Late Agreement Form from the college of education (COE) which recommended licensure in undergraduate or graduate education degree in secondary mathematics or science. The participant must provide explanation for the late enrollment.

(2) The form must be signed by the TSEIP coordinator of the respective COE.

(3) All documents must be submitted to the OSRHE for consideration as soon as the candidate learns about TSEIP but no later than **one year** from his/her graduation date.

(4) Additional documentation may be requested by the OSRHE before determining the eligibility of the late enrollees.

610:25-27-4. Coursework requirements for participant eligibility

In order to satisfy the coursework requirements of the program, the participant must:

(1) Declare an intention to teach in Oklahoma and graduate from an Oklahoma teacher education program.

(2) Maintain satisfactory progress in an academic program leading to an undergraduate or graduate degree with a major in a mathematics or science teacher education program.

(3) Complete coursework and training necessary to obtain a teaching certificate, which requires a baccalaureate degree or graduate degree and completion of an approved program of professional teacher preparation. The teacher preparation program shall include a student teaching requirement and authorize service for the secondary level.

(4) Participant must not have been certified to teach mathematics or science prior to signing the Participation Agreement.

610:25-27-5. Educational loan obligations for participant(s) with outstanding student loan debt

In order to satisfy the educational loan obligation of the program, the Participant with outstanding student loan debt must:

(1) Not rely on any TSEIP benefit disbursement to replace any scheduled student loan payment that is due and owing to any student loan holder.

(2) Provide written notification to OSRHE ~~within 10 days of any written notification~~ of change of status on student loans, including notice of delinquency/default and the sale, transfer or consolidation of student loans to another lender or servicer.

(3) Be free of any obligation to repay any state or federal educational grant and not be delinquent or in default on any state or federally insured educational loan. If, at any time, it is determined that a participant owes a grant refund or is in default on a loan, and has not made satisfactory payment arrangements, Participant ~~will~~ may be withdrawn from the TSEIP.

(4) Secure employment to teach in either a science or mathematics subject areas within sixteen months of graduating from a four-year institution in Oklahoma.

(5) Participant must not have been certified to teach mathematics or science prior to signing the Participation Agreement.

610:25-27-6. Participant eligibility for benefits of the TSEIP

In order to qualify to receive disbursement benefits under the TSEIP, the Participant must have:

(1) Obtained an initial teaching license and then a certificate and provided eligible full-time teaching service under a regular teaching contract at an Oklahoma public school:

- (A) at the secondary level,
- (B) for five (5) consecutive school years,
- (C) in the mathematics or science subject areas.

(2) Completed the five years of teaching, as required, with not less than seventy-five percent (75%) of the teaching assignment meeting the criteria, ~~as described in (A) of this subparagraph set forth in paragraph (1) herein.~~

(3) Completed the first full year of eligible full-time teaching service, as described above, within twenty-five (25) months from the date of graduation from a four-year institution in Oklahoma.

(4) Notwithstanding the provisions of this subparagraph, Participants may apply to the employing school for a leave of absence when a serious illness, pregnancy or other natural cause prevents the Participant from continuing the coursework requirements or from providing consecutive full-time teaching service.

(A) Leaves of absence may not exceed more than one academic year and will not be included for the purpose of calculating the consecutive five (5) years of teaching service.

(B) Participants must present official school documentation to the OSRHE that a leave of absence ~~has been~~ was granted which meets the provisions of these rules. Official notification must be given within one year that the teacher has resumed the teaching duties or Participant ~~will~~ may be withdrawn from the program.

(5) A Reduction in Force will not eliminate a Participant from fulfilling the consecutive five-year obligation if the following provisions are met:

(A) Participant must provide to the OSRHE official documentation of the Reduction in Force.

(B) Participant must resume teaching mathematics or science at the secondary level at an Oklahoma public school within eighteen (18) months after the Reduction in Force.

610:25-27-7. Benefits to be disbursed under the program

(a) Under the provisions of the TSEIP, the OSRHE, *are authorized to make the employment incentive payments to persons who actually render a minimum of five (5) years of service as teachers in the public schools of this state if not less than seventy-five percent (75%) of the teaching assignment meets the criteria* [70 O.S. §698.3(B)], specified above.

(b) An Employment Compliance Form must be submitted to OSRHE upon completion of the 5th year of eligible teaching service. An authorized school official must complete the form.

(c) Depending on the June 30 student loan balance of any qualifying ~~student~~ Participant, as of the year that all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of program benefits directly to the ~~lenders/services of~~ qualifying ~~students~~ participants for the repayment of eligible student loans.

(d) *The total amount of employment incentive payments for any qualified person shall not exceed an amount equal to three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions which offer teacher education programs within The Oklahoma State System of Higher Education, as defined by the State Regents.* [70 O.S. § 698.3(B)]

(e) Eligible loans will be repaid by the Participant in the following priority:

- (1) First, all loans guaranteed by OSRHE, ranked first by rate of interest (highest to lowest) and secondly, by loan disbursement date (oldest to newest).

- (2) Second, all other eligible loans ranked first by rate of interest (highest to lowest) and secondly, by loan disbursement date (oldest to newest).
- (f) Any amount of excess of the Participant's outstanding student loan balance, or the entire benefit amount for the participants with no outstanding student loan balance, shall be paid directly to any person otherwise eligible for employment incentive payments pursuant to this section.
- (g) If OSRHE determines that any TSEIP disbursement was authorized based on misleading or incorrect information, the Participant must reimburse such payment to OSRHE.

610:25-27-8. Fiscal limitations of the program

- (a) *If insufficient funds are available for employment incentive payments to qualified persons during any fiscal year; the Chancellor may make reductions in the payments made to those qualifying.* [70 O.S. §698.3(d)].
- (b) Each year the benefit to all eligible teachers will be determined on, or as of June 30, for the group of teachers that achieved eligibility for TSEIP benefits (having satisfied all program requirements) by the end of that school year. If, in any given year, funds are not available for employment incentive payments at the maximum amount, due to a reduction in employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of that amount, the obligation of the program to those eligible teachers shall be satisfied. The foregoing is true even if no funds are available for disbursement.

610:25-27-9. Verification and notification requirements

- (a) Verification requirements which must be satisfied prior to disbursement of program benefits include:
- (1) An Employment Compliance Form submitted to OSRHE ~~by June 30th~~ after the fifth year of eligible teaching service. An authorized school official must complete the form.
 - (2) The Loan Balance Verification Form must be submitted to OSRHE ~~by June 30 of~~ in the fifth year. The lender(s) must certify that the loans are in good standing and provide a June 30 balance.
- (b) Until all mutual obligations of the Participation Agreement are satisfied, Participant must respond to all communications and requests from OSRHE within the time indicated.
- (c) Until all mutual obligations of the Participation Agreement are satisfied, Participant must provide written notification to OSRHE ~~within 10 days~~ of any change in legal name or address of any change in status, which affects TSEIP eligibility.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #14-h:

Policy.

SUBJECT: Oklahoma's Promise – Oklahoma Higher Learning Access Program Permanent Rule Amendments.

RECOMMENDATION:

It is recommended that the State Regents approve permanent rule amendments for the Oklahoma's Promise – Oklahoma Higher Learning Access Program and initiate the process for the adoption of permanent rule revisions.

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of \$50,000 or less at the time of application to the program.

POLICY ISSUES:

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire for college, prepare themselves for academic success in college and to provide them with financial assistance for college expenses.

ANALYSIS:

The proposed rule amendments address four statutory changes from the 2008 legislative session.

1. Delaying implementation of a new second income limit requirement from 2009-10 to 2010-11.

Based on SB 1038, Oklahoma's Promise college students receiving the scholarship for the first time in 2010-11 (primarily high school graduates of 2010 and thereafter) will be subject to a second family income limit requirement. Previously, the new limit was scheduled to go into effect for 2009 graduates. Students will not receive the scholarship if their parents' income exceeds \$100,000 at the time the student goes to college (if the student is independent, the student's income may not exceed \$100,000). To enroll in the program in the 8th, 9th or 10th grade, a student's family income still must be under \$50,000 at the time of application.

The one-year delay in the new second income limit requirement reduces the number of students who will be subject to the new limit but who had already enrolled in the program before the new limit was legislated. The delay reduces the number of students in this circumstance from about

18,000 (9,000 in the 2009 graduating class, 6,000 in the 2010 graduating class and 3,000 in the 2011 graduating class) to 9,000 (6,000 in the 2010 graduating class and 3,000 in the 2011 graduating class).

A review of the family income data for 2007-08 Oklahoma's Promise scholarship recipients showed the following:

- About 84 percent of recipients reported family income by applying for federal financial aid.
 - Of the students with reported family incomes, about 2 percent showed incomes exceeding \$100,000.
 - No income data was available for the remaining 16 percent of recipients.
2. Modifying and delaying implementation of a new statutory college GPA requirement.

SB 1038 also delayed implementation of a new college GPA requirement from 2009-10 to 2010-11. The bill also changed the GPA requirement slightly to a minimum cumulative college GPA of 2.0 for courses taken *through* the sophomore year and a minimum 2.5 GPA for courses taken *during* the junior year and thereafter.

3. Exempting students in the military from the requirement that they begin college within three years of graduating from high school.

Prior to this amendment in SB 1038, all students were required to start college within three years of high school graduation to receive the Oklahoma's Promise benefit. The statute did not allow any exceptions. For some students joining the military immediately after high school graduation, the normal enlistment requirement of four years of active duty could possibly prevent them from receiving their Oklahoma's Promise benefit. The statutory amendment now provides an exception for students serving in the military.

4. Modified income eligibility requirements for certain adopted students.

HB 2446 provides expanded income criteria for students adopted while in the custody of the Department of Human Services, a licensed private nonprofit child-placing agency, or federally recognized Indian tribe. First, these students will not be subject to an income limit at the time they apply for participation in the program in the 8th, 9th or 10th grade. Second, if and when the second income limit becomes effective, these students would be subject to higher income limits than other participants. Students adopted between birth and the age of twelve years would be subject to a \$150,000 second income limit. Those adopted between the ages of thirteen and seventeen would be subject to a \$200,000 second income limit.

Attachment

SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-1. Purpose (no change)

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth or tenth grade at a public or private school and whose parents' income meets the financial need criteria are eligible to apply to become a program participant. Students educated by other means who are between the ages of thirteen (13) and fifteen (15) are eligible to apply to become a program participant. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed \$50,000 per year at the time the student applies for participation in the program. A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.
[70 O.S. § 2603]

(B) Parents of students making application to the program must use their most recent calendar (tax) year income to establish financial need eligibility. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the parents' income is expected to be significantly less than the previous year.

(C) The OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student's custodial parent(s).

610:25-23-3. Applications (no changes)

610:25-23-4. Program requirements (no changes)

610:25-23-5. Securing Program benefits

(a) To qualify for the program benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

(1) Be a resident of this state both at the time of application to the program and at the time the student graduates from high school, or have been enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(2) Have graduated within the previous three years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) years after the student graduates from high school, or other educational

program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.

(3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.

(4) Have satisfied admission standards as established by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.

(5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary program offered pursuant to a duly approved cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.

(6) Be a United States citizen or lawfully present in the United States. This provision shall not apply to any student that was enrolled in the program prior to the end of 2006-07 school year.

(b) For students receiving the program benefit award for the first time in ~~2009-10~~ 2010-11 and thereafter, at the time the student begins postsecondary education and prior to receiving any program benefit award, the income from taxable and nontaxable sources of the student's parent(s) shall not exceed \$100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:

(1) is determined to be independent of the student's parents for federal financial aid purposes,

(2) was in the permanent custody of the Department of Human Services at the time the student enrolled in the program, or

(3) was in the court-ordered custody of a federally-recognized Indian tribe, as defined by the federal Indian Child Welfare Act, at the time the student enrolled in the program.

(c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the income from taxable and nontaxable sources of the student's parent(s) may not exceed \$150,000 per year.

(2) For a student adopted between thirteen (13) and seventeen (17) years of age, the income from taxable and nontaxable sources of the student's parent(s) may not exceed \$200,000 per year.

(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

(d) Award recipients shall apply for financial aid at the institution in which they enroll.

~~(de)~~ All students eligible to receive the program benefit award for the first time in ~~2009-10~~ 2010-11 and thereafter must complete an application for federal financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent. Students not eligible to complete the FAFSA will be provided an alternate method by the OSRHE.

(e) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

610:25-23-6. Retaining eligibility in postsecondary education

(a) To retain eligibility for program benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education. Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled. [70 O.S. § 2603; OSRHE Policy II-2-46.3]

(b) Effective January 1, 2008, any student receiving the program benefit award that is expelled or suspended for more than one semester from an institution of higher education for conduct reasons shall permanently lose eligibility for program benefits.

(c) For students receiving the program benefit award for the first time in ~~2009-10~~ 2010-11 and thereafter, the student must achieve a minimum cumulative grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken ~~during~~ through the student's sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student's junior year and thereafter.

610:25-23-7. Payment of awards; policies and limitations (no changes)

610:25-23-8. Administrative responsibilities (no changes)

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AGENDA ITEM #14-i:

Policy.

SUBJECT: Oklahoma Tuition Equalization Grant.

RECOMMENDATION:

It is recommended that the State Regents approve permanent rule amendments for the Oklahoma Tuition Equalization Grant Program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

In 2003, the Oklahoma Legislature enacted the Oklahoma Tuition Equalization Grant (OTEG) Act to provide grants to Oklahoma residents attending not-for-profit, independent institutions in Oklahoma that are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). Recipients must have family incomes of less than \$50,000. Grants of \$2,000 per academic year (\$1,000 per semester) can be awarded to students for up to five consecutive years of full-time undergraduate study. Funding was provided for the program to award students beginning in 2004-2005. In 2007-2008 a total of \$3,222,000 was awarded to 1,861 students statewide.

POLICY ISSUES:

The OTEG program is currently the fourth largest state student financial aid program in Oklahoma behind Oklahoma's Promise, the Oklahoma Tuition Aid Grant (OTAG) and the Academic Scholars Program.

ANALYSIS:

Two of the rule changes are due to statutory amendments to the OTEG program in Senate Bill 1038 of the 2008 Oklahoma legislative session.

- The definition of an eligible institution was amended to include institutions that are accredited by a national accrediting body recognized by the United States Department of Education. Prior to the enactment of Senate Bill 1038, only institutions accredited by the HLC were eligible to participate in the OTEG program. Based on the amended statute, Hillsdale Free Will Baptist College and Family of Faith College are now eligible. OTEG award claims submitted by these two institutions for the Fall 2008 semester include awards for 59 total students.
- A requirement that limited student eligibility to no more than five years after the student's first semester of postsecondary enrollment was amended to read "no more than five years after the student's first grant is received." This amendment provides eligibility for adult students returning to college who were previously excluded from OTEG award eligibility. Awards claimed by institutions in the Fall 2008 semester total 2,065, reflecting an increase of 204 eligible students when compared with 1,861 awards disbursed in the 2007-08 award year.

