



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

June 24, 2010

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 24, 2010 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 June 24, 2010.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

June 24, 2010 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Stuart Price, 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).

FISCAL

6. **E&G Budget.**
 - a. Approval of FY'11 Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Page 1. (Supplement)
 - b. Approval of allocation from Cigarette and Tobacco Tax Revenue for OU and OSU. Page 3.
 - c. Approval of allocation for FY'11 Brain Gain Performance Funding. Page 5.
 - d. Approval of allocation of a grant for FY'10 Brain Gain Enrollment Management event reimbursement to Langston University. Page 9.
 - e. Approval to serve as the fiscal agent for the Achieving the Dream to pay the FY'10 annual participation fees. Page 11.
7. **Tuition and Fees.**
 - a. Approval of FY'11 Academic Service Fees. Page 13.
 - b. Approval of FY'11 Mandatory Fees and Tuition. Page 15.
 - c. Approval of Tuition Policy Amendments. Page 17.

8. **Capital.** Approval of the Annual Campus Master Plan for submission to the Long-Range Planning Commission. Page 21.
9. **Revenue Bond.**
 - a. Review and approval for transmittal to Attorney General Oklahoma City Community College's Student Facility Revenue Bond issuance Statement of Essential Facts. Page 23.
 - b. Review and approval for transmittal to Attorney General Oklahoma State University's General Revenue Bond issuance Statement of Essential Facts. Page 25.
10. **Endowed Chairs Program.** Approval of new endowment accounts to be funded through the Endowed Chairs 2010 bond issuance. Page 27.
11. **Contracts and Purchasing.**
 - a. Approval of purchases and contracts over \$100,000. Page 39.
 - b. Approval of East West Bank to purchase rehabilitated loans and to enter into an agreement with Garnet Capital Advisors for brokerage services. Page 41.
 - c. Scholars for Excellence in Child Care. Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program. Page 43.
 - d. Approval of 2010-2011 ACT Agreement. Page 49.
 - e. EPSCoR. Approval of an allocation to Cameron University for the 11th annual Regional University Research Day. Page 59.
 - f. PHF Lease Agreement. Approval of renewal of OSRHE lease agreement with the Presbyterian Health Foundation. Page 61.
12. **Deleted Item.** Page 63.

ACADEMIC

13. **New Programs.**
 - a. Northeastern State University. Approval of request to offer the Master of Science in Nursing in Nursing Education. Page 65.
 - b. Oklahoma State University. Approval of request to offer the Certificate in Bioinformatics. Page 71.
14. **Program Deletions.** Approval of institutional requests for program deletions. Page 77.
15. **Accreditation.** Approval of recommendations for continued accreditation of Intensive English Programs. Page 79.

16. **Academic Policy.**
 - a. Approval of revisions to the State Regents' policy statement on *Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading*. Page 83.
 - b. Approval of changes in the *In-State/Out-of-State Status of Enrolled Students* policy. Page 125.
17. **Grants.** Approval of funds granted for the continuation of the Single Mothers Academic Resource Team (SMART). Page 129.
18. **Scholars for Excellence in Child Care.** Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Department of Human Services. Page 131.
19. **Temporary Assistance to Needy Families Program.** Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contract with the Department of Human Services. Page 133.

EXECUTIVE

20. **Legislative Update and Resolution.** Report on enacted legislation from the 2010 legislative session relating to higher education and approval of resolution. Page 135.
21. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 137.
22. **Executive Session.** Page 139.

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

Vote to return to open session.

CONSENT DOCKET

23. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
 - a. Programs.
 - (1) Approval of institutional requests for program modifications. Page 141.
 - (2) Program Suspensions. Ratification of approved institutional requests to suspend exiting academic programs. Page 149.
 - b. Capital. Ratification of capital allotments. Page 151.

- c. Agency Operations.
 - (1) Ratification of purchases in excess of \$25,000 but not in excess of \$100,000. Page 153.
 - (2) Contracts. Approval of annualization of contribution to Chancellor Johnson's retirement plan. Page 155.
 - (3) Renewal of contract with the Office of the Attorney General. Page 157.
 - d. Resolution honoring the retirement of the Great Plains Technology Center Superintendent. Page 163.
24. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. Page 165. (Supplement)
 - b. Annual Reports. High School to College-Going Rates Report. Page 167.
25. **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.
26. **Officers.** Election of State Regents' officers for 2010-2011.
27. **Recognition.** Recognition of outgoing Chairman Stuart Price.
28. **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."
29. **Announcement of Next Regular Meeting — 9 a.m., Thursday, September 9, 2010, in Oklahoma City.**
30. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #6-a:

Educational and General Budgets.

SUBJECT: Approval of final allocations and approval of Educational and General Budgets of institutions, constituent agencies, higher education centers, special programs and other operations.

RECOMMENDATION:

It is recommended that the State Regents approve the FY 2011 budgets for institutions, constituent agencies, higher education programs, special programs and other operations of the state system as submitted in the allocating resolutions. It is recommended that the State Regents authorize the Chancellor to certify the budgets to the Office of State Finance. Budget detail is presented to the Regents as a supplement in the FY2011 E&G Budget Summary and Analysis.