- The third rule change was recommended by the State Regents' System Auditor. The language is similar to existing policy for the OTEG program and would provide direction for situations when a student is found to be ineligible after an institution has awarded and disbursed OTEG funds to the student.

Approval of the permanent APA rule amendments is recommended.

Attachment

TITLE 610. STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 31. OKLAHOMA TUITION EQUALIZATION GRANT PROGRAM

610:25-31-1. Program purpose [no changes]

610:25-31-2. Definitions

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

“Private or Independent institution”, means an institution of higher learning that is not a public institution within the Oklahoma State System of Higher Education. The institution must be a not-for-profit entity, domiciled within Oklahoma, accredited by the Oklahoma State Regents for Higher Education, and fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools or a national accrediting body recognized by the United States Department of Education. [70 O.S., § 2632]

610:25-31-3. Eligibility Requirements [no changes]

610:25-31-4. Fiscal Policies

(a) The enrolling private or independent institution shall forward a completed student application, documentation of full-time enrollment status, and certification of resident status to the State Regents no later than October 15 for the fall semester and March 15 for the spring semester of each academic year.

(b) Subject to the availability of funds in the Oklahoma Tuition Equalization Grant Trust Fund, an applicant is eligible to receive an award up to \$2,000 per academic year, or \$1,000 per academic semester.

(c) Students receiving this grant may also receive additional state-supported financial aid, but not in excess of the student's cost of attendance as determined by the institution consistent with regulations for federal financial aid.

(d) Grants are not approved for summer or intersession enrollments.

(e) A student may be awarded a grant for a period of five (5) consecutive years of study in a baccalaureate program beginning ~~with when~~ when the student's first ~~semester of postsecondary enrollment~~ receives the grant, or until the student is granted a baccalaureate degree, whichever occurs first. Exceptions to this requirement may be considered for hardship circumstances; however, no recipient may receive benefits beyond a cumulative period of five (5) years.

(f) If funds are not sufficient in the Oklahoma Tuition Equalization Grant Trust Fund to provide grants for all eligible applicants, the State Regents shall award grants on the basis of need. If necessary, the private or independent institution shall provide to the State Regents the Expect Family Contribution (EFC) calculated for each eligible student for federal financial aid purposes. Institutions may also be required to provide the amount of unmet financial need calculated for each student's financial aid package. Students who have previously received a grant and who continue to meet the requirements for eligibility shall have absolute priority over any student who is applying for a grant for the first time.

610:25-31-5. Refunds and institutional liability

Institutions will report to the Oklahoma State Regents for Higher Education any awards that the institution is aware are based on inaccurate application data. If funds have been disbursed to a student, and the student reported incorrect data unknown to the institution at the time of eligibility certification, the student is responsible for the return of any funds for which he/she is not eligible to receive. All refunds will be coordinated by the institution for return to the Oklahoma State Regents for Higher Education. The institution will place holds as allowed on other financial aid disbursements, future

enrollments, release of transcripts, etc. in an effort to collect refunds if necessary. In the event Oklahoma Tuition Equalization Grant funds are disbursed to a student as a result of erroneous action by the institution, the institution is financially liable for the return of the ineligible funds. An institution's failure to submit refunds for which the institution is liable within a reasonable period of time could result in suspension or termination of the institution's eligibility for participation in the Oklahoma Tuition Equalization Grant program. Thirty days is considered to be a reasonable period of time. The institution may appeal a finding of institutional liability.

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AGENDA ITEM #14-j:

Policy.

SUBJECT: Revocation of APA Rule.

RECOMMENDATION:

It is recommended that the State Regents revoke the APA rule for the Oklahoma Money Matters AmeriCorps Education Award Program.

BACKGROUND:

Oklahoma Money Matters (OKMM) is the State Regents' financial literacy initiative, developed under the auspices of the Oklahoma Guaranteed Student Loan Program. OKMM serves as an information clearinghouse and develops outreach programs and community partnerships to increase public awareness of the need for financial education and understanding of sound fiscal principles and practices.

In May 2004, OKMM staff submitted a proposal to offer an AmeriCorps Educational Award Program, which was accepted for funding by the governing federal agency, the Corporation for National and Community Service. Through this grant program, OKMM placed AmeriCorps members in host sites around the state to educate youth and adults about money management, consumer credit and student financial aid. OKMM AmeriCorps members who successfully completed 300 hours of service within one calendar year were eligible to receive a \$1,000 Education Award from the National Service Trust.

Enrollment in the OKMM AmeriCorps Education Award Program commenced February 11, 2005 and concluded July 31, 2008, the closing date of the final grant year. During the grant cycle, OKMM AmeriCorps members earned a total of 45 Education Awards.

POLICY ISSUES:

As the OKMM AmeriCorps program has fulfilled the grant cycle, the APA rule for the program is no longer required.

ANALYSIS:

Member enrollment in the OKMM AmeriCorps program never reached forecasted levels. Additionally, grant provisions limited the scope of acceptable financial education activities, which proved challenging for field sites in communities with specialized educational needs. After careful consideration of the program's viability, OKMM elected not to compete for an AmeriCorps grant in 2008-09.

The administrative rule for the OKMM AmeriCorps program defined operational parameters for program information, field site selection, member candidacy, grievance procedures, and program capacity. The revoked regulatory text is attached.

Attachment

**TITLE 610 – STATE REGENTS FOR HIGHER EDUCATION
CHAPTER 25 – STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 35. OKLAHOMA MONEY MATTERS AMERICORPS EDUCATION AWARD
PROGRAM [REVOKED]**

610:25:35-1. Purpose [REVOKED]

~~—The purpose of this Subchapter is to describe the Oklahoma Money Matters AmeriCorps Education Award Program (OKMM EAP), which is designed to improve financial literacy in Oklahoma. OKMM EAP operates under the auspices of the Oklahoma Guaranteed Student Loan Program (OGSLP), a division of the Oklahoma State Regents for Higher Education.~~

610:25:35-2. Definitions [REVOKED]

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

~~—"**AmeriCorps**" means the AmeriCorps Education Awards Program, which is one of several national service programs of the AmeriCorps National Service Network.~~

~~—"**Applicant**" means an individual who has applied to participate in OKMM EAP, but is not an AmeriCorps member.~~

~~—"**Corporation for National and Community Service**" means the federal organization established under the National and Community Service Act of 1990 that administers the AmeriCorps National Service Network.~~

~~—"**Education Award**" means an award provided to a member who has successfully completed a required term of service in an approved national service position and who otherwise meets the eligibility criteria established by AmeriCorps. An education award may be used to pay qualified educational expenses.~~

~~—"**Enrollment**" means acceptance as an AmeriCorps member, as evidenced by inclusion in the AmeriCorps national database.~~

~~—"**Field Sites**" means locations across Oklahoma that host AmeriCorps members during their term of service.~~

~~—"**Financial Literacy**" means knowledge of money management and financial principles.~~

~~—"**Member**" means an individual who is enrolled in the Oklahoma Money Matters AmeriCorps Education Award Program.~~

~~—"**Oklahoma Community Service Commission**" means the authorized alternative entity administering Oklahoma's national service programs.~~

~~—"**Service Activities**" means direct, meaningful actions through organized community service efforts that count toward fulfillment of service hours in a term of service.~~

~~—"**Service Hours**" means the number of hours spent performing eligible community service activities during a term of service.~~

~~—"**Site Application**" means the documentation submitted by potential field sites for OKMM EAP consideration during the field site selection process.~~

~~—"**Site Supervisor**" means a qualified employee of the field site who volunteers his or her time to serve OKMM EAP.~~

~~—"**Term of Service**" means the contracted length of time during which a member must perform eligible community service activities to qualify for an education award.~~

610:25:35-3. Program Information [REVOKED]

~~To achieve its primary goal of improving financial literacy, OKMM EAP is placing AmeriCorps members in field sites around Oklahoma to educate youth and others about personal finance, student financial aid, and consumer credit. OKMM EAP goals are to build student knowledge of financial literacy principles; develop members' leadership, citizenship, and presentation skills; and encourage members life long commitment to community service. OKMM EAP members will receive an education award upon successful completion of and subject to the terms of the OKMM EAP member contract.~~

610:25:35-4. Field Site Selection [REVOKED]

~~OKMM EAP will select field sites around Oklahoma to host AmeriCorps members during their service terms.~~

~~(1) Selection Process.~~

~~(A) Interested entities will submit a site application to OKMM EAP. Site applications can be requested from the OKMM Director at P.O. Box 3000, Oklahoma City, Oklahoma, 73101-3000 or by calling (405) 234-4495.~~

~~(B) An evaluation committee composed of the OKMM Director and other OGSLP senior level staff will review site applications.~~

~~(C) The evaluation committee will select field sites to participate in OKMM EAP based on the criteria and restrictions defined in this section.~~

~~(2) Selection Criteria.~~

~~(A) OKMM EAP field sites will be educational entities and/or other organizations with an established or expressed interest in community service and financial literacy.~~

~~(B) OKMM EAP will consider the following field site characteristics when reviewing site applications:~~

~~(i) The site's community service objectives are consistent with the OKMM EAP mission of improving financial literacy in Oklahoma.~~

~~(ii) The site's planned activities are consistent with identified community need for financial education.~~

~~(iii) The site offers a range of member activities that support the OKMM EAP mission.~~

~~(iv) The site will facilitate sufficient service activities to ensure that members have adequate opportunity to fulfill the required number of service hours in the prescribed service term.~~

~~(v) The site has designated a site supervisor who is willing to meet AmeriCorps administrative requirements and has the time, interest, and ability to supervise members and facilitate member involvement.~~

~~(vi) The site provides a safe, accessible work environment for members.~~

~~(vii) The site endorses a drug free workplace.~~

~~(C) OKMM EAP endeavors to facilitate a wide range of member activities, serving a diverse spectrum of demographic populations at sites located across Oklahoma. Consistent with that vision, favorable consideration will be given to site applications that demonstrate compatibility with these objectives.~~

~~(3) Restrictions.~~

~~(A) Entities that discriminate on the basis of race, color, national origin, gender, age, religion, disability, or status as a veteran in policies, practices, or procedures are ineligible to serve as field sites for OKMM EAP.~~

610:25:35-5. Member Candidacy [REVOKED]

~~(a) Member Requirements.~~

~~(1) Members will be a U.S. citizen, U.S. national, or lawful permanent resident alien of the United States.~~

~~(2) Members will be at least 17 years of age at enrollment.~~

~~(3) Members will hold a high school diploma or equivalency certificate.~~

~~(4) Members must sign an OKMM EAP member contract.~~

~~(b) Criminal History and Background Investigation.~~

~~(1) Must be obtained for all members from the Oklahoma State Bureau of Investigation (OSBI).~~

~~(2) Must include a search of the Oklahoma Department of Corrections' files maintained by the OSBI pursuant to the Sex Offenders Registration Act.~~

~~(c) Curricular Knowledge.~~

~~(1) Applicants are provided training in a prescribed financial literacy curriculum.~~

~~(2) Applicants are tested after participating in the training course to assess knowledge gained.~~

~~(d) **Restrictions.**~~

- ~~(1) An applicant whose criminal history report reveals a conviction, a plead of guilty, or a plead of nolo contendere for a felony charge is not approved to serve in OKMM EAP.~~
- ~~(2) An applicant who scores below 75 percent on the post training test is not approved to serve in OKMM EAP.~~

610:25:35-6. Grievance Procedures [REVOKED]

~~—OKMM EAP members may file a grievance in accordance with OKMM EAP's grievance procedures.~~

~~(1) **General Information.**~~

- ~~(A) These procedures apply to service related issues such as assignments, evaluations, suspensions, or release for cause, as well as issues related to non-selection of members, displacement of employees, or duplication of activities by AmeriCorps.~~
- ~~(B) Allegations of fraud and criminal activity must be reported immediately to the Corporation for National and Community Service.~~
- ~~(C) Allegations of discrimination should be in writing and directed to the Corporation for National and Community Service.~~

~~(2) **Grievance Hearing.**~~

- ~~(A) An aggrieved party may request a grievance hearing if informal efforts fail to result in a mutually agreeable resolution.
 - ~~(i) The aggrieved party should make a written request for a hearing to the OKMM EAP Director, unless it is the Director's decision or action that has resulted in the grievance, in which case a written request for a hearing should be sent to the Oklahoma Community Service Commission. The hearing request must be made within one year of the date of the alleged occurrence.~~
 - ~~(ii) At the time a request for a hearing is made, OKMM EAP will make available to the aggrieved party information that it relied upon in its disciplinary decision.~~
 - ~~(iii) One or more pre-hearing conferences will be scheduled at a time mutually convenient for all parties in an effort to facilitate a mutually agreeable resolution of the matter to make a hearing unnecessary or narrow the issues to be decided at the hearing.~~~~
- ~~(B) The hearing will be conducted by Oklahoma Community Service Commission staff within 30 calendar days after the filing of the grievance.~~
- ~~(C) A written decision will be made within 60 calendar days after filing.~~

~~(3) **Binding Arbitration.**~~

- ~~(A) An aggrieved party may request binding arbitration if a grievance hearing decision is adverse or if no decision is made within 60 days after the filing of the grievance.
 - ~~(i) The arbitrator will be independent and selected by agreement of the parties.~~
 - ~~(ii) If the parties cannot agree on an arbitrator, the Corporation for National and Community Service will appoint one within 15 calendar days after receiving a request from one of the parties.~~~~
- ~~(B) An arbitration proceeding will be held within 45 calendar days after the request for arbitration, or within 30 calendar days after the appointment of an arbitrator by the Corporation for National and Community Service.~~
- ~~(C) An arbitration decision will be made within 30 calendar days after the commencement of the arbitration proceeding.~~
- ~~(D) The cost of arbitration will be divided evenly between the parties, unless the aggrieved party prevails, in which case OKMM EAP will pay the total cost of the proceeding as well as the prevailing party's attorney fee, unless prohibited by law.~~

610:25:35-7. Program Capacity [REVOKED]

~~—The reach and scope of OKMM EAP is defined as follows.~~

~~(1) **Field Sites.**~~

- ~~(A) OKMM EAP will utilize approximately 30 field sites.
 - ~~(i) Additional field sites may be added as needed.~~~~

~~(2) **Enrolled Members.**~~

~~(A) OKMM EAP will enroll up to 500 AmeriCorps members per year.~~

~~(3) **Restrictions.**~~

~~(A) To manage OKMM EAP's expansion, the number of sites established and the number of members enrolled will be limited commensurate with OKMM EAP's administrative capability.~~

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AGENDA ITEM #15-a:

E&G Budgets.

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$2,693,784.67 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$2,693,784.67 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the "Comprehensive Cancer Center Debt Service Revolving Fund," at the Health Sciences Center and the "Oklahoma State University College of Osteopathic Medicine Revolving Fund," at OSU CHS. The bill states that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

The recommendation is consistent with Regents' policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit \$5,387,569.34. This amount is sufficient for a transfer of \$2,693,784.67 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold their funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$19,800,930.99.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4846**

Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to the provisions of House Bill No. 2660, of the Forty-Eighth Oklahoma Legislature,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the specified institutions for the fiscal year beginning July 1, 2008, and ending June 30, 2009, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

University of Oklahoma Health Sciences Center – Cancer Center Debt Service
Oklahoma State University College of Medicine – Telemedicine Program

From: 296-09-605-000000	\$5,387,569.34
To: 296-770	\$2,693,784.67
290-773	\$2,693,784.67
Total	\$5,387,569.34

Adopted by the State Regents in the meeting of February 12, 2009.

SEAL:

ATTEST:

Joseph Parker, Secretary

Ronald White, Chairman

I, Glen Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on February 12, 2009.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this 12th day of February 2009.

Notary Public

My commission expires _____.

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AGENDA ITEM #15-b:

E&G Budgets.

SUBJECT: Approval of the Cooperative Alliance Fee Waiver and allocation of waiver reimbursements for the Fall 2008 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 2008 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 beginning or continuing 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 including advising, counseling, admissions, financial aid, career advisement and job placement assistance. No tuition is charged to these students. The State Regents' tuition and fee waiver policy (SR4.18.6) requires specific approval for fee waivers to be authorized by the State Regents. The Fall 2006 waiver reimbursements were approved at the April 26, 2007 meeting of the State Regents, the Spring 2007 waiver reimbursements were approved at the June 28, 2007 meeting, the Fall 2007 waiver reimbursements were approved at the February 7, 2008 meeting, and the Spring 2008 waiver reimbursements were approved at the June 26, 2008 meeting.

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 the cooperative agreements. Adult students are eligible for financial aid. Since 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 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 2008 term, 1,280 high schools students received a cooperative alliance academic service fee waiver totaling \$71,808. The total number of credit hours that these students produced totaled 8,976 hours. The following table summarizes the amount of waivers requested by institution.

Fee Waiver Reimbursement Requests - Fall 2008 as of January 22, 2009			
Institution	Student Count	# Credits	Amount of Waivers
Carl Albert State College	2	12	\$96
Connors State College	114	663	\$5,304
Eastern Oklahoma State College	96	768	\$6,144
Murray State College	72	539	\$4,312
Northeastern Oklahoma A&M College	4	20	\$160
Northern Oklahoma College	94	695	\$5,560
Oklahoma City Community College	69	338	\$2,704
OSU-Oklahoma City	10	72	\$576
OSU-Okmulgee	555	3,976	\$31,808
Redlands Community College	21	130	\$1,040
Rogers State University	27	245	\$1,960
Rose State College	81	402	\$3,216
Seminole State College	29	246	\$1,968
Tulsa Community College	0	0	\$0
Western Oklahoma State College	106	870	\$6,960
System Totals	1,280	8,976	\$71,808

In the 2008-2009 contract agreement accepted by the State Regents October 23, 2008, the Oklahoma Department of Career Technology Education (ODCTE) agreed to provide \$50,000 toward reimbursement of Cooperative Alliance academic service fee waivers. This compares to \$40,000 provided by ODCTE for 2007-2008 fee waiver reimbursements.

It is recommended that this one-time funding be committed by the State Regents as a transfer from the residual balance of the concurrent enrollment program for FY09 in amount of \$21,808. The funding for any on-going waiver reimbursements will be negotiated with the Oklahoma Department of Career and Technology Education.

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AGENDA ITEM #16-a:

Item Deleted.

Item Deleted

Meeting of the
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February 12, 2009

AGENDA ITEM #17-a:

EPSCoR.

SUBJECT: 2008 Oklahoma EPSCoR Advisory Committee Annual Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

In July 2000, the Oklahoma Experimental Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

During 2008, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, the Department of Energy and the Department of Defense. The attached report provides detailed information on Oklahoma's participation in each of these programs.

Annual Report of EPSCoR Activities - 2008
Submitted to Oklahoma State Regents for Higher Education
By the Oklahoma EPSCoR Advisory Committee

2008 was an excellent year for Oklahoma's EPSCoR Program, as the state competed successfully in several major EPSCoR grant competitions. Oklahoma participated in the following federal EPSCoR or equivalent programs during 2008:

National Science Foundation

In 2005, Oklahoma was awarded a three year renewal of the National Science Foundation (NSF) Research Infrastructure Improvement Award at a funding level of \$6 million from NSF and \$3 million in matching funds from the OSRHE. The previous Research Infrastructure Improvement Plan (2002-2005) focused on the fields of nanotechnology and functional genomics. Nanotechnology is a continued theme of the award for 2005-2008. The second theme of the 2005-2008 award connected plant virus biodiversity to ecology utilizing the genomics infrastructure developed through the previous award. Viruses are being obtained from plants collected at the Tallgrass Prairie Preserve. In 2007, the investigators supported by the NSF EPSCoR grant competed successfully for a NSF Research Coordination Network. Oklahoma State University is the lead institution for this grant with partner institutions including The University of Oklahoma – Norman, Tulsa University, The University of Oklahoma Health Sciences Center and the Samuel Roberts Noble Foundation. These institutions have assumed the continuing obligation for three new tenure-track faculty positions supported initially by this grant. In addition to continuing work on this award, in April 2007 the Committee selected a new science theme for the next NSF EPSCoR proposal (2008-2013). A total of 18 proposals were considered by the Committee, from which a proposal focused on the development of biofuels was selected to be the lead science theme. The biofuels project will seek to enhance the production of ethanol from switchgrass, with emphases on increasing plant biomass yield and on enhancing the conversion of biomass to ethanol by both microbial and thermocatalytic methods. This proposal builds on both genomics and nanotechnology infrastructure developed during the current and previous NSF EPSCoR awards. The application was approved by NSF at a funding level of \$15 million over 5 years matched with \$1.1 million annually by the State Regents.

National Institutes of Health

The National Institutes of Health (NIH) administers two programmatic activities under its Institutional Development Award (IDeA) Program, the NIH-equivalent of EPSCoR. IDeA Network of Biomedical Research Excellence (INBRE): INBRE is the successor to the Biomedical Research Infrastructure Network (BRIN). Oklahoma's INBRE award of \$17.95 million is the largest NIH grant to an Oklahoma institution and 2008 saw the beginning of year five of the INBRE. The lead INBRE institutions are The University of Oklahoma Health Sciences Center and the Oklahoma Medical Research Foundation, with partner institutions including Oklahoma State University, The University of Oklahoma – Norman, Tulsa University, Langston University, Northeastern State University, Southwestern Oklahoma State University, the University of Central Oklahoma, Cameron University, Southeastern Oklahoma State University, Oklahoma City Community College, Redlands Community College, Tulsa Community College, and Comanche Nation College. A major new thrust of the INBRE is the reform of the undergraduate biology curriculum in Oklahoma's regional universities, following a National Academy of Science report (Bio2010) as the model. The Regents committed \$500,000 in matching funds for 2007-2008 to enable the expansion of INBRE initiatives to include all of Oklahoma's regional universities. In July 2008, a five-year, \$18 million dollar renewal application for the Oklahoma INBRE was submitted to NIH. Centers for Biomedical Research Excellence (COBRE): Oklahoma is the recipient of seven

COBRE grants. Four of these grants reside at The University of Oklahoma Health Sciences Center and three at the Oklahoma Medical Research Foundation. Aggregate funding for Oklahoma's COBRE grants is approximately \$72 million. Oklahoma plans to host a regional IDeA conference to include the states of Kansas, Nebraska, South Dakota & North Dakota in May 2009.

National Aeronautics and Space Administration

Oklahoma's NASA EPSCoR Program grant application was funded in November 2001 at a level of approximately \$1.5 million over three years. The OSRHE provided \$849,234 in matching funds, with additional matching funds provided by the participating institutions at a level of \$947,586. The University of Oklahoma – Norman is the lead institution with Oklahoma State University and Tulsa University serving as research partners. An application for a two year extension of the grant was awarded in 2005, bringing the total award to approximately \$5.5 million over five years. In 2007, Oklahoma again competed successfully for additional support for its Research Infrastructure Development core and also for two new research grants, focused on radiation monitoring in space and prediction of lightning strikes at launch sites for a total award of \$1.8 million in federal funds matched by \$924,000 from the OSRHE and \$1 million from participating universities. Oklahoma was permitted to submit only two applications, both of which were funded. NASA awarded a total of 23 research grants to 22 competing states.

Department of Energy

The DOE EPSCoR Implementation Grant was awarded in the summer of 2004 for three years at a funding level of \$1.08 million from DOE, along with matching funds of \$1.813 million from participating institutions and \$525,000 from OSRHE. Oklahoma State University is the lead institution with the University of Oklahoma and Langston University as research partners. This grant established the Oklahoma Center for High Energy Physics (OCHEP). One of the activities of the Center is the creation of a high-energy experimental research program at OSU. This has begun with the hiring of an Assistant Professor and a Research Scientist. This group has established an official full membership with the DØ Program at the Fermi National Laboratory Accelerator in Illinois and a collaboration with the ATLAS Research Program at CERN (CERN is the world's largest particle physics center located near Geneva, Switzerland). The Detector Laboratory at OSU that this group will use in these collaborations is currently under construction. The second activity is to establish a Grid Computing Facility at OU. This is also in progress with the hiring of a Research Scientist and an IT professional. The OCHEP Grid Computing facility is now part of the Southwest Tier 2 Center for the LHC-ATLAS Collaboration. In 2007, Oklahoma competed successfully for a three year renewal of this grant for a total award of \$1.3 million, along with matching funds from the OSRHE at a level of \$525,000 and \$870,298 from participating universities.

Department of Defense

Oklahoma submitted a state package of three research proposals to the Department of Defense EPSCoR (DEPSCoR) Program in 2007. All three of these applications were funded in 2008 for a total of approximately \$1.5 million. The OSRHE are providing \$476,000 in matching funds, and participating institutions are providing an equivalent amount in matching funds for these awards over three years. One award was made to Oklahoma State University and the other two to the University of Oklahoma. Over the past four years, Oklahoma received 12 DEPSCoR Awards, more than any other DEPSCoR state.

In addition to these federal Programs, Oklahoma EPSCoR continues to be active in numerous outreach activities to promote scientific research and education to the State and nation. In particular, EPSCoR was the primary stimulus for Oklahoma's development of its very first statewide Science & Technology Strategic Plan, completed in December 2007.

Five-Year Return on Investment

Since FY04, the Oklahoma State Regents for Higher Education have invested \$9.9 million for EPSCoR projects. University participants in Oklahoma EPSCoR programs over this time period have invested \$5.6 million towards EPSCoR projects in Oklahoma. The five-year award total for Oklahoma EPSCoR is approximately \$119 million in aggregate funding.

Future Outlook

In sharp contrast to stagnant or even declining federal EPSCoR appropriations and the correspondingly very guarded future outlook presented in these annual reports over the past several years, the outlook for federal science funding brightened considerably in 2007. The National Academies of Science report entitled “Rising Above the Gathering Storm” generated the “America Competes” legislation that was enacted by congress and signed by the President in August 2007. This law authorizes substantial new federal investments in scientific research and development over the next several years. The EPSCoR/IDeA Coalition, an organization that serves as an advocate for congressional appropriations for EPSCoR and EPSCoR-equivalent programs, and on whose Board of Directors the Oklahoma EPSCoR Director serves, was ultimately very successful in its efforts in gaining increased EPSCoR/IDeA appropriations for FY 2008, as specified in the following table:

<u>Agency</u>	<u>FY 07 Budget*</u>	<u>President’s FY 08 Budget*</u>	<u>Enacted FY 08 Budget*</u>
National Science Foundation	100.0	107.0	115.0
Department of Energy	8.0	8.2	15.0
National Institutes of Health	218.2	211.0	220.5
Department of Defense	9.5	5.9	17.1
NASA	10.0	10.0	15.5

*Numbers reflect annual budgets for all EPSCoR states, in millions. Twenty seven states are currently eligible for one or more of these programs.

The FY 2009 budget outlook is uncertain. With the exception of the Department of Defense, federal agencies with EPSCoR programs are currently operating under a continuing resolution until March 2009. The FY 2009 DEPSCoR appropriation was \$14.8 million, but the solicitation for the 2009 DEPSCoR competition has not been released pending a reassessment of this program at DoD.

Oklahoma now stands at the highest levels of funding among the EPSCoR states in virtually all of the national EPSCoR or EPSCoR-equivalent programs. With the continued support of the State Regents, Oklahoma EPSCoR is poised to reach new heights as one of the key components of Oklahoma’s research and development portfolio, enhancing both economic development and educational opportunities for our students.

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AGENDA ITEM #17-b:

EPSCoR.

SUBJECT: Ratification of Payment for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$30,000 for the calendar year 2009.

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Seven federal agencies participate in EPSCoR Programs: 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. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Mississippi, Montana, Nebraska, Nevada, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states. In the year the Coalition was founded, federal FY 1990, the aggregate funding for all EPSCoR programs was \$8 million. The aggregate enacted budget for all EPSCoR programs in FY 2008 was \$402 million.

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AGENDA ITEM #17-c:

EPSCoR.

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Advisory Committee.

BACKGROUND:

The State Regents have currently eight standing advisory committees to the Chancellor, of which two are created by statute and the others established by State Regents' action. 70 O.S. 2001, §3230.1 et seq. establishes the EPSCoR Committee as an advisory committee to the State Regents. The Student Advisory Board is the other statutory committee.

The purpose of the EPSCoR committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state's universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had limited 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:

None

ANALYSIS:

Committee membership includes the Vice Presidents for Research of The University of Oklahoma Norman, Oklahoma State University, and the University of Oklahoma Health Sciences Center, members of the private sector, the Director of Legal Affairs of the Noble Foundation, the President of the Oklahoma Medical Research Foundation, the President of Comanche College, the Vice President for Academic Affairs at Cameron University, the Executive Director of OCAST, the Associate Dean of Engineering and Natural Sciences from The University of Tulsa, and the CEO and President of Innovation to Enterprise (i2E).

The Governor has appointed Lisa Tipping Davis, General Counsel for the Governor, to the Committee. The Senate President Pro Tempore and the Co-President Pro Tempore have appointed Senator Mike Johnson to the Committee. The Speaker of the House of Representatives has appointed Representative Mike Jackson to the Committee.

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for the term indicated below:

<u>Name</u>	<u>Affiliation</u>	<u>Term Expiration</u>
Ed Knobbe	ICX Technologies	December 2010
Scott Rollins	Selexys Pharmaceuticals	December 2010
Paul Risser	University of Oklahoma	December 2010
Jim Sorem	University of Tulsa	December 2010

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AGENDA ITEM #18-a:

Purchasing.

SUBJECT: Approval of FY-2009 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2009 purchases for amounts that are in excess of \$100,000.00 that need to be effective prior to April 2, 2009.

BACKGROUND:

Agency purchases in excess of \$100,000; are presented for State Regents' action. They are specific to targeted network upgrades to the agency's infrastructure.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of \$100,000.00.