BACKGROUND:

At the meeting of May 28, 2010, the State Regents allocated \$943,666,030, in state-appropriated funds and allotted \$59,794,986 ARRA federal stimulus funds for a total of \$1,003,461,016, for FY11 educational and general operating budgets for institutions, constituent agencies, higher education programs, specific special programs and other State Regents' operations. Budgets for these entities have been submitted and upon approval by the State Regents, a certified copy will be filed with the Office of State Finance for the establishment of allotments so institutions and programs may encumber and expend funds for the 2011 fiscal year. The Oklahoma's Promise scholarship fund will be funded for the third year in a row from dedicated general revenue in addition to the state appropriations allocation at the May meeting. The combined total of state appropriations, including Oklahoma's Promise and ARRA funds, is \$1,060,461,016 and represents a 2.78 percent decrease from the FY2010.

POLICY ISSUES:

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

ANALYSIS:

The supplemental report provides schedules that summarize each institution's budgeted amount for personnel services; travel; utilities; supplies and other operating expenses; property, furniture and equipment; library books and periodicals; and cash scholarships (tuition waivers are not included). The objects of expenditure are provided for the primary educational and general operating budget, the sponsored budget and the special agency funds. Budget amounts are also available for Ardmore Higher Education Program, Quartz Mountain, special programs and other operations of the State Regents.

The primary educational and general operating budgets of colleges and universities will increase by approximately 2.6 percent or \$50.9 million to \$2,028.8 billion. The \$50.9 million increase reflected in the budgets for FY11 in large part represents projected tuition and fee revenue. Also included for the second year, is the Federal American Reinvestment and Recovery Act (ARRA) allotments institutions received used to replace a reduction for the state system in state appropriations of 2.9 percent or \$59.8 million.

The ARRA funds have provided the institutions a source of funding to mitigate any tuition increases and to offset the reduction in state appropriations. The institutional budgets indicated that approximately 993 jobs have been retained and 13 positions created for the FY11 budget year because of the infusion of the ARRA capital. The majority of the funding from the federal ARRA will be used to support expenditures for salaries of teaching faculty, and other salaries and wages.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #6-b:

E&G Budget.

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 1,564,324.86 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$1,564,324.86 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 \$3,128,649.72. This amount is sufficient for a transfer of \$1,564,324.86 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 \$29,116,756.92.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4962**

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, 2009, and ending June 30, 2010, 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: 296-10-605-000000	\$3,128,649.72
To: 296-770	\$1,564,324.86
290-773	\$1,564,324.86
Total	\$3,128,649.72

Adopted by the State Regents in the meeting of June 24, 2010

SEAL:

ATTEST:

Julie Carson, Secretary

William Stuart Price, 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 June 24, 2010.

Glen D. Johnson, Chancellor

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #6-c:

E&G Budget.

SUBJECT: Allocation of funds.

RECOMMENDATION:

It is recommended that the State Regents allocate \$2,184,288 for Brain Gain funds for FY11.

BACKGROUND:

In March 2001, the State Regents announced plans to develop funding based on the 1999 *Brain Gain 2010* initiative to increase the percentage of the state's population with college degrees. In May 2001, the State Regents allocated \$2 million for FY02 and expressed intent to increase annual allocations until Brain Gain funding represents two percent of state appropriated allocations for institutional education and general (E&G) budgets.

In June 2001, the State Regents posted a plan describing criteria, definitions, and a general approach for allocating Brain Gain funds. This draft plan used retention rates, graduation rates, and number of degrees as the performance indicators. The State Regents directed staff to work with Presidents to finalize the plan. In December 2001, the State Regents allocated approximately half of the FY02 funds equally among the 25 public institutions and two technical branches because institutions had been working to improve retention and graduation rates and needed to make additional investments. In April 2002, the Presidents proposed a Brain Gain funding policy using five measures: (1) number of associate and bachelor's degrees, (2) number of students completing 20 credit hours including remediation, (3) number of students reaching 30 credit hours excluding remediation, (4) first-year retention rates excluding remediation, and (5) graduation rates excluding remediation. Based on these measures, a modified funding plan was developed and the remaining FY02 funds were distributed.

At the June 2002 meeting, the State Regents distributed \$2.4 million for FY03 funds using the modified policy with the understanding of the Presidents that the process of developing a long-term Brain Gain funding plan would be ongoing.

The following year, at the May 2003 meeting, the State Regents added two institution-specific measures to the five common ones, created a two-phase allocation process as proposed by the Presidents, and allocated \$2.2 million for FY04.

In April 2004, the State Regents approved the Presidents' request to eliminate the two credit-hour measures: (1) number of students completing 20 credit hours including remediation and (2) number of students reaching 30 credit hours excluding remediation. Eliminating these two measures focused attention on the primary measures of retention and graduation and provided greater emphasis on institution-specific measures that Presidents could use to further strategic improvements on each campus.

At that point, the formula included the two institution-specific measures and three common measures: number of associate and bachelor's degrees, first-year retention rates, and six-year graduation rates.

In June 2004, the State Regents' allocation process included an alternative method of earning credit for the three common measures. If an institution was not able to reach the predetermined target, yet showed improvement by comparing the most recent two years' performance to the previous three years, then one-half (0.5) credit was awarded for the measure. The total allocation for FY05 performance funding was approved at \$2.2 million. Additional funds of \$750,000 were budgeted for Brain Gain Improvement Grants, which were awarded to ten institutions at the October 28, 2004 meeting.