ANALYSIS:

The items below exceed 100,000.00 and requires State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000.

Qwest in the amount of \$463,600 for four service areas of the network: VoIP Project will provide for redundancy in network critical systems for Voice-over-IP; ASA Project will upgrade existing network security infrastructure in an effort to protect and maintain the integrity of agency data and information systems; Datacenter Project will accommodate the continued growth in hosted, collocated and our own internal services require upgrades of datacenter switching to accommodate both port count and port capabilities. Current switching capabilities fall short of the sustained bandwidth levels across the infrastructure; LAN Project will provide facilities such as enhanced power over Ethernet services for end users and newer phone technologies via newer equipment required to deliver services throughout the building.

Versatile Systems in the amount of \$216,021 for upgrades to the tape libraries used for backups (disaster recovery) and archival (long term data retention) operations for agency and OneNet customers. Due to growth of data sets and retention requirements in the four years since installation, the Oklahoma City library is at 95% of capacity. This proposal seeks to upgrade half of the Oklahoma City library with current-generation tape technology – increasing capacity by 250%. This incremental upgrade strategy conserves value in most of the existing infrastructure while gaining the capacity of current-generation tapes. The Lawton tape library received a similar upgrade in 2007.

All items defined above are accommodated within the FY-09 budget.

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AGENDA ITEM #18-b:

Purchasing.

SUBJECT: Ratification of Emergency FY-2009 Purchase in excess of \$100,000

RECOMMENDATION:

It is recommended that the State Regents ratify an emergency FY-2009 purchase in excess of \$100,000.00.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

OAC 610:1-11-15 provides as follows:

Purchases in excess of \$100,000 require prior approval of the State Regents unless an emergency acquisition is deemed necessary. In such event, the Chancellor shall have authority to execute emergency acquisitions that exceed \$100,000. All emergency acquisitions shall be reported to the State Regents immediately, and shall also be reported to the State Regents for ratification at their first board meeting subsequent to purchase. Documentation that is reasonable and sufficient under the circumstances substantiating the basis for the emergency should be maintained.

ANALYSIS:

On January 8th at approximately 12 p.m., OneNet experienced a significant service disruption in its data center for approximately two hours. The root cause of the disruption was a router crash. This failure was due to aging hardware not being able to process the growing number of network routes being sent to it. The failure resulted in an outage affecting all hosted services within the facility including, but not limited to, Content Management Systems (WebCT & D2L), Domain Name Hosting (web services), Voice over IP (telephone service), E-mail and disaster recovery/business continuity resources. With the significance of this in mind, an emergency acquisition was pursued due to the vital nature of the hosted services OneNet provides to public safety, law enforcement and health care providers.

Emergency Purchase Over \$100,000.

Qwest in the amount of \$111,102.45 for two dedicated routing devices within the data center to eliminate the single point of failure we currently have.

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AGENDA ITEM #19:

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. Debbie Blanke**, Associate Vice Chancellor for Academic Affairs, and **Dr. Tim McElroy**, director of ReachHigher, Oklahoma Degree Completion Program were invited to speak about the ReachHigher program at the 2009 Council on Adult and Experiential Learning International Conference held November 12-14, 2008 in Philadelphia, Pennsylvania.
- **Dr. Debbie Blanke**, Associate Vice Chancellor for Academic Affairs served as the official Coordinator of the Women in Higher Education Conference in Oklahoma City on November 21, 2008. While a committee of higher education leaders worked on the agenda, Dr. Blanke was the central point of contact for the agenda, logistics, registration, etc. that lead to a successful conference. About 400 women attended the conference, which increases in size and stature each year. Additional State Regents' staff members who participated in the coordination of the conference include: **Ms. Traci Jones, Dr. Erin Taylor, Ms. Risa Johnson, Ms. Miranda Outon, Mr. Saeed Sarani, Dr. Debra Stuart, and Ms. Misti Estrada.**
- **Dr. Houston Davis, Vice Chancellor for Academic Affairs** was appointed to the State Higher Education Executive Officers (SHEEO) State Policy Resource Connection (SPRC) Board of Advisors
- **Chancellor Glen D. Johnson.** In December Chancellor Johnson was the featured guest on the Cox Cable television show "The Verdict" with hosts Mayor Mick Cornet and Kent Meyers; spoke at Southeastern Oklahoma State University's investiture of President Michael Turner in Durant; addressed the Student Advisory Board and the Oklahoma Student Government Association in Oklahoma City; was keynote speaker at the Seminole Civic Forum at Seminole State College; was interviewed by KTOK and *The Journal Record* about the Legislative Agenda; presented the budget request to the Office of State Finance; spoke at the Governor Brad Henry Scholars' press conference; In January, Chancellor Johnson presented the 2008 State Regents Performance Report at the Senate and House performance hearings; addressed the Faculty Advisory Council; presented the budget request at the House of Representatives budget hearing; served on a panel

discussing leadership to the Oklahoma Bar Association's Leadership Academy in Oklahoma City; was interviewed by the *McAlester Democrat*; and was a special guest on the Cox Cable television show "Inside the Issues". Chancellor Johnson also continued his legislative tour addressing legislative, higher education and civic leaders for OSU-OKC, Langston University and Oklahoma City Community College at OCCC in Oklahoma City; Tulsa Community College in Tulsa; Oklahoma State University in Stillwater; University of Central Oklahoma in Edmond; Rose State College in Midwest City; at Krebs for the Southeastern Regional Legislative event which included Southeastern Oklahoma State University, East Central University, Carl Albert State College, Connors State College, Murray State College, Seminole State College and Eastern Oklahoma State College; and at a joint meeting with Northwestern Oklahoma State University and Northern Oklahoma College in Enid.

- **Dr. Robin Plumb**, Director of Academic Programs presented on the Single Mothers Academic Resource Team (SMART) grant that is a collaborative initiative with the State Regents, the Women's Foundation of Oklahoma, and GEAR UP to the National Association for Continuing Higher Education conference held in Nashville, Tennessee on November 10, 2008.

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AGENDA ITEM #20:

Executive Session.

Not Available Electronically.

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AGENDA ITEM #21:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

It is recommended that the State Regents approve the personnel changes as noted below.

POLICY ISSUES:

State Regents' policy (OSRHE policy and procedures manual Section 2.6.2) requires State Regents' approval/ratification of decisions relating to director level and above personnel.

BACKGROUND:

In early 2008, Information Technology (IT) management engaged external consultants to review and make recommendations on the structure, composition, and alignment of IT staff. In May 2008, the consultant presented their findings and recommendations. Included in their findings were recommendations to immediately fill the vacant Chief Information and Security Officer position from internal IT staff and realignment of mid level IT directors to strengthen the management of personnel, resources, and projects.

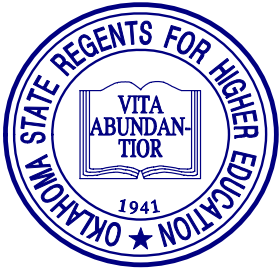
All realignment activity is FTE and budget neutral and will not require additional funding.

ANALYSIS:

DIRECTOR-AND-ABOVE HIRE. State Regents' approval/ratification of the following hiring action is recommended:

- **CHIEF INFORMATION AND SECURITY OFFICER (CISO).** It is recommended that Barbara McCrary be promoted from her current position as Assistant Director, OGSLP Network Support Services to Chief Information and Security Officer (CISO). This position will be responsible for the security of all OSRHE data and communications and will report directly to the Vice Chancellor for Information Technology and Communications.
- **EXECUTIVE DIRECTOR OF RESEARCH AND INFORMATION SYSTEMS.** It is recommended that Ricky Steele be promoted from his current position as Director of Software Development to Executive Director of Research and Information Systems. This position will be responsible for the oversight and direction of all OSRHE IT related resources and staff. This position will have dual reporting responsibilities to both the Vice Chancellor for Information Technology and Communications and the Associate Vice Chancellor for Strategic Planning and Analysis.

- **DIRECTOR OF TECHNOLOGY PLANNING AND DEVELOPMENT.** Doug McCullar will be reassigned from his current position as Director of LAN Operations to Director of Technology Planning and Development. This position will provide targeted network planning, testing and training support for IT staff and specific IT projects. This position will report directly to the Executive Director of Research and Information Systems.



THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION

Chief Information Security Officer

**Exempt
Position #100200**

ESSENTIAL FUNCTION

The Chief Information Security Officer (CISO) is responsible for the design, implementation and testing of all components of the agency's information technology security architecture. The CISO will establish and enforce the information technology security policies, standards and guidelines for the Oklahoma State Regents and the operational divisions of the Oklahoma Guaranteed Student Loan Program and OneNet. Further, the CISO will manage the development of enterprise-wide security architectures in consultation with appropriate executive and department-based leadership.

RESPONSIBILITIES AND DUTIES

- Develop, implement and manage strategic, agency-wide information and data security policies and processes for all technology platforms and applications.
- Ensure all aspects of security administration, monitoring and auditing meet or exceed minimum, industry standards.
- Ensure agency IT controls specific to all mandated security standards set forth by state and federal statutes.
- Work directly with the State Regents' Executive Director of Information Systems and the Chief Technology Officer for OneNet to develop and implement global security policy, standards, procedures, and guidelines to prevent the unauthorized use, release, modification, or destruction of data across multiple platforms and environments.
- Work directly with State Regents' Associate Vice Chancellor for Legal Affairs in the development and implementation of agency security standards, policies and controls.
- Research and make recommendations regarding the development, testing and implementation of appropriate security plans, products and control techniques.
- Communicate key information security strategies and processes to increase productivity and/or to reduce risk.
- Coordinate all efforts with vendors, contractors and consultants to maintain and enhance information and data security.
- Manage the development and dissemination of processes involving the Internet infrastructure, including intrusion detection, incidence handling, processing, and vulnerability assessments.
- Maintain strong relationships with local, state and federal law enforcement and other government agencies.
- Secure outside consultants, as appropriate, for independent security audits.
- Other similar duties as assigned.

POSITION QUALIFICATIONS

Bachelor's degree in Computer Science, Management Information Systems or related field required or at least ten (10) years experience in information technology experience with an emphasis on information security and/or risk mitigation, risk assessment, audit review and risk remediation. An equivalent combination of post-secondary education and work-related experience may be considered.

Strong experience in Internet and network security products and platforms, including intrusion detection, incidence

response, vulnerability assessments and penetration testing. Comprehensive understanding of security requirements of ISO 17799:2005 standard for information security management, state and federal statutes and 3rd party security assessments. Strong project management, communication and organizational skills. Proven ability to communicate security-related concepts to technical and non-technical staff. Strong working knowledge of applicable laws and the law enforcement community. Proven ability to work collaboratively across an organization and with peer groups and organizations external to the agency. Strong experience with business continuity planning, auditing, and contract/vendor negotiation.

Must provide a cellular telephone and service for work-related activities. Must be available after hours as needed.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Information Technology and Telecommunications and regularly coordinates and interfaces with the Associate Vice Chancellor for Legal Affairs.



THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION

Executive Director of Research and Information Systems

**Exempt
Position# 100235**

ESSENTIAL FUNCTION

Oversee the planning, development, and operational aspects of all OSRHE Information Systems efforts.

RESPONSIBILITIES AND DUTIES

- Provide leadership and direction in technology planning, hardware and application acquisition, application development and operations to ensure information access and enhanced agency productivity.
- Consult with management to ensure that IT efforts are aligned with the agency's goals and needs.
- Direct the management of technical support efforts to include help desk, training, and other IT related items.
- Direct the management of technical infrastructure activities to include servers, connectivity, storage, and other hardware and systems.
- Direct the management of application development and integration to include internally developed and off-the-shelf applications.
- Direct the management of database and web administration.
- Coordinate with the Strategic Planning and Analysis department to support OEIS / UDS data warehousing and strategic planning activities.
- Ensure agency Business Continuity Planning is complete and fully supported.
- Collaborate closely with the Chief Information and Security Officer (CISO) to ensure security of all IT systems, processes, and data.
- Coordinate with the Director of Administration in the development and oversight of the IT budget and assist in providing management with regular updates.
- Recommend the hiring, firing, advancement, promotion or other changes in assigned employee(s) status.
- Perform other duties as assigned.

POSITION QUALIFICATIONS

A Bachelor's degree in Computer Science or related discipline or ten (10) years of progressive responsibility in the Information Systems area is required. Must have a solid foundation in Information Systems technology including but not limited to hardware, software, application development, and LAN / WAN technology. Experience managing teams of IT professionals on a variety of projects is essential. Excellent interpersonal, verbal / written communication, and analytical skills are essential. Experience working with upper level management, external clients, and vendors is also highly desired.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Information Technology and Telecommunications and the Associate Vice Chancellor for Strategic Planning and Analysis.



THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION

Director of Technology Planning and Development

**Exempt
Position #100098**

ESSENTIAL FUNCTION

Conduct technology related research, evaluation and planning for all OSRHE Information Systems efforts.

RESPONSIBILITIES AND DUTIES

- Coordinate and assist with research and evaluation of a variety of hardware, software, applications, and IT services.
- Establish a comprehensive test network, install test applications/services, and coordinate their use and ongoing maintenance.
- Assist with the development of a comprehensive IT plan and related budget.
- Conduct background research for software/system version and upgrades. Provide findings and recommendations to the IT division.
- Monitor, research, and report on technology trends and opportunities.
- Assist in the development and coordination of IT training and professional development opportunities.
- Assist with the planning, review, and testing of Business Continuity Planning procedures, including, but not limited to, verification of backup / recovery environments and procedures and evaluation of changes to established procedures.
- Perform other similar duties as assigned.

POSITION QUALIFICATIONS

Must have a working knowledge of various operating systems, including system administration skills. Must have experience in LAN / WAN technology. Must have experience with desktop and server configuration. Must have knowledge of networking and data communications. A working knowledge of Microsoft Windows installation, configuration and operation is essential. Strong verbal / written communication and analytical skills are necessary. Experience in educational or governmental institutions is preferred.

SUPERVISION

The employee performs work under the supervision of the Executive Director of Research and Information Systems.

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AGENDA ITEM #22-a:

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
4 degree program requirement changes
5 degree program course requirement changes

University of Oklahoma Health Sciences Center (OUHSC)
2 degree program requirement changes
2 degree program course requirement changes
1 degree program name change

Cameron University (CU)
2 degree program course requirement changes

Northeastern State University (NSU)
1 degree program requirement change
8 degree program course requirement changes
1 degree program option name change

Rogers State University (RSU)
1 degree program requirement change
2 degree program option additions
1 degree program course requirement change

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

Southwestern Oklahoma State University (SWOSU)
1 degree program requirement change
1 degree program course requirement change

University of Central Oklahoma (UCO)
1 degree program option deletion

- 3 degree program requirement changes
- 3 degree program course requirement changes
- 1 degree program option name change
- 1 degree program option addition

Eastern Oklahoma State College (EOSC)
5 degree program option additions

Northern Oklahoma College (NOC)
2 degree program name changes
1 degree program option name change

Redlands Community College (RCC)
2 degree program course requirement changes
2 degree program option additions

Western Oklahoma State College (WOSC)
2 degree program course requirement changes
2 degree program name changes
8 degree programs added

POLICY ISSUES:

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

ANALYSIS:

OU-Master of Arts in Sociology (213)

Degree program course requirement changes:

- Delete “and/or a 4000 level course in the department” from the thesis and non-thesis requirements.
- Proposed change will maintain program consistency with current practices in the department.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Doctor of Philosophy in Sociology (214)

Degree program requirement change:

- Change the dissertation credit hours from 18 credit hours maximum to 24 credit hours maximum.
- Proposed change reflects the amount of dissertation work completed by students.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Doctor of Philosophy in Instructional Leadership and Academic Curriculum (064)

Degree program course requirement changes:

- Add ILAC 6003 and ILAC 5233 to program requirements.
- Delete list of approved courses in “Teaching and Learning” and “Studies in Cultural Diversity” requirements.
- Require approval of doctoral committee and the Graduate Liaison for research requirements.

- Proposed changes will allow faculty approved courses required for degree completion to be available to students in a timely manner.
- Total credit hours will not change.
- Two new courses have been added.
- No new funds are required.

OU-Bachelor of Business Administration in Accounting (003)

Degree program requirement change:

- Reduce upper division business elective requirement from 3 to 0 credit hours.
- Increase upper division elective requirement from 15 to 18 credit hours with no more than 12 credit hours taken in Price College and no more than 3 credit hours in Accounting.
- Proposed changes reflect the Association to Advance Collegiate Schools of Business' (AACSB) view of preparing students as future business leaders and scholars by providing a non-business course component.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Bachelor of Business Administration in Finance (081)

Degree program course requirement change:

- Change upper division elective requirement to “of the 8 credit hours in upper division electives, no more than 2 credit hours may be taken in Price College and 0 credit hours in Finance.”
- Proposed change reflects the AACSB’s view of preparing students as future business leaders and scholars by providing a non-business course component.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Bachelor of Business Administration in Management Information Systems (262)

Degree program course requirement changes:

- Reduce upper division business elective requirement from 3 to 0 credit hours.
- Increase upper division elective requirement from 14 to 17 credit hours with no more than 11 credit hours taken in Price College and no more than 3 credit hours in Management Information Systems.
- Proposed changes reflect the AACSB’s view of preparing students as future business leaders and scholars by providing a non-business course component.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Bachelor of Business Administration in Marketing/Supply Chain Management (152)

Degree program course requirement changes:

- Reduce upper division business elective requirement from 3 to 0 credit hours.
- Increase upper division elective requirement from 12 to 15 credit hours with no more than 9 credit hours taken in Price College and no credit hours in Marketing
- Proposed changes reflect the AACSB’s view of preparing students as future business leaders and scholars by providing a non-business course component.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU- Bachelor of Business Administration in Management and Human Resources (168)

Degree program course requirement changes:

- Reduce upper division business elective requirement from 3 to 0 credit hours.
- Increase upper division elective requirement from 12 to 15 credit hours with no more than 9 credit hours taken in Price College and no credit hours in Management
- Proposed changes reflect the AACSB's view of preparing students as future business leaders and scholars by providing a non-business course component.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OU-Master of Science in Natural Gas Engineering and Management (344)

Degree program course requirement changes:

- Change the number of thesis hours from 4 to 6.
- Change the number of electives in the thesis option from 8 to 6.
- Proposed changes reflect the emphasis on research and make the degree consistent with the requirements for the other master's degrees within the department.
- Total credit hours will not change.
- No new courses have been added.
- No new funds are required.

OUHSC-Doctor of Pharmacy (065)

Degree program course requirement changes:

- Add PHAR 7313 and PHAR 7232 to course requirements.
- Delete PHAR 7632 and PHAR 7844 from course requirements.
- Pharmacy courses are being restructured and realigned to reflect new accreditation requirements.
- Proposed changes meet the new standards of the Accreditation Council for Pharmacy Education.
- Total credit hours will change from 148 to 149.
- Two new courses have been added.
- No new funds are required.

OUHSC-Bachelor of Science in Pharmacy (033)

Degree program name change and degree program requirement changes:

- Change the degree name from "Bachelor of Science in Pharmacy" to "Bachelor of Science in Pharmacy Systems."
- Require pre-requisite courses for doctor of pharmacy to be completed before degree completion.
- Require a grade of "C" or higher of all professional coursework in the first two years of the doctor of pharmacy program.
- Add PHAR 4993 to required coursework, with all degree requirements being met before enrolling in course.
- Require students to submit a letter of reasoning to the dean prior to choosing this course of study.
- Proposed changes will allow pharmacy students to complete a degree program other than doctor of pharmacy, and allow students to become employable in higher education as instructors or in the private sector as researchers.
- Proposed program does not meet the requirements of the Accreditation Council for Pharmacy Education and will not lead to Pharmacy licensure in any state.

- Total credit hours will change from 160 to 155
- One new course will be added.
- No new funds are required.

CU-Bachelor of Arts in Social Studies Education (135)

Degree program course requirement change:

- Add courses ESCI 1135, CHEM 1004, CHEM 1364/1361, CHEM 1474/1471, PHYS 1004, PHYS 1115, GEOL 1014, PSCI 1055 and ASTR 1104 to general education physical science requirement.
- Proposed change would provide students with more opportunity to fulfill the general education physical science requirement.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

CU-Associate of Applied Science in Respiratory Care (575)

Degree program course requirement change:

- Delete BIOL 2024 and BIOL 2034L from general education and pre-requisite requirements.
- Add BIOL 1012 to general education and pre-requisite requirements.
- Proposed changes will be more beneficial to students completing the program by giving instruction in both anatomy and physiology and not requiring a lab.
- Total credit hours will change from 65 to 63.
- One new course will be added.
- No new funds are required.

NSU- Certificate in School Administration (003)

Degree program course requirement changes:

- Add EDUC 5513, EDUC 5583, EDUC 5963 and EDUC 5973 to required courses.
- Proposed changes will meet the state requirements for alternative certified superintendents.
- Total credit hours will change from 24 to 30.
- Four new courses will be added.
- No new funds are required.

NSU- Bachelor of Science in Criminal Justice (020)

Degree program option name change and degree program course requirement changes:

- Change option name from “Paralegal Studies” to “Legal Studies.”
- Move CR J 1513 to core elective requirements.
- Increase elective requirements for Legal Studies option from 12 to 15 credit hours.
- Proposed changes will accommodate students wishing to pursue law degrees beyond an undergraduate degree.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

NSU- Bachelor of Arts in Spanish (082)

NSU- Bachelor of Arts in Education in Spanish (083)

Degree program course requirement changes:

- Move SPAN 4573 to core requirements.
- Add SPAN 4503 and SPAN 4553 to core requirements.
- Change the number of required Spanish electives from 12 to 6 credit hours.

- Proposed changes reflect the requirements from American Council on Teaching Foreign Language and National Council for Accreditation of Teacher Education curriculum.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

NSU-Certificate in Visually Impaired Education (122)

Degree program course requirement change:

- Delete SPED 4073/5073 from program requirements.
- Add SPED 5453 to program requirements.
- Proposed changes reflect the specific course needs for visually impaired assessment techniques for the degree program.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

NSU- Master of Science in Library Media and Information Technology (129)

Degree program course requirement change:

- Add LIBM 5523 to specialized courses in Library Media and Information Technology requirements.
- Change required specialized courses in Library Media and Information Technology from 19 to 22 credit hours.
- Delete EDUC 5573 from the enrichment hours.
- Change required Enrichment hours from 9 to 6.
- Proposed changes reflect the National Council for Accreditation of Teacher Education, The American Library Association and the American Association of School Librarians advocacy priorities.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

NSU-Certificate in School Library Media Specialist (140)

Degree program course requirement change:

- Add LIBM 5523 to School Library Media Specialist-Standard Certificate requirement.
- Proposed changes reflect the National Council for Accreditation of Teacher Education, The American Library Association, and the American Association of School Librarians advocacy priorities.
- Total credit hours will change from 20 to 23.
- One new course will be added.
- No new funds are required.

NSU- Master in Education in Science Education (139)

Degree program course requirement change and degree program requirement change:

- Change science content core requirements from “Choose **9** credit hours with advisor approval” to “select **15** credit hours with advisor approval”.
- Change capstone requirements from 2 hours to “6 hours arranged with permission from advisor.”
- Total credit hours will change from 35 to 36.
- No new courses will be added.
- No new funds are required.

NSU- Bachelor of Arts in Education in Cherokee (141)

Degree program course requirement changes:

- Delete CHER 1113 and CHER 1312 from program requirements.
- Add CHER 1114 and CHER 3613 to degree requirements.
- Change CHER 3613 and CHER 3713 to elective requirements.
- Add CHER 3083 to program requirements.
- Change course number CHER 3283 to CHER 4093.
- Proposed changes reflect the requirements of National Council for Accreditation of Teacher Education.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

RSU-Bachelor of Science in Nursing (118)

Degree program requirement change:

- Add NURS 4013 as a prerequisite for the course NURS 4015.
- Add NURS 4013, NURS 4113, NURS 4223 and NURS 4225 as pre or co requisite for the course NURS 4205.
- Change NURS 4213 to pre- or concurrent course for the course NURS 4205.
- Add NURS 4205, NURS 4213 and NURS 4225 as pre- or co requisite course for the course NURS 4223.
- Delete NURS 4015 from prerequisite courses for NURS 4223.
- Add NURS 4205, NURS 4213, and NURS 4223 as pre- or co requisite courses for the course NURS 4225.
- Delete NURS 4003 from prerequisite courses for NURS 4225.
- Reduce the number of lower division courses accepted as transfer from 30 to 29.
- Proposed change reflects the requirements of the National League for Nursing Accreditation Commission.
- Proposed changes facilitate sequential student learning.
- Total credit hours will change from 125 to 124.
- No new courses will be added.
- No new funds are required.

RSU-Bachelor of Science in Business Administration (113)

Degree program option additions and degree program course requirement changes:

- Add options “Manufacturing Management” and “Forensic Accounting”.
- Add MFMG 3033, MFMG 3043, MFMG 4013, MFMG 4023 and MFMG 4033 to “Manufacturing Management” option.
- Add ACCT 4323, ACCT 4333, ACCT 4343, ACCT 4353 and ACCT 4363 to “Forensic Accounting” option.
- Proposed changes reflect the current trend in employment opportunities for graduates.
- Total credit hours will not change.
- Ten new courses will be added.
- The business department previously allocated funding for two manufacturing management faculty and two forensic accounting faculty. Other expenses will be offset by incremental revenues generated by student enrollment in the program.

SEOSU-Bachelor of Arts in Criminal Justice (059)

Degree program course requirement changes:

- Delete CJ 3833, CJ 3933, CJ 4003, CJ 4033, CJ4133 and CJ 4233 from major requirements.

- Delete CJ 2423, CJ 3223, CJ 4633, PSY 2113, PSY 3213, PSY 3233, SOC 3323, SOC 3883 and SOC 4153 from elective requirements.
- Add CJ 3113, CJ 3123, CJ 3133, CJ 4333, and SOC 3123 to major requirements.
- Add CJ 3233, CJ 3333, CJ 3433, CJ 4253, CJ 4283, CJ 4403, CJ 3343, CJ 4543, CJ 4260, CJ 4440, PSY 3373 and PSY 4973 to elective requirements.
- Proposed changes reflect the Academy of Criminal Justice Sciences accreditation standards.
- Total credit hours will change from 120 to 123.
- Fourteen new courses will be added.
- No new funds are required.

SEOSU-Bachelor of Arts in Theatre (060)

Degree program course requirement changes:

- Change program course number from THTR 3343 to THTR 3342 in “Technical Theatre Design” option requirements.
- Delete THTR 2753 from required core.
- Delete THTR 2122 from “Technical Theatre Design” option requirements.
- Add THTR 2163 to required core.
- Add THTR 2753 to “Technical Theatre Design” option requirements.
- Proposed changes reflect the recommendations of an external evaluation of the program.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

SEOSU-Master of Science in Occupational Safety and Health (107)

Degree program course requirement changes:

- Change course number and credit hours from SFTY 5243 to SFTY 5244.
- Proposed change reflects the instructional, program and student needs.
- Total credit hours will change from 124 to 125.
- No new courses will be added.
- No new funds are required.

SWOSU-Doctor of Pharmacy (142)

Degree program requirement change and degree program course requirement changes:

- Add IPPE 3892-4 Institutional to first year-second semester requirements.
- Add IPPE 4892-4 Community to second year-second semester requirements.
- Add APPE 5994 Medicine D to fourth year-second semester requirements.
- Delete professional elective from second year-first semester requirements.
- Proposed changes reflect the Accreditation Council for Pharmacy Education requirements for the Pharm. D. degree program.
- Total credit hours will change from 192 to 202.
- Three new courses will be added.
- No new funds are required.

UCO-Master of Science in Forensic Science (179)

Degree program requirement changes and degree program option deletion and degree program course requirement change:

- Delete options “Criminalistics,” “Nursing” and “Technical Investigations.”
- Add FRSC 5990, FRSC 5253, FRSC 5043 and CJ 5113 to required courses.
- Add “Enroll in FRSC 5990 and complete a successful public defense of an approved thesis” to graduation requirements.

- Add “file a plan of study with the Major Professor and Jackson College of Graduate Studies by the end of the first semester of graduate work.
- Add “Complete total required hours, meeting the following restrictions: (a) Overall GPA of 3.00 or higher; and (b) no more than 6 hours of “C” to graduation requirements.
- Restructure curriculum to now focus areas on only forensic science without options.
- Proposed changes reflect the multi-disciplinary needs of the Forensic Science students and will better prepare students for the workforce in forensic science.
- Total credit hours will change from 34 to 33.
- Four new courses will be added.
- Funds required for these changes and new faculty has been secured through the forensic science institute funding in 2006, 2007 and 2008.

UCO-Bachelor of Science in Forensic Science (101)

Degree program requirement change and degree program course requirement change:

- Change graduation requirement: “All students completing a Bachelor of Science in Forensic Science must complete an additional major. The Bachelor of Science in Forensic Science may be combined with any UCO undergraduate major with the exception of General Studies. There are two additional mechanisms for earning the Forensic Science degree: (1) earn a dual degree; (2) earn a second bachelor’s degree.”
- Proposed changes reflect the multi-disciplinary needs of the Forensic Science students and will better prepare students for the workforce in forensic science
- Total credit hours will not change.
- No new courses will be added.
- Funds required for these changes and new faculty have been secured through the forensic science institute funding in 2006, 2007 and 2008.

UCO-Bachelor of Business Administration in Management (020)

Degree program option name change:

- Change option name “Management” to “Management-PGA Golf Management.”
- Proposed change reflects accreditation requirements of the PGA of American Board of Directors.
- Total credit hours will not change.
- No new courses will be added.
- No new funds are required.