A total FY06 performance funding allocation of \$2.2 million and additional refinements to the funding formula were approved by the State Regents at their June 30, 2005 meeting. Policy changes developed in consultation with the Presidents made institutional improvement or reaching a peer-based "2010 target" the goal for which full credit would be awarded for the retention and graduation rate measures. Specifically, an institution would be deemed to have met the improvement criterion if the average of its most recent two years' performance was greater than or equal to the previous three years' average. However, recognizing the difficulty of making continuous improvement at increasingly higher performance levels, institutions were asked to select a group of ten aspirational peers whose average retention and graduation rates would serve as their "2010 target." Full credit for these two measures would be earned if 1) the institution showed improvement or 2) reached its "2010 target."

Also at the June 2005 meeting, the State Regents budgeted \$1.8 million to be awarded to institutions in the form of Brain Gain Improvement Grants and Programs of Excellence Grants with the intent that funding continue for Program of Excellence grant recipients into years two through five for the chosen projects. At the October 2005 meeting, five institutions received Improvement Grants totaling \$300,000, and five institutions received Programs of Excellence Grants totaling \$1,500,000 in first-year funds. With that action, the State Regents expressed the intent to allocate Programs of Excellence funds over five years with a review in the fifth year to determine continuation of funding past the fifth year.

At the June 23, 2006, June 28, 2007, September 11, 2008, and October 22, 2009 meetings, the State Regents allocated almost \$1.5 million for years two through five, respectively, of the Programs of Excellence grants, in addition to \$2.2 million in performance funding each year. Programs of Excellence grant allocations were annualized at the February 11, 2010 State Regents' meeting, providing each of the five recipients with continued funding beginning in FY11.

POLICY ISSUES:

Brain Gain funding is designed to financially support the State Regents' 1999 *Brain Gain 2010* initiative, adding a component to the traditional funding formula and rewarding performance. Brain Gain funding is consistent with the State Regents' policy on System Effectiveness and the Key Indicators of Accountability report, which began as the Oklahoma State System Report Card in 2001. In addition, it advances the goals of Governor Brad Henry's EDGE initiative (Economic Development Generating Excellence) by increasing the intellectual capital of Oklahoma's workforce.

ANALYSIS:

Progress

The number of bachelor's and associate degrees awarded in 2008-09 totaled 24,225 across the State System, which is 251 degrees more than the year before. This total represents a 27 percent increase above the 2000-01 level (19,021) when Brain Gain was implemented.

Over the past nine years, retention rates systemwide generally improved between 2000-01 and 2005-06 but have declined in the last three years. At the research tier, rates reached a high point of 82.8 percent in 2005-06 before falling to the 2008-09 rate of 78.8 percent. Since 2005-06, rates at the regional university tier have fallen from 65.0 percent to 61.6 percent, which is an improvement over the previous two years. After reaching a high point of 58.9 percent in 2005-06, community college retention rates have fluctuated but show a current rate of 53.8 percent which is higher than the 2000-01 starting point of 52.9 percent.

The third Brain Gain performance measure common to all institutions is graduation rate. The good news at the regional universities is the overall increase of 13 percentage points from 51.1 percent in 2000-01 to 64.1 percent in 2008-09. While fluctuating over the nine-year period, graduation rates at the regional university and community college tiers have dipped below their 2000-01 levels to 30.6 percent at the regional tier and 17.2 percent at the community college tier.

Nine-Year History of Brain Gain Performance

Measure	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*	2006-07	2007-08	2008-09
Degrees Conferred (Associate's and Bachelor's)									
System Total	19,021	19,611	20,714	21,877	22,908	23,689	23,962	23,875	24,225
Retention Rates (within-the-institution) by Tier									
Research	79.2%	80.4%	80.9%	80.5%	81.8%	82.8%	80.0%	80.4%	78.7%
Regional	64.7%	64.5%	65.2%	63.8%	63.2%	65.0%	60.3%	60.3%	61.6%
Community	52.9%	54.6%	56.7%	54.9%	55.3%	58.9%	52.7%	56.1%	53.8%
Graduation Rates (within-the-institution) by Tier									
Research (6-year rate)	51.1%	54.9%	55.8%	57.0%	58.1%	58.9%	60.2%	63.0%	64.1%
Regional (6-year rate)	31.1%	30.2%	32.1%	31.7%	33.0%	34.0%	31.6%	31.5%	30.6%
Community (3-year rate)	19.4%	17.8%	19.2%	21.1%	18.2%	19.8%	17.0%	17.5%	17.2%

* Rogers State University is included in the Regional Tier beginning in 2005-06. RSU began offering baccalaureate degrees in Fall 2000.

Ultimately, Brain Gain's goal is to increase the percentage of degree holders in the state. The U.S. Census Bureau's American Community Survey, Oklahoma consistently trails the national average in the percentage of the population age 25 and older with a bachelor's degree by about 5 percentage points. Between 2000 and 2005, Oklahoma increased the percentage of the population age 25 and older with bachelor's degrees from 20.2 to 22.4 percent. Dropping to 22.1 in 2006, the percentage increased to 22.8 percent in 2007 but has decreased to 22.2 in the 2008 survey. State rankings based on these data show Oklahoma moving up from 47th in 2000 to 42nd in 2004. With the 2008 decrease in percentage of bachelor's degree holders, Oklahoma currently ranks 44th in the nation.

Funding Allocation

Performance Funding

Based on the Brain Gain performance funding policy, \$2,184,288 in FY11 Brain Gain funds will be allocated as shown in the table below.