UCO-Master of Science in Wellness Management (185)

Degree program course requirement change:

- Delete KINS 5223 from program requirements.
- Proposed changes will eliminate unneeded required courses and allow students to meet specialized skill requirements through elective courses.
- Total credit hours will change from 32 to 34-36
- No new courses will be added.
- No new funds are required.

UCO-Master of Education in Education (165)

Degree program course requirement change:

- Add TESL 5783, TESL 5133 and TESL 5960 to Bilingual Education /TESL option core requirements.
- Proposed changes reflect the delivery and teaching methods for bilingual teachers to bilingual students.
- Total credit hours will change from 33 to 34.

- No new courses will be added.
- No new funds are required.

UCO-Master of Business Administration (008)

Degree program option addition:

- Add option “Accounting”.
- Add ACCT 5013, ACCT 5113, ACCT 5213, ACCT 5312, and ACCT 5423 to accounting option requirements.
- Proposed changes reflect the increased demand for graduates with accounting degrees.
- Total credit hours will change from 37 to 39.
- Five new courses will be added.
- New funds are required.

EOSC-Associate of Science in Agriculture (001)

Degree program option additions:

- Add options “Agronomy,” “Agriculture Communications,” “Animal Science,” “Food Science,” and “Pre-Veterinary Medicine.”
- Proposed changes will allow students flexibility within the degree program and allow for transition to a four year institution with minimal to no loss in credit hours.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

NOC-Associate of Applied Science in Accounting/Business Management (028)

Degree program name change:

- Change degree program name to “Associate of Applied Science in Business Management.”
- Proposed change will align the title of the program with the curriculum and allow for future flexibility for meeting the needs of the business and industry within NOC’s service area.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

NOC-Associate of Science in Physical Education (047)

Degree program name change:

- Change degree program name to “Associate in Science in Health, Physical Education and Recreation.”
- Proposed name change will better promote the degree as a preliminary degree leading to transfer and to a later more specific degree designation.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

NOC-Associate in Arts in Communication (007)

Degree program option name change:

- Change option name from “Speech Theatre” to “Communications-Theatre.”
- Proposed change provides a better clarity of the curriculum offered in the program.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

RCC-Associate in Applied Science in Business Administration Technology (058)

Degree program option addition and course requirement change:

- Add option “Legal Office Professional.”
- Option “Legal Office Professional” will be available via electronic delivery.
- Add AMT 2433 and AMT 2253 to option requirements.
- Proposed changes will prepare students to enter the workforce in law related business environments.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

RCC-Associate of Science in Agriculture (027)

Degree program option addition and course requirement change:

- Add option “Animal Reproduction.”
- Add ANSI 2142 and ANSI 2143 to option requirements.
- Proposed changes will allow Agriculture students to pursue a baccalaureate degree in Agriculture Education.
- Total number of credit hours will not change.
- No new courses will be added.
- No new funds are required.

WOSC-Associate of Arts in University Studies (022)

Degree program name change and curricular changes:

- Change name to “Associate of Arts in Art.”

WOSC-Associate in Science in University Studies (030)

Degree program name change and curricular changes:

- Change name to “Associate in Science in Agricultural Sciences.”
- Total credit hours will change from 64 to 60.

State Regents staff has been assisting WOSC for the past 18 months in a realignment and reconstruction project for the Associate in Arts (AA) in University Studies (022) and the Associate in Science (AS) in University Studies (030). WOSC has historically offered the two degrees, with a number of options in each degree program. After extensive research and examination, WOSC has elected to realign and restructure their degree program offerings into more appropriate degree programs with degree names that accurately reflect the content of the current degree program’s courses of study. To accomplish this major curricular restructuring effort, the two existing degree programs, the AA in University Studies (022) and the AS in University Studies (030), will have program name changes and curricular changes (as noted above), and new programs will be established for what had been options under the umbrella AA and AS in University Studies programs. For these independent programs, new program codes will be assigned, although in reality, these are existing programs/content areas historically offered on the WOSC campus. The proposed changes will provide more meaning and structure to the present offerings and will provide more clarity to prospective students, WOSC graduates who seek employment opportunities, and to employers seeking a qualified workforce.

The following degree programs and options are being requested:

- Associate in Arts in Behavioral Science.
- Associate in Arts in Liberal Arts.
- Associate in Arts in Music.
- Associate in Arts in Social Science, with an option in “Religion.”

- Associate in Science in Business, with options in “Business Administration” and “Computer Information Systems.”
- Associate in Science in Early Childhood (total credit hours will decrease from 64 to 62 credit hours).
- Associate in Science in Health, Physical Education, and Recreation.
- Associate in Science in Mathematics and Science, with options in “Mathematics”, “Biological Science,” and “Physical Science/Engineering Technology” (total credit hours will decrease from 64 to 63 credit hours for the “Biological Science” option).

Based on a thorough review of the proposed changes, and staff’s work with WOSC on development of the requests, the following assessment of the request is presented:

- The proposed changes would provide a more relevant and clearly defined degree program for students and employers.
- The addition of degree programs is not a substantive change to the array of programmatic offerings historically found at WOSC.
- Total credit hours will not significantly change for any of the degree programs.
- No new courses will be added.
- No new funds are required.

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AGENDA ITEM #22-b:

Electronic Media.

SUBJECT: Oklahoma State University. Approval of request to offer an existing (Graduate) certificate via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University's (OSU) request to offer the (Graduate) Certificate in Business Data Mining (464) via electronic delivery.

BACKGROUND:

OSU is currently approved to offer the following (Graduate) Certificate through electronic delivery:

- Certificate in Family Financial Planning (441).

OSU requests authorization to offer the existing (Graduate) Certificate in Business Data Mining (464) via electronic delivery, as outlined below.

POLICY ISSUES:

This action is consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This policy allows institutions that have conducted successful best practice reviews approved by the State Regents to request additional programs through an abbreviated process. The process calls for the President to send the following information to the Chancellor: 1) the name of the program, 2) delivery method/s, 3) information related to population served and student demand, 4) cost and financing and 5) any substantial updates to previous best practices reviews.

ANALYSIS:

OSU satisfactorily addressed the policy requirements for additional programs in the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy as summarized below.

In the past ten years due to rapid advances in computing power and availability of massive data bases, there has been a strong demand for business professionals trained in the area of data mining. Over the past two years the current on campus certificate program has awarded 52 formal graduate certificates in business data mining. The demand for this particular graduate certificate is expected to grow.

Population and student demand. Most employers are not willing to grant education leave to their employees. Furthermore, employer preferences are to keep employees working full-time, while encouraging their employees to seek additional education on weekends and evenings. The distance format in this certificate program will satisfy this demand. According to OSU, the online certificate is

expected to enroll a minimum of 8 students in Spring 2009 and confer a minimum of 6 graduate certificates to students in Fall 2009.

Delivery method. OSU will utilize the Desire2Learn (D2L) Course Management System. D2L Learning Environment is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management.

Financing. The certificate will be offered on a self-supporting basis and requires no funding from existing university resources. OSU indicates the certificate will be funded through internal funds and tuition generated. No additional funding is requested from the State Regents.

Programs that are delivered electronically must also be approved by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). In most cases, HLC requires State Regents' approval before reviewing electronically delivered programs.

Based on staff analysis and institutional expertise, approval of OSU's request to offer an additional certificate through electronic media online delivery as described above is recommended.

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AGENDA ITEM #22-c:

Degree Program Inventory Reconciliation.

SUBJECT: Approval of institutional request for degree program inventory reconciliation.

RECOMMENDATION:

It is recommended that the State Regents approve requests for degree program inventory reconciliations for Cameron University, Langston University, University of Central Oklahoma and Northern Oklahoma College, as described below.

BACKGROUND:

Cameron University (CU) requests separating the Bachelor of Arts in Communication/Theatre (170) into two degree programs to reconcile institutional practice with the official degree inventory.

Langston Oklahoma (LU) requests option additions for the Bachelor of Arts in Education in Secondary Education (037) and the Master of Education (052) to reconcile institutional practice with the official degree inventory.

University of Central Oklahoma (UCO) requests combining the Bachelor of Arts in Mass Communications (118) and the Bachelor of Arts in Mass Communications (130) into one program to reconcile institutional practice with the official degree program inventory.

Northern Oklahoma College (NOC) requests option additions for the Associate in Science in Computer Science Pre-Professional (049), the Associate in Applied Science in Information Technology (083), and the Associate in Applied Science in Health Sciences Technology (084) to reconcile institutional practice with the official degree inventory.

POLICY ISSUES:

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

ANALYSIS:

CU requests the Bachelor of Arts (BA) in Communications/Theatre (170) to be separated into two programs: the BA in Theatre and the BA in Communication. The requested programs have been in place historically as a curriculum structure, but are not currently listed on the degree inventory as independent programs. CU also requests "Performance" and "Technical" be added as options to the BA in Theatre. This action will reconcile the State Regents' records to current institutional practice.

LU requests "Biology Education," "Chemistry Education," "English Education," "Music Education," "Family and Consumer Science Education," "Technology Education," "Health, Physical Education and Recreation Education" and "Math Education" be added as options in the Bachelor of Arts in Education in

Secondary Education (037). Additionally, LU requests “Bilingual/Multicultural Education,” “English as a Second Language,” “Elementary Education” and “Urban Education” be added as options in the Master of Education (052). The requested options have been used historically but are not currently listed on the degree inventory. This action will reconcile the State Regents’ records to current institutional practice.

UCO requests combining the Bachelor of Arts in Mass Communications (118) and the Bachelor of Arts in Mass Communications (130) into one program. UCO merged the two programs several years ago under program #130. This action will reconcile the State Regents’ records to current institutional practice.

NOC requests option addition “Computer Science” for the Associate in Science in Computer Science Pre-Professional (049). Also, NOC requests option addition “Interactive Media” for the Associate in Applied Science in Information Technology (083). Additionally NOC requests option addition “Health Services Technology” for the Associate in Applied Science in Health Services Technology (084). The requested options have been used historically but are not currently listed on the degree inventory. This action will reconcile the State Regents’ records to current institutional practice.

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AGENDA ITEM #22-d:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University Institute of Technology, Okmulgee's request for a Cooperative Agreement, as described below.

BACKGROUND:

In 1988, the State Regents approved the *Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges*. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 366 cooperative agreements (involving 122 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTCs) within Oklahoma.

At the January 24, 1997 meeting, the State Regents approved revisions to the Cooperative Agreement policy that allows high school students meeting specified requirements to enroll in cooperative agreements.

Oklahoma State University Institute of Technology, Okmulgee (OSUIT-OKM) requests authorization for a cooperative agreement with Northwest Technology Center (NWTC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science in Construction Technologies (011).

POLICY ISSUES:

These actions are consistent with the State Regents' *Cooperative Agreements Between Institutions and Career Technology Centers*.

ANALYSIS:

OSUIT-OKM requests authorization for a cooperative agreement with NWTC to allow students to receive up to 32 hours of college credits for the Associate in Applied Science in Construction Technology (011). This cooperative agreement has been approved by NWTC's primary alliance partner, Northern Oklahoma College.

It is understood that general education courses required for this degree program will not be offered at the technology centers as part of this agreement, and high school students will be permitted to enroll in accordance with State Regents' policy.

Institutional and NWTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreement. The committees will meet at least annually to review course content, relevance and instructional methods as related to the established course and program competencies.

Approval was granted by the Chancellor. State Regents' ratification is requested.

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AGENDA ITEM #22-e:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2009.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of November 13, 2008, through January 21, 2009.

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 November 13, 2008, through January 21, 2009, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents' Delegation of Authority Policy (2.8) 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 \$19,575,101. This total is represented by \$500,896 in Section 13/New College allotments and \$19,074,205 in State Fund allotments.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of November 13, 2008, through January 21, 2009)
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	4868	295-State	Old Central Renovation	11/13/2008		\$626,452	
	4868	295-State	General University Buildings Maintenance & Repair	11/13/2008		\$200,000	
	4868	295-State	Instructional/Research Equipment	11/13/2008		\$255,084	
	4868	295-State	Murray Renovations	11/13/2008		\$2,000,000	
	4868	295-State	Architecture Building Expansion/Upgrade	11/13/2008		\$4,195,754	
	4868	295-State	New Classroom Building	11/13/2008		\$907,734	
	Not Required	650-New College	Bartlett Hall Renovation	11/13/2008		\$75,000	
			Total		\$0	\$8,260,024	\$8,260,024
OSU Oklahoma City	4869	295-State	Engineering Technology Skills Center	11/13/2008		\$2,787,000	
			Total		\$0	\$2,787,000	\$2,787,000
East Central University	Not Required	600-Section 13	General Campus Repairs, Renovation & ADA	12/18/2008	\$100,000		
			Total		\$100,000	\$0	\$100,000
Northeastern State University	4872	295-State	Hazardous Material Removal	12/5/2008		\$100,000	
			University Signage - Phase I	12/5/2008		\$100,000	
			Repairs & Renovations to Campus Buildings	12/5/2008		\$250,000	
			Landscaping, Outdoor Art & Courtyards	12/5/2008		\$100,000	
			Total		\$0	\$550,000	\$550,000
Northwestern OK State University	Not Required	600-Section 13	Ranger Field Locker Room	1/14/2009	\$326,000		
	4873	295-State	Renovation of Science Building	1/14/2009		\$166,000	
	4873	295-State	Woodward Project	11/14/2008		\$209,000	
			Total		\$326,000	\$375,000	\$701,000
Oklahoma Panhandle State University	Not Required	600-Section 13	Equipment & Materials	12/18/2008	\$50,000		
	4876	295-State	Science & Agriculture Building Equipment	1/13/2009		\$100,000	
			Total		\$50,000	\$100,000	\$150,000

Langston University	4875 Not Required Not Required	State-295 600-Section 13 650-New College	Allied Health Center	1/20/2009		\$196,429	
			Renovations	1/8/2009	\$5,922		
			Renovations	1/8/2009	\$18,974		
			Total		\$24,896	\$196,429	\$221,325
Northeastern Oklahoma A&M College	4870	295-State	Academic Equipment 07	11/13/2008		\$400	
			Institutional Equipment 07	11/13/2008		\$30,000	
			Performance Center/Music/Theater	11/13/2008		\$220,000	
			Athletic Field Renovation	11/13/2008		\$470,000	
			Health Science Building Renovation	11/13/2008		\$2,800,000	
			Science Building Restoration	11/13/2008		\$700,000	
Total		\$0	\$4,220,400	\$4,220,400			
Oklahoma City Community College	4879	295-State	Capitol Hill Center	11/21/2008		\$5,000	
			Capitol Hill Center	12/8/2008		\$395,000	
			Arts Festival Oklahoma Site Relocation	11/19/2008		\$2,434	
			Health Professions Education Center	11/19/2008		\$10,335	
			Arts Education Center	11/19/2008		\$21,990	
			Total		\$0	\$434,759	\$434,759
Redlands Community College	4874	295-State	Equine Facilities Upgrade	11/21/2008		\$385,689	
			Total		\$0	\$385,689	\$385,689
Tulsa Community College	4871	295-State	Allied Health Center	11/13/2008		\$700,000	
			Total		\$0	\$700,000	\$700,000
Western Oklahoma State College	4878	State-295	Student Center Project	1/20/2009		\$300,000	
			Total		\$0	\$300,000	\$300,000
Quartz Mountain Art & Conferenc Center	4877	State-295	Trails System	1/20/2009		\$589,904	
		State-295	Phyiscal Plant Equipment	1/13/2009		\$175,000	
		Total		\$0	\$764,904	\$764,904	
System Totals					\$500,896	\$19,074,205	\$19,575,101

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #22-f:

Agency Operations.