Institution	FY11
University of Oklahoma	\$269,475
Oklahoma State University	\$222,677
University of Central Oklahoma	\$169,317
East Central University	\$80,912
Northeastern State University	\$77,461
Northwestern Oklahoma State University	\$77,190
Southeastern Oklahoma State University	\$104,042
Southwestern Oklahoma State University	\$53,011
Cameron University	\$24,309
Langston University	\$31,633
University of Science and Arts of Oklahoma	\$61,068
Oklahoma Panhandle State University	\$47,088
Rogers State University	\$61,353
Connors State College	\$34,762
Eastern Oklahoma State College	\$32,355
Murray State College	\$58,760
Northeastern Oklahoma A&M College	\$34,719
Northern Oklahoma College	\$50,580
Tulsa Community College	\$178,566
Oklahoma State University-Oklahoma City	\$65,535
Oklahoma State University Institute of Technology, Okmulgee	\$97,458
Western Oklahoma State College	\$71,538
Redlands Community College	\$24,145
Carl Albert State College	\$60,884
Seminole State College	\$14,970
Rose State College	\$60,943
Oklahoma City Community College	\$119,537

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AGENDA ITEM #6-d:

E&G Budget.

SUBJECT: Approval of allocation of Brain Gain grant funds to Langston University for an Enrollment Management event.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$1,400.00 to Langston University for a 2010 State System Enrollment Management event.

BACKGROUND:

In January 2005, the State Regents facilitated a system-wide assessment of the state-based financial aid and scholarship programs conducted by Noel-Levitz, a national consulting firm, to analyze the effectiveness of the State's programs in increasing the number of college graduates produced in the State. This assessment culminated in a workshop for institutional personnel to provide information on best practices in the fields of enrollment management and financial aid. The first system-wide conference was held in February 2006. At their May 2009 meeting, the State Regent allocated \$3.75 million to Brain Gain both for performance funding and grant incentive awards. This allocation also supports annual events designed to provide continued professional development for improving opportunities in marketing, recruitment, retention and strategic uses of financial aid.

POLICY ISSUES:

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

ANALYSIS:

The 2010 annual Higher Education Conference on Enrollment Management was cancelled due to weather conditions in January. As an alternative to one major conference each year, a series of enrollment management events are being held throughout the year in conjunction with other sponsoring groups and State Regents' initiatives. On June 18, 2010, Langston University co-sponsored a Reach Higher faculty retreat using speakers planned for the annual enrollment management conference. Each institution was invited to bring up to four representatives, in addition to the Reach Higher faculty, for a workshop on adult learner issues with national presentations from the Council on Adult and Experiential Learning (CAEL). This workshop is consistent with the State Regents' commitment to improving graduation rates and to serving adult students through degree completion. Approximately 100 attended this workshop held in conjunction with the regular Reach Higher faculty meeting. This allocation is to fund expenses associated with the conference.

Time	Topic
10:00 a.m.	Welcome & Introductions
10:15 a.m.	Session A – Reach Higher Faculty Work Groups will meet by Course
.	Session B – Introduction to Prior Learning Assessment, Judy Wertheim, CAEL This session will provide an overview of Prior Learning Assessment (PLA) and how it is used by postsecondary institutions and students in the U.S. We will cover the benefits and uses of PLA, the different methods of PLA, and some institutional policies and practices.
12:00 p.m.	Luncheon Speaker – Recent PLA Research, Becky Klein-Collins, CAEL CAEL will provide a brief overview of exiting research on PLA and the detailed findings from a recent study of PLA and adult student outcomes that used data from more than 60,000 adult learners at 48 institutions. Participants will receive an executive summary of the 2010 report.
1:15 p.m.	Session A – Hands On Practice with a Prior Learning Portfolio, Judy Wertheim During this session, participants will learn how different institutions structure their portfolio assessment process and how students are guided through the development of a portfolio. This is a hands-on session for participants to “practice” portfolio assessment.
	Session B – Adult Learning in Focus: U.S. and Oklahoma Research, Becky Klein-Collins During this session we will discuss national data that is collected on adult learners. We will cover what is known about adult learners nationally in terms of their educational attainment and enrollment, and compare that to what we know about Oklahoma adults from those same data sources. This discussion will also cover what we do not know and national efforts to improve data collection. Participants will receive a 2008 profile of adult learning in Oklahoma.
2:15 p.m.	Session A – Other Ways to Evaluate Non-collegiate Credit, Becky Klein-Collins In this session, we will describe additional ways to recognize learning that takes place outside of the college classroom. We will cover evaluation of military training and experience, on-the-job training, and apprenticeship programs for credit. In addition, we will discuss state and institutional efforts to convert non-credit instruction to college credits.
	Session B – Introduction to Adult Learner Focused Institutions, Judy Wertheim This session will discuss CAEL’s Adult Learning Focused Institution (ALFI) Toolkit which helps institutions understand how well they are serving their adult students. We will cover the Nine Principles of Effectiveness for Serving Adult Learners, the Adult Learning Inventory, and the Institutional Self-Assessment Survey.
3:00 p.m.	Conclusions and Next Steps

Meeting of the
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June 24, 2010

AGENDA ITEM #6-e:

E&G Budget.

SUBJECT: Achieving the Dream: Community Colleges Count.

RECOMMENDATION:

It is recommended that the State Regents act as fiscal agent for *Achieving the Dream* in which Oklahoma City Community College (OCCC), Rose State College (RSC) and Tulsa Community College (TCC) and the State Regents are participating.

BACKGROUND:

Achieving the Dream: Community Colleges Count is a multiyear national initiative to help more community college students succeed, particularly students who traditionally have faced significant barriers to success, including students of color and low-income students. *Achieving the Dream* demonstration colleges follow an institutional improvement model that includes (1) understanding and making better use of data, (2) sharing a common vision among presidents and institutional leaders, (3) engaging faculty and staff, and (4) improving systemically. Data that track cohorts of students are collected and used to assess student progress and identify gaps in achievement. Participating colleges identify practices that will help more students earn certificates and degrees.

The Lumina Foundation for Education provided initial funding and continues to support the colleges who began the initiative in 2004. Additional funding in 2005 and 2006 is provided by College Spark Washington, The Heinz Endowments (Pennsylvania), Houston Endowment Inc, KnowledgeWorks Foundation (Ohio) and Nellie Mae Education Foundation (Connecticut). Other national partners include American Association of Community Colleges, Community College Leadership Program of the University of Texas, Community College Research Center of Columbia University, Institute for Higher Education of the University of Florida, Jobs for the Future, MDC and Public Agenda.

In October 2006, the Presidents of OCCC, RSC and TCC indicated their interest in joining this initiative which already included 14 national partner organizations, 58 colleges in 9 states. On October 31, Interim Chancellor Phil Moss submitted a letter of intent to the Lumina Foundation for Oklahoma to participate. Upon favorable receipt, a proposal was submitted with letters of commitment from the three Presidents. In April 2007, a press release announced that the Oklahoma proposal had been accepted for Round Four of the initiative that totals 82 institutions in 15 different states. In May 2007, the State Regents assumed responsibility as fiscal agent and approved expenditures to the national *Achieving the Dream* (AtD) partners providing services to the institutions and states.

During the first three years of Oklahoma's participation in this five-year national initiative, the three community colleges have collected and analyzed data and implemented projects to improve remediation, retention and pass rates in gateway courses that most students take. The State Regents staff has moved forward on the AtD state policy workplan by implementing the financial aid database with Noel-Levitz

and promoting OKcollegestart.or, cooperative alliances and EPS with the federal College Access Challenge Grant.

POLICY ISSUES:

The State Regents' Public Agenda for Oklahoma Higher Education has three goals: (1) prepare more students to be successful in attaining a college degree, (2) graduate more students from college and (3) increase the educated workforce.

The State Regents' 1999 *Brain Gain* initiative is designed to increase the percentage of college graduates in the state. *Brain Gain* funding added a component to the traditional funding formula and rewarding performance in retention rates, graduate rates and degrees conferred.

ANALYSIS:

An *Achieving the Dream* 2010-11 participation fee for OCCC, RSC and TCC of \$46,100 is required. In return, each institution will receive:

- assistance from an Achieving the Dream coach and assistance from a data facilitator,
- Technical assistance in developing cohort submissions for the national database,
- Access to web-based tools for data mining and analysis,
- Access to communication and promotional materials,
- Access to toolkits for faculty, student and community engagement, and
- Registrations for teams to attend the Strategy Institute.

In addition, GEAR UP will contribute \$75,000 for involvement in *Achieving the Dream* institutes, data collection and analysis, and facilitating community outreach. The total \$213,300 participation fee will be collected by the State Regents for payment to MDC, Inc.

It is recommended that the State Regents continue as the fiscal agent for *Achieving the Dream* and approve expenditure of the participation fee as indicated above upon collection of the fee from each participating institution and GEAR UP.

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AGENDA ITEM #7-a:

Tuition and Fees.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for FY11.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for FY11 as reported on the attached schedule.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

Academic services fees are special fees assessed students for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Institutional requests for changes to academic services fees for FY11 were posted at the State Regents' meeting held March 11, 2010. A public hearing was held on Tuesday, April 27, 2010 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and on the statutory limits for resident and nonresident tuition and mandatory fees. The comprehensive list of FY11 requests for changes to academic services fees is available upon request.

POLICY ISSUES:

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees. State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year.

ANALYSIS:

Of The State System institutions and constituents, twenty-four requested changes in academic services fees for Fiscal Year 2011 and nine requested no changes in fees. Fifteen institutions have requested 119 changes in Special Instruction Fees, ten institutions have requested 33 changes in Facility/Equipment Utilization Fees, nine institutions have requested 22 changes in Testing/Clinical Services Fees, nineteen institutions have requested 211 changes in Classroom/Laboratory Supply and Material Fees, and fifteen institutions have requested 53 changes in various Other Special Fees.

A total of 438 changes have been requested to academic services fees for FY11, a decrease of 378 requests (-46.3%) when compared to FY10 requests. Institutions estimate approximately \$4.1 million in new revenue will result from these changes to fees. The requests are listed in the supplement.

It is recommended that the State Regents approved these institutional requests for changes to academic services fees for FY11.

(Supplement)

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AGENDA ITEM #7-b:

Tuition and Fees.

Not Available Electronically.

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AGENDA ITEM #7-c:

Tuition and Fees.

SUBJECT: Approval of Changes to Tuition and Fee Policy.

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Tuition and Fee Policy which incorporates statutory changes and provides consistency in policy.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized by statute to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for comprehensive universities and less than the average rate charged at peer institutions for regional and two-year institutions, 2) establish undergraduate guaranteed tuition rates at public four-year institutions for first-time-entering, full-time, resident students, 3) establish academic services fees, not to exceed the cost of the actual services provided, and 4) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

POLICY ISSUES:

This recommendation is consistent with Regents' policy and procedures.