SUBJECT: Ratification of Purchases

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between November 8, 2008 and January 16, 2009.

BACKGROUND:

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000 and requires State Regents' approval of purchases in excess of \$100,000.

ANALYSIS:

For the time period between November 8, 2008 and January 16, 2009, there were three (3) purchases in excess of \$25,000 but not in excess of \$100,000.

Purchases Between \$25,000.00 and \$99,999.99.

One (1) of the three (3) items relate to CORE. A requisition has been issued to Nelson, Mullins, Riley & Scarborough in the amount of \$50,000.00 for Legal Services in regard to Office for Civil Rights Complaint.

One (1) of the three (3) items relate to OGSLP. A requisition has been issued to Cox Media in the amount of \$62,418.00 to purchase cable air time to run approximately 3,752 of the Cash for College "FAFSA" spots from January 26 to March 29.

One (1) of the three (3) items relate to OneNet. A requisition has been issued to Chickasaw Telecom in the amount of \$74,966.31 to purchase upgrades to our existing enterprise wireless infrastructure.

Meeting of the
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AGENDA ITEM #23-a:

Programs.

SUBJECT: Current Status Report on Program Requests and Annual Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2008 as well as requests pending from the previous year. The Annual Report on Program Request is the report of all actions taken in the previous academic year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2008-2009). Additionally, the past Annual Report on Program Requests lists all program actions taken by the State Regents in the most recent past academic year to provide a statewide context of current requests for State Regents' review.

The current status report contains 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. Completed Cooperative Agreements
9. Suspended Programs
10. Reinstated Programs
11. Requested Inventory Reconciliations
12. Net Reduction Table

Supplement available upon request.

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AGENDA ITEM #23-b (1):

Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the Oklahoma State Regents for Higher Education delegated authority to the Chancellor to approve minor exceptions and clarifications to State Regents' policy that will not result in a broad scale circumvention of policy. All exceptions are requested by the President and supported by extenuating circumstances and are to be reported to the State Regents on a quarterly basis. This is the 43rd report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to State Regents' academic policies were granted by the Chancellor since the last report on December 4, 2008.

ANALYSIS:

East Central University (ECU)

December 5, 2008

An exception to the State Regents' *Academic Calendar* policy, which states an academic term begins about the last week in May or the first week in June and ends late or early August, was granted to ECU to improve student learning and better meet the needs of the community. This exception was based on the need for a longer Summer term to accommodate online coursework and internships.

Rose State College (RSC)

January 12, 2009

An exception to the State Regents' *Grading* policy which states a student shall have the prerogative to repeat a course and have only the second grade earned count in the calculation of the retention/graduation GPA was granted to a student at RSC. This exception was needed because the course required for the repeat was not available and a more rigorous course was taken in its place.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #23-b (2):

Reports.

SUBJECT: Program Update for 2008.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member, currently serves as vice-chair of the board. The State Regents' office also provides staffing support for the OCSP board.

The OCSP is Oklahoma's "529" plan, a designation based on the IRS code section which authorizes state "qualified tuition plans." As a "529" plan, earnings on investments in the program are exempt from both federal and state income taxes if used for qualified higher education expenses. The OCSP board currently contracts with TIAA-CREF Tuition Financing Inc. to administer the program. The board renewed the management contract with TIAA-CREF for a second five-year term to run from April 2005 to April 2010.

In 2005, the Oklahoma Legislature changed the state income tax deduction allowed for OCSP contributions from \$2,500 per contributor, per account to a flat rate of \$10,000 per taxpayer (\$20,000 for joint filers).

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families to save for higher education expenses. An OCSP account can be opened with as little as \$100 with subsequent contributions as small as \$25 dollars or \$15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

ANALYSIS:

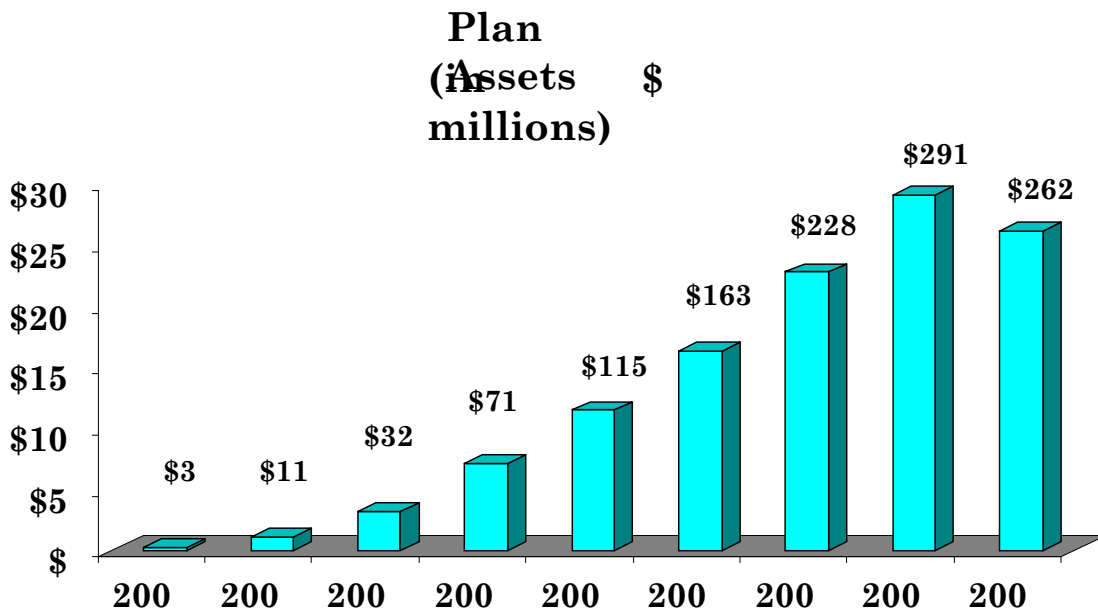
Investment Options:

The program currently has six investment options:

- (1) an age-based Managed Allocation Option that mixes equity, real estate, fixed income, and money market mutual funds based on the age of the beneficiary;
- (2) a 100% Equity Option of index funds;
- (3) a Diversified Equity Option (100% equity) of actively-managed funds;
- (4) a Balanced Option with a mix of equity and fixed-income investments;
- (5) a Fixed Income Option; and
- (6) a Guaranteed Option that protects principal from any loss.

Account and Asset Growth: The following table shows the growth of the program over the past seven years. While the number of accounts continued to climb in 2008, the program's total assets declined for the first time since its inception in 2000.

	<u>Accounts</u>	<u>Annual % Change</u>	<u>Total Assets</u>	<u>Annual % Change</u>
As of 12/31/00	1,473		\$3,058,211	
As of 12/31/01	3,830	160%	\$10,729,693	251%
As of 12/31/02	12,017	213%	\$32,262,626	201%
As of 12/31/03	18,647	55%	\$70,823,971	120%
As of 12/31/04	24,390	31%	\$115,325,223	63%
As of 12/31/05	28,741	18%	\$163,146,757	41%
As of 12/31/06	32,735	14%	\$228,073,626	40%
As of 12/31/07	38,123	16%	\$290,897,749	28%
As of 12/31/08	41,744	9%	\$262,026,337	-10%



Allocation of investments: Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the six investment options as of 12/31/08.

	<u>Accounts</u>	<u>% of Total</u>	<u>Total Assets</u>	<u>% of Total</u>
Age-Based Allocation	21,852	52.3%	\$161,726,532	61.7%
100% Equity Option	8,213	19.7%	\$47,985,409	18.3%
Guaranteed Option	6,498	15.6%	\$38,965,670	14.9%
Diversified Equity Option	1,518	3.6%	\$4,323,232	1.6%
Balanced Option	1,746	4.2%	\$5,170,679	2.0%
Fixed Income Option	557	1.3%	\$2,818,255	1.1%
Oklahoma "SEED" Accounts ¹	1,360	3.3%	\$1,036,561	0.4%
	41,744	100%	\$262,026,338	100%

¹The "SEED" accounts are part of a long-term research project funded by private foundation grants. The foundation grants provide initial \$1,000 contributions for accounts of selected Oklahoma newborn children. The research project is intended to examine the impact of early college savings on the eventual college-going rates of the account beneficiaries.

Investment returns: The annual investment returns for 2008 were as follows:

Managed Allocation Option: between -30.25% and -6.78%, depending on the age of the beneficiary
 100% Equity Option: -38.40%
 Diversified Equity Option: -40.58%
 Balanced Option: -24.77%
 Fixed Income Option: 1.10%
 Guaranteed Option returned: 3.28%

Program costs: There are no enrollment fees or commissions assessed on contributions. The annual administrative fee to participants is based on a management fee assessed for TIAA-CREF's administrative services plus the underlying mutual fund fees (excluding the Guaranteed Option, which has no administrative fee). Total annual fees for participants in the OCSP range from 0.79% to 1.01%, depending on the investment option. The expense levels remain very competitive with other state college savings programs.

National Ratings: In April 2003, Money Magazine named the OCSP as one of only 12 state plans designated as "Best for In-state Residents." In both 2005 and 2007, Money again recommended the OCSP for Oklahoma residents. An independent and authoritative website on state college savings plans, SavingforCollege.com, continues to give the OCSP one of its highest ratings (4.5 on a 5.0 scale for Oklahoma residents). The program is also recommended by Kiplinger.com and the national financial aid website finaid.org.

Advisor-Sold Option: In June 2008, the Oklahoma College Savings Plan board authorized TIAA-CREF Tuition Financing, Inc. (TFI) to develop an advisor-sold component for the OCSP. TFI will continue to be the program manager for Oklahoma under the existing contract and has entered into a partnership with the Allianz Global Investors to implement an advisor-sold option. Allianz will work as a subcontractor to TFI and have the responsibility of marketing the advisor-sold plan to financial advisors in Oklahoma. The new advisor-sold option is expected to be available to investors in Spring 2009. The current direct-sold program will continue to operate unchanged.

Meeting of the
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AGENDA ITEM #23-b (3):

Reports.

SUBJECT: Annual Student Remediation Report.

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the 17th annual student remediation report.

Remedial education is not a recent phenomenon in higher education. As early as the 17th century, Harvard College provided remedial instruction for inadequately prepared students. In 1849, the University of Wisconsin established the first preparatory program for students with inadequate preparation. Remedial education was needed when World War II veterans came to college, and for first-generation college students who gained access to higher education due to the Civil Rights Act of 1964.

Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.

The widespread need for college remediation has brought about efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher remediation rates.

Nationally, little change in the number of students enrolled in remedial courses has taken place in the last few years. Community colleges report the greatest percentage of remediation, with mathematics being the most cited area of deficiency.

Current debate about remedial education incorrectly assumes that remediation is proportionately taught among all colleges and universities. In fact, 60 percent of all remediation is conducted by community colleges nationally. Oklahoma community colleges have nearly 79 percent of the State System's remedial enrollments.

Financial costs of remediation are being addressed in different ways by various states, with some requiring additional fees from the remediated student. Others have proposed that the remediation costs be borne by the secondary schools that graduated the student needing remediation. Nationally, remediation costs are less than 1 percent of the total public higher education budget.

Oklahoma students pay more for remedial courses at State System institutions. Those remedial fees, set by the individual institution, generated \$2.2 million in 2007-08.

OKLAHOMA INITIATIVES:

The State Regents, in addition to managing the costs of remedial education, have taken multiple initiatives to reduce remediation, among them: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

Legislation, passed in 2005, established a college preparatory track with strengthened graduation requirements and made it the default curriculum. It also created the Achieving Classroom Excellence (ACE) Task Force to study testing requirements for 8th-graders and high school students.

Reports by *Education Week* and the National Center for Public Policy and Higher Education cited Oklahoma for efforts to improve teacher quality, standards and accountability, policy alignment and resource equity.

Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

FINDINGS:

38,215 students enrolled in remedial courses in 2007-08: 3.3 percent (1,268 students) at the research universities, 17.5 percent (6,682 students) at the regional universities, and 79.2 percent (30,265 students) at the community colleges.

Of fall 2007 first-time freshmen, 36.8 percent enrolled in remedial courses.

Of fall 2007 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 46.2 percent enrolled in remedial courses, compared to 23.2 percent of freshmen who completed the high school core curriculum.

Remediation by subject for fall 2007 first-time freshmen was as follows: 31.8 percent mathematics, 17.5 percent English, 4.8 percent reading, and 2.3 percent science.

From fall 1997 to fall 2007, the percentage of freshmen with an ACT score below 19 decreased in mathematics, from 27.7 to 27.4 percent; in English, from 22.6 to 20.3 percent, and in Science, from 17.7 to 16.0 percent.

From fall 1997 to fall 2007, the percentage of freshmen with an ACT score below 19 increased in Reading from 18.1 to 18.2 percent.

From 1997-98 to 2007-08, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 37.3 percent to 36.9 percent. The 2007-08 rate of 36.9 percent is higher than the 36.8 percent for all first-time freshmen.

Older freshmen require more remediation. During the 2007-08 academic year, a higher percentage of first-time freshmen 21 years of age and older (44.7 percent) enrolled in remedial courses than freshmen less than 21 years of age (34.8 percent).

In 2007-08, Oklahoma State System institutions generated \$2.2 million from student-paid remedial course fees.

CONCLUSIONS:

Community colleges continue to be the primary source of remediation in the State System. This is consistent with the community college's mission.

Students enrolling soon after high school (17 to 20 year-olds) are less likely to need remediation than older students (34.8 and 44.7 percent, respectively). Those students graduating directly from Oklahoma high schools (17, 18 and 19 year-olds) have a remediation rate of 36.9 percent.

Colleges and universities are encouraged to continue monitoring the relationship between cut-scores for course placement, remediation effectiveness and the academic success of the remedial student.

The financial costs associated with remediation are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

Remedial coursework enables underprepared high school students to learn the value of achievement while acquiring the skills necessary to succeed in college-level work and benefits adult students who seek retraining at colleges and universities in their local communities.

Supplement available at www.okhighered.org/studies-reports or upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 12, 2009

AGENDA ITEM #23-b (4):

Reports.