ANALYSIS:

The proposed changes to Oklahoma State Regents' Tuition and Fee Policy represent the incorporation of statutory changes and minor editorial changes to reflect a consistent format and clarity in procedures. This is all in an effort to provide a comprehensive up-to-date tuition policy.

- 1) Oklahoma State Regents' Policy Chapter 4.18.5.A.2. Request to update Immigration Status in policy to parallel statutory requirements.
- 2) Oklahoma State Regents' Policy Chapter 4.18.2.2.a and b. Request to bring clarity and consistency in policy definitions.
- 3) Oklahoma State Regents' Policy Chapter 4.18.3.E.F. Requesting transposition of procedures to align chronologically.
- 4) Oklahoma State Regents' Policy, Chapter 4.18.5.A.3.b. Request to update tuition waiver policy for clarification.

- 5) Oklahoma State Regents' Policy, Chapter 4.18.5.A.3.c. Request to add Emergency Medical Technicians in the Tuition Waiver policy based upon statutory changes.
- 6) Oklahoma State Regents' Policy, Chapter 4.18.5.A.3.e. Request to update Tuition Waiver policy for Exchange Students for clarification purposes.
- 7) Oklahoma State Regents' Policy, Chapter 4.18.5.A.3.k. Request to clarify Tuition Waivers for Concurrently Enrolled High School Students taking more than six (6) hours per semester.

1) State Regents' Policy, Chapter 4.18.5.A.2. In an effort to satisfy recent changes in law and to meet statutory requirements, changes to eligibility requirements regarding tuition waivers or any postsecondary education benefits for undocumented students are recommended. Title 70, O.S. 2009 Supp., § 3242.2 identifies additional requirements for undocumented students and defines specific procedures an undocumented student must take to be considered for any postsecondary education financial benefits and resident tuition rates. Title 70, O.S. 2009 Supp., § 3242 and § 3242.2 references undocumented students and illegal immigration status. The following change to State Regents' Policy is recommended.

Excerpt from State Regents' Policy, Chapter 4.18.5.A.2

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget – Part I in the form of resident tuition waivers, the total amount of which shall not exceed three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year. ~~Nothing in~~ This policy shall disqualify a student from receiving a tuition waiver scholarship on the basis of immigration status if the student does not qualify ~~is~~ for resident tuition under the provisions of ~~Title 70, O. S. 2005 Supp., § 3242.~~ Title 70, O.S. 2009 Supp., § 3242 and § 3242.2.

2) State Regents' Policy, Chapter 4.18.2.2.a and b. Minor editorial changes are recommended to align Tuition and Fee Policy definitions with the recently approved change in Academic Policy definitions, approved by the State Regents on April 22, 2010. Modifying the Tuition and Fee Policy definitions will provide consistency in language used in the *Academic Procedures Handbook*.

Excerpt from State Regents' Policy, Chapter 4.18.2.2.a and b:

- a. Out-of-State/Nonresident Tuition. Payment required of an individual who is neither a resident of the state of Oklahoma nor qualified for resident tuition under the provisions of ~~Title 70, O. S. 2005 Supp., § 3242,~~ Title 70, O.S. 2009 Supp., § 3242 and § 3242.2 for enrollment to receive instruction at an institution of The State System. Nonresident tuition is payment in addition to fees as defined above in Section A.
- b. In-State/Resident Tuition. Payment required of an individual who is either a resident of the state of Oklahoma or qualified for resident tuition under the provisions of ~~Title 70, O. S. 2005 Supp., § 3242,~~ Title 70, O.S. 2009 Supp., § 3242 and § 3242.2 for enrollment to receive instruction at an institution of The State System. Resident tuition is payment in addition to fees as defined above in Section A. The definition of an In-State/Resident student can be found in State Regents' Policy on Academic Affairs.

3) State Regents' Policy, Chapter 4.18.3.E.F. State Regents' Tuition and Fee Policy addresses procedures for tuition and fee requests. Transpose E. and F. items to place procedures in chronological order.

Excerpt from State Regents' Policy, Chapter 4.18.3.E.F:

4.18.3 Approval of Tuition and Fees

- E. ~~The State Regents will hold a public hearing on proposed changes in tuition and fees at least twenty (20) days prior to the effective date of the increase.~~

- ~~F. The State Regents will give public notice of any increase in tuition and fees at least thirty (30) days prior to the effective date of the increase.~~
- ~~E. The State Regents' will give public notice of any increase in tuition and fees at least thirty (30) days prior to the effective date of the increase.~~
- ~~F. The State Regents' will hold a public hearing on proposed changes in tuition and fees at least twenty (20) days prior to the effective date of the increase.~~

4) State Regents' Policy, Chapter 4.18.5.A.3.b. To provide clarity in Tuition and Fee Policy, adding instructions to give institutions guidance on inherent policy.

Excerpt from State Regents' Policy, Chapter 4.18.5.A.3.b

- b. Waiver of Tuition for Prisoners of War, Persons Missing in Action, and Their Dependents. Title 70 O. S. § 2281 (2001), provides that any former prisoner of war or person missing in action and their dependents may, if otherwise qualified, enroll and pursue study at any state-supported institution of higher education or state-supported technical institute without payment of resident tuition. Institutions may waive tuition for out-of-state/nonresident students. The following points of policy and procedure will serve as guidance for institutions in the administration of this law.

5) State Regents' Policy, Chapter 4.18.5.A.3.c. To meet statutory requirements, Emergency Medical Technicians was added to the Tuition and Fee policy.

Excerpt from State Regents' Policy, Chapter 4.18.5.A.3.c

- c. Waiver for Dependents of Peace Officers, ~~and~~ Fire Fighters and Emergency Medical Technicians. Within The State System, no resident or nonresident tuition shall be charged to the dependents of Oklahoma peace officers, ~~or~~ fire fighters, or Emergency Medical Technicians who have given their lives in the line of duty. Institutions shall grant tuition waivers to eligible persons upon presentation of evidence that the deceased person was a duly appointed peace officer or fire fighter as defined in Title 70, O. S. 2005 Supp., § 3218.7, or licensed emergency medical technician as defined in Title 63, O.S. 2005 Supp., § 1-2505. Such waivers shall be limited to a period of five (5) years from the date of the first waiver. A "dependent" means any child of an Oklahoma peace officer, ~~or fire fighter or emergency medical technician~~ who has given their life in the line of duty. A dependent ceases to be eligible for benefits when he/she turns twenty-four (24) years old. Such waiver of resident or nonresident tuition shall also apply to the children of members of the Oklahoma Law Enforcement Retirement System who have given their lives in the line of duty or whose disability is by means of personal and traumatic injury of a catastrophic nature and occurred in the line of duty, as defined by Title 47, O. S. 2005 Supp., § 2-300. Such waiver shall be a service benefit of each Oklahoma peace officer and firefighter. For the purpose of this section, "firefighter" means a volunteer firefighter or a permanent, salaried, professional member of any fire department within the state of Oklahoma. "Emergency medical technician" means a person volunteering or employed as an emergency medical technician and who is licensed as an emergency medical technician. Pursuant to Title 70, O.S. 2007 Supp., §3218.7-1, room and board charges shall be waived for children of commissioned law enforcement officers who have given their lives in the line of duty. The room and board waiver is limited to a period of five years from first enrollment.

6) Oklahoma State Regents' Policy, Chapter 418.5.A.3.e. Request to update Tuition Waiver policy to allow institutions to waive nonresident portion of tuition for Exchange Students in an effort by the institutions to attract more viable exchange students with attractive tuition offers.

Excerpt from State Regents' Policy, Chapter 418.5.A.3.e.

- e. Waiver for Exchange Students on a Reciprocal Basis. Institutions are hereby authorized to grant waiver of resident tuition and/or waive the nonresident tuition portion for students from institutions outside the continental limits of the United States that have entered into an exchange agreement with a State System institution to provide reciprocal waivers for students from the Oklahoma institution. The number of credit hours of nonresident students received by the Oklahoma institution is expected to equal the number of credit hours sent by the Oklahoma institution to the exchange institution. Such authorization will be effective for as long as a contract exists with the reciprocal institution.

7) Oklahoma State Regents' Policy, Chapter 4.18.5.A.3.k. Requesting additional explanation added to provide better instructions about Concurrent Enrollment Tuition Waivers.

Excerpt from State Regents' Policy, Chapter 4.18.5.A.3.k

- k. Waiver for Concurrently Enrolled High School Seniors. State System institutions shall waive up to six (6) credit hours of resident tuition per semester or summer term for ~~all~~ eligible high school seniors concurrently enrolled. The first six (6) hours will not count toward the waiver limits of three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents' admissions policy; provided, "high school senior" means a student who has completed the junior year but who has not yet graduated from high school. High school senior concurrent enrollment waivers for hours beyond these eligible six (6) credit hours per semester or summer term and all waivers for high school juniors concurrently enrolled will result in those credit hours counting toward the waiver limitation of the three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year. "High school junior" mean a student who has completed the sophomore year and has not graduated from high school.

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AGENDA ITEM #8:

Capital.

SUBJECT: Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission.

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the five (5) fiscal years 2011-2015 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S. Supp.1996, Section 901). Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next five years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next five years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has in prior years placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 787 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized below by funding source. The report categorizes the

institutions' submitted project needs by the following funding categories: 1.) State Funds; 2.) Section 13 Offset Funds; 3.) General Obligation Bonds; 4.) Federal Funds; 5.) Revolving Funds; 6.) Gifts and Grants; 7.) Revenue Bond Funds; 8) Section 13 Funds, and 9.) Other Funds, including Oil Overcharge Funds and any other funding sources not listed.

<u>Source of Funds</u>	<u>Total</u>
State Funds	\$2,017,890,295
Section 13 Offset Funds	64,416,037
G.O. Bond Funds	2,000,000
Federal Funds	239,165,893
Revolving Funds	236,494,950
Gifts and Grant Funds	912,136,622
Revenue Bond Funds	1,213,395,754
Section 13 Funds	127,766,891
Other Funds	993,540,211
Total	\$5,806,806,653

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AGENDA ITEM #9-a:

Revenue Bond.

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Oklahoma City Community College, Student Facility Revenue Bonds, Series 2010 for amount not to exceed \$8,000,000 and is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, O.S., 2001, Section 4001, *et seq.*, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. This process requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2010 bonds will be used (a) to finance a portion of the cost of construction, remodeling, expansion and equipping the student-related facilities (b) to establish a debt service reserve, and (c) to pay the costs of issuance.

The bonds to be issued as fully registered bonds will be payable semi-annually on January 1 and July 1, each of the years 2011 through 2030, with interest payments commencing on January 1, 2011, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of Oklahoma City Community College. These bonds are being issued on parity with the following revenue obligation bond issuances: Series 2005 Student Facility Revenue Bonds, and the Series 2006 Refunding Student Facility Revenue Bonds.