SUBJECT: FY2008 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions

RECOMMENDATION:

It is recommended that the State Regents accept the FY2008 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

BACKGROUND:

Oklahoma statutes (70 O.S. 2001, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the thirteenth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and include the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher's Retirement System (OTRS).

STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

As of June 30, 2008, 17 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee's current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2008, is summarized in *Attachment I* of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2008 were developed in accordance with State Regents' policy and were identical to those used since FY1996. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2008, included 12 of 13 universities and constituents and five two-year colleges.
2. The present value of future pension obligations as of June 30, 2008, for those institutions reporting amounted a net of \$994,753. This figure has increased in this year's report due to the inclusion of a new disclosure of one institution's plan. The current reporting format shows that eight (8) institutions have negative obligations for the future, having put aside funds for their liability. Nine (9) institutions reported no obligations and nine (9) reporting obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 45 became effective with the June 2008 reporting period. Thus, this year's report will reflect the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement is that institutions are now required to report the normal yearly costs paid for post-employment benefits, other than pensions, for healthcare and life insurance as well as the annual required contribution, as calculated through an actuarial formula, for the unfunded liability.

Costs of post-employment benefits other than pensions were reported by 13 institutions in FY 2008 and amounted to \$43,520,807. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in *Attachment II* of the report. Ten institutions reported FY2008 costs for medical insurance premiums for retirees amounting to \$43,412,048, or 98% of the total expenses. Nine institutions reported costs for life insurance premiums for retirees amounting to \$108,759. One institution, the University of Oklahoma, accounted for approximately 53% of the total systemwide postemployment benefit costs.

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

MINUTES

Seven Hundred Sixteenth Meeting



December 4, 2008

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City, Oklahoma

Minutes of the Seven Hundred Sixteenth Meeting
December 4, 2008

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Sixteenth Meeting
of the
Oklahoma State Regents for Higher Education
December 4, 2008**

- 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 a.m. on Thursday, December 4, 2008, in the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 30, 2007. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- 2. CALL TO ORDER.** Regent White called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Jody Parker, Ike Glass, and Cheryl Hunter.
- 3. MINUTES OF THE PREVIOUS MEETING.** Regent Hunter made a motion, seconded by Regent Glass, to approve the minutes of the State Regents' Committee-of-the-Whole on October 22, 2008, the State Regents' regular meeting on October 23, 2008, and the State Regents' special meeting on November 7, 2008. Voting for the motion were Regents White, Price, Parker, Glass, Hunter, and Burgess. Voting against the motion were none.
- 4. REPORT OF THE CHAIRMAN.** Chairman White congratulated Regent Bill Burgess and former Regent Carl Renfro on their induction into the Oklahoma Hall of Fame.
- 5. REPORT OF THE CHANCELLOR.** Chancellor Johnson announced that November 20, 2008, was proclaimed Cooperative Alliance Day by Governor Brad Henry to commemorate the 20th anniversary of the signing of the first cooperative alliance between Oklahoma City Community College and Francis Tuttle Technology Center. He acknowledged the work of State Regents' staff Dr. Debbie Blanke and Tracy Jones, who helped to organize the annual Oklahoma Women in

Higher Education Conference on November 21, 2008, at the University of Central Oklahoma. Chancellor Johnson also thanked Regent Bill Burgess for attending the State Regents' staff picnic on behalf of the State Regents.

6. **COMMENTS FROM THE PRESIDENT.** Chairman White welcomed President Noble Jobe, Murray State College. President Jobe thanked Regents for the opportunity to speak. He shared the college's strategic plan and goals and noted progress in allied health programs and in community service learning projects.
7. **FACULTY ADVISORY COUNCIL.** Dr. Houston Davis, Vice Chancellor for Academic Affairs, presented the Faculty Advisory Council (FAC) annual report and introduced the outgoing and incoming members of the council. He also noted that the council would be doubling in size from 7 members to 14, based on the State Regents' policy change in April 2008. Regent Hunter asked about the status of insurance and benefits for institution faculty, which was listed as one of the FAC workplan items. Amanda Paliotta, Vice Chancellor for Budget and Finance, indicated that the Oklahoma Council of Business Officers had developed a task force to address insurance and benefit issues.
8. **NEW PROGRAMS.** Regent Burgess made a motion, seconded by Regent Hunter, to approve the following new programs:
 - a. Southwestern Oklahoma State University requested to offer the Associate in Science in Tribal Administration. The proposed degree program is the result of collaboration between SWOSU and the Cheyenne and Arapaho Tribal College (CATC) and is designed to prepare students for employment in tribal government. The program will focus on traditional tribal knowledge, quality of life of American Indians, and enhancing the status of American Indians in contemporary America. The degree program will be fully funded by the Cheyenne and Arapaho tribes.
 - b. Rogers State University (RSU) requested to offer the Bachelor of Arts in Public Administration. Four other Oklahoma institutions offer similar programs; however, due

to the distance between institutions and increasing student demand in RSU's service area, approval of this program would not constitute unnecessary duplication. No protests to this program request were received. Dr. Davis provided clarification on the benefits listed for required faculty, noting that an incorrect multiplier had been used to calculate benefits. A corrected summary of benefits was submitted by RSU to the State Regents.

- c. Tulsa Community College (TCC) requested to offer the Associate in Applied Science in Air Traffic Control. Dr. Houston Davis, Vice Chancellor for Academic Affairs, indicated that the Federal Aviation Administration (FAA) approached TCC with the hope of developing an air traffic control program in northeastern Oklahoma. Graduates of this program will go on to the FAA Air Traffic Control Academy for certification. While a degree is not required to enter the academy, approximately 34 credit hours will transfer for academy credit.
- d. Oklahoma State University – Oklahoma City (OSU-OKC) requested to offer the Associate in Applied Science in Electrical Power Technology and the Associate in Applied Science in Restaurant Management.

Voting for the motion were Regents Price, Parker, Glass, Hunter, Burgess, and White. Voting against the motion were none.

- 9. **PROGRAM DELETIONS.** Regent Hunter made a motion, seconded by Regent Price, to approve the following institutional requests for program deletions: Oklahoma City Community College request to delete the Associate in Arts in International Studies, Certificate in International Studies, and Associate in Applied Science in Bioinformatics. Voting for the motion were Regents Parker, Glass, Hunter, Burgess, White, and Price. Voting against the motion were none.
- 10. **POLICY.** Chairman White stated that item 10-a was for posting and did not require State Regents action. Additionally, item 10-b was tabled to allow Regents time for further research and discussion. Regent Parker made a motion, seconded by Regent Price, to approve item 10-c as stated below.

- a. Posting of the proposed permanent rule revisions for the Student Advisory Board and the process for the adoption of permanent rule revisions.
- b. Policy changes regarding Oklahoma State University and University of Oklahoma medical school admission.
- c. Approval of policy changes regarding Oklahoma State University Center for Veterinary Sciences.

Regents requested annual updates from OSU as the negotiations continue. Voting for the motion were Regents Glass, Hunter, Burgess, White, Price, and Parker. Voting against the motion were none. A copy of the approved policy changes is shown as “Attachment A”.

11. GRANTS.

- a. Regent Hunter made a motion, seconded by Regent Price, to approve the awarding of the 2009 grant funds in the amount of \$839,935 from the United States Department of Education for No Child Left Behind sub-grants. Voting for the motion were Regents Hunter, Burgess, White, Price, Parker, and Glass. Voting against the motion were none.
- b. Regent Burgess made a motion, seconded by Regent Hunter, to approve the Summer Academy proposals for 2009. Twenty-two academies will be held on 17 campuses across the state. Funding for these academies will total \$542,284. Voting for the motion were Regents Burgess, White, Price, Parker, Glass, and Hunter. Voting against the motion were none.

12. OKLAHOMA’S PROMISE. Bryce Fair, Associate Vice Chancellor for State Scholarships and Grants, presented the 2007-08 year end report for Oklahoma’s Promise. He reviewed the changes made to the program by the 2008 Oklahoma legislature, which include a second family income limit, a college GPA requirement to continue receiving the award, exceptions for students in the military and modified income eligibility for certain adopted students. He also provided an update on the Oklahoma’s Promise Task Force, which was created to review the program’s income and scholarship-retention requirements. Mr. Fair finished by providing an overview of the impact of

the May-June 2008 media campaign on Oklahoma's Promise enrollment. During the weeks of the media campaign phone calls rose by 59 percent, online applications received increased by 144 percent, and email correspondence increased by 121 percent.

Regent Hunter made a motion, seconded by Regent Glass, to accept the Oklahoma's Promise year end report for 2007-2008. Voting for the motion were Regents Price, Parker, Glass, Hunter, and Burgess.. Voting against the motion were none. Regent White was not present for the vote.

13. **TUITION.** Vice Chancellor Paliotta presented the FY2009 Tuition Analysis Report. She noted that the state system has seen no significant impact in enrollment patterns due to tuition and fee increases. Regent Parker made a motion, seconded by Regent Hunter, to accept the FY2009 Tuition Analysis Report. Voting for the motion were Regents Parker, Glass, Hunter, Burgess, and Price. Voting against the motion were none. Regent White was not present for the vote.
14. **ECONOMIC DEVELOPMENT GRANT.** Regent Burgess made a motion, seconded by Regent Glass, to approve an Economic Development Grant in the amount of \$155,000 to Northeastern State University for the Center for Rural Development. Voting for the motion were Regents Glass, Hunter, Burgess, Price, and Parker. Voting against the motion were none. Regent White was not present for the vote.
15. **PURCHASES.** Regent Parker made a motion, seconded by Regent Burgess, to approve FY2009 purchases for amounts that are in excess of \$100,000 that need to be effective prior to February 12, 2009. Voting for the motion were Regents Hunter, Burgess, Price, Parker, and Glass. Voting against the motion were none. Regent White was not present for the vote.
16. **AUDIT.** Regent Parker made a motion, seconded by Regent Hunter, to accept the annual independent audited financial statement from Cole & Reed, PC, for operations and programs for the year ending June 30, 2008. Voting for the motion were Regents Burgess, Price, Parker, Glass, and Hunter. Voting against the motion were none. Regent White was not present for the vote.
17. **CONTRACTS.**

- a. Regent Hunter made a motion, seconded by Regent Burgess, to approve Hammond Associates Institutional Fund Consultants, Inc. to serve as the investment consultant for the term beginning January 1, 2009 through December 31, 2009, with an option to renew on an annual basis for a period of up to four years. Voting for the motion were Regents Price, Parker, Glass, Hunter, and Burgess.. Voting against the motion were none. Regent White was not present for the vote.
 - b. Regent Parker made a motion, seconded by Regent Hunter, to approve the purchases of services to develop a financial aid database for a maximum of \$175,000. Voting for the motion were Regents Parker, Glass, Hunter, Burgess, and Price. Voting against the motion were none. Regent White was not present for the vote.
 - c. Regent Parker made a motion, seconded by Regent Burgess, to approve the renewal of a one-year contract with Third Degree Advertising in an amount not to exceed \$473,503.34 for year 4 of the college access information component of Phase II of the GEAR UP grant. Voting for the motion were Regents Glass, Hunter, Burgess, Price, and Parker. Voting against the motion were none. Regent White was not present for the vote.
- 18. REVENUE BOND.** Regent Parker made a motion, seconded by Regent Burgess, to approve for transmittal to the Attorney General of Oklahoma the statements of essential facts for the University of Oklahoma Series 2009A, an amount not to exceed \$57.2 million, and Series 2009B, an amount not to exceed \$8.7 million, multi-facility revenue bonds. Voting for the motion were Regents Hunter, Burgess, White, Price, Parker, and Glass. Voting against the motion were none.
 - 19. COMMENDATIONS.** Regent Burgess made a motion, seconded by Regent Hunter, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Regents Burgess, White, Price, Parker, Glass, and Hunter. Voting against the motion were none.
 - 20. EXECUTIVE SESSION.** Bob Anthony, General Counsel for the Oklahoma State Regents for Higher Education, stated that there was not a need to go into executive session.

21. CONSENT DOCKET. Regent Burgess made a motion, seconded by Regent Price, to approve the following consent docket items:

- a. Programs
 - (1) Approval of institutional requests for program modifications.
 - (2) Approval of institutional requests for program suspensions.
- b. Approval of institutional requests for final approval of existing programs.
- c. Approval of requests for degree program inventory reconciliations for Southwestern Oklahoma State University.
- d. Approval of allocation of institutional nominees for the academic scholars program.
- e. Ratification of capital allotments.
- f. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 but not in excess of \$100,000.
 - (2) Approval of adjustment to the Chancellor's contract.
 - (3) Approval of technical amendments to Supplemental Retirement Plan for compliance with federal law and IRS regulations.
 - (4) Approval of technical amendments to Special Incentive Plan for compliance with federal law and IRS regulations.
 - (5) Approval of policy recommendations for an employee and employer 403(b) plan for compliance with IRS regulations.
- g. Non-academic Degrees.
 - (1) Ratification of a request from University of Oklahoma for honorary degrees.
 - (2) Ratification of posthumous degrees for Oklahoma State University.
 - (3) Ratification of posthumous degrees for the University of Oklahoma.
 - (4) Ratification of posthumous degree for the University of Central Oklahoma.
- h. Ratification of Regent to serve as chairman for the purpose of signing diploma.

Voting for the motion were Regents White, Price, Parker, Glass, Hunter, and Burgess. Voting against the motion were none.

22. REPORTS. Regent Burgess made a motion, seconded by Regent Hunter, to approve the following reports:

- a. Programs. Status report on program requests.
- b. Annual Reports.
 - (1) Academic Policy Exceptions Quarterly Report
 - (2) Academic Scholars Program – Year End Report for 2007-08
 - (3) Oklahoma Tuition Aid Grant – Year End Report for 2007-08
 - (4) Oklahoma Tuition Equalization Grant – Year End Report for 2007-08
 - (5) State Regents’ Policy Reporting Requirements Survey
 - (6) Current Income and Expenditure Report, FY2005, FY2006, and FY2007
 - (7) Oklahoma High School Indicators Report: Mean ACT Scores by Oklahoma High School Site

Voting for the motion were Regents Price, Parker, Glass, Hunter, Burgess, and White. Voting against the motion were none.

23. REPORT OF THE COMMITTEES.

- a. Academic Affairs and Social Justice and Student Services Committees. Regent Hunter stated that the committee’s items had been acted on.
- b. Budget and Audit Committee. Regent Parker reported that all of the committee’s items had been handled during the meeting.
- c. Strategic Planning and Personnel Committee. Regent Burgess reported that all of the committee’s items had been acted on.

24. NEW BUSINESS. No new business was brought before the Regents.

25. ANNOUNCEMENT OF NEXT REGULAR MEETING. Chairman White announced that the next regular meeting of the State Regents would be held at 9 a.m. on Thursday, February 12, 2009, at the State Regents' offices in Oklahoma City, Oklahoma.

26. ADJOURNMENT. With no additional items to discuss, the meeting was adjourned.

ATTEST:

Ron White, Chairman

Joseph L. Parker, Jr., Secretary