The University has pledged, as security for the bonds the revenues consisting of the following revenues sources: (1) the net revenue earned from auxiliary operations defined as net revenue from the student store, food service, auditorium and the Student Center, (2) the Student Service Facility Fee per credit hour revenue, and (3) the Student Activity Fee per credit hour revenue. The pledged revenues as anticipated by the College's Board will provide sufficient revenue to pay principal of and interest on the Bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the student facilities projects has been reviewed and found to be substantially accurate. Projected revenue, as

described in the Statement, will assure that revenues will be adequate to cover debt service requirements. The estimate debt service coverage ratio is 1.25 the debt service need.

A copy of the Preliminary Official Statement is available for review. The Oklahoma State Legislature has passed Senate Concurrent Resolution No. 17 for this project.

Performing Arts Center Project	\$8,000,000
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For the purposes of reviewing the submitted Statement of Essential Facts, the following members of the State Regents staff have reviewed and checked the information provided by the institution: Sheri Mauck, Associate Vice Chancellor for Budget and Finance and Amanda Paliotta, Vice Chancellor for Budget and Finance.

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AGENDA ITEM #9-b:

Revenue Bond.

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Oklahoma State University's General Revenue Bonds, Series 2010C in an amount not to exceed \$147,230,000, is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma.

At the April 2, 2009, meeting the State Regents reviewed and certified that the Statement of Essential Facts for this issuance, as presented, was substantially accurate. On or about April 16, 2009, Oklahoma State University received an opinion from special tax counsel that a portion of the bonds and notes should be issued as taxable bonds and notes through a short-term financing method. The termination of the old financing methods and restructuring the debt resulted in significant savings to the University.

On May 5, 2010, the Internal Revenue Service issued a letter announcing the completion of the examination of the Payne County Economic Development Authority, the original issuer, an issued no change to the tax-exempt status interest of the bond holders. As a result, the University is now seeking to enter into long-term financing with tax-exempt status for the remaining obligation on the student housing project. The temporary bond anticipation notes were approved by the State Regents for temporary financing in May 2009.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2010C bonds will be used to (a) to refund 2009 Bond Anticipation Notes for the acquisition of student housing and related dining facilities on the Stillwater campus and (b) to pay costs of issuance. The student housing facilities were originally financed through bond issuance of the Payne County Economic Development Authority Variable Rate Demand Student Housing Bonds and notes, Series 2002 and Series 2005. The facilities are being acquired by the University for the purpose of reducing the financing costs related to the previous issuances.

The bonds and notes are to be issued as fully registered bonds and notes will be payable on August 1 each of the years 2011 through 2030 with interest payments commencing on February 1, 2011, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds are being issued as the fourth series under their general obligation bond authority.

The University has pledged, as security for the bonds and notes all legally available revenues to the University, excluding appropriated tax dollars, including rents and fees collected through the Department of Residential Life. No reserve requirement will be established with respect to this series of bonds and notes. The pledged revenues as anticipated by the University's Board will provide sufficient revenue to pay principal of and interest on the bonds.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the housing facilities project has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements.

A copy of the Preliminary Official Statement is available for review.

For the purposes of reviewing the submitted Statement of Essential Facts, the following members of the State Regents staff have reviewed and checked the information provided by the institution: Sheri Mauck, Associate Vice Chancellor for Budget and Finance and Amanda Paliotta, Vice Chancellor for Budget and Finance.

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AGENDA ITEM #10:

Endowed Chairs Program.

SUBJECT: Approval of new accounts.

RECOMMENDATION:

It is recommended that the State Regents approve 290 accounts representing both new endowment accounts and increases to existing accounts to be matched using the Endowed Chairs 2010 Bond proceeds.

BACKGROUND:

State Regents have allocated \$12.1 million from appropriations made by the 2010 Oklahoma Legislature for the endowed chair program and anticipate that the proceeds from the 2010 Endowed Chairs Bond Issue will be on-hand in late July 2010. In May 2010, a Use of Proceeds Agreement through the Oklahoma Capital Improvement Authority (OCIA) for the state-matching portion of the Endowed Chairs Program was approved by the State Regents for the purpose of refunding the 2006 Endowed Chairs Bond Issue and to provide an additional \$100 million for state-matching purposes. Authority for this issuance was approved by the Oklahoma State Legislature in April 2010, through House Bill No. 3031.

POLICY ISSUES:

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account (an institution must have on deposit at least 50 percent of the private funds minimum required match as set forth in the policy, with a written commitment that the balance will be on deposit within a 36-month period). Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

ANALYSIS:

To date, institutions have requested a total of \$369.3 million for which state matching funds have not been available. Sufficient funds from the appropriation of the 2010 legislature and the bond issue proceeds are available to match 290 new accounts and increases for existing accounts. The matching funds amount is \$100 million for accounts that have been in the queue prior to June 30, 2008, as is required by statute.

The accounts requested for approval at this time include accounts at 22 of the State System institutions, including 36 at the University of Oklahoma; 25 at OUHSC; eleven (11) at OU Tulsa 118 at OSU; four (4) at OSU-Oklahoma City; ten (10) at OSU-Okmulgee; eight (8) at OSU-Tulsa; three (3) at OSU College of Veterinary Medicine; 36 at Cameron University; five (5) at University of Central Oklahoma; two (2) at East Central University; four (4) Northwestern Oklahoma State University; three (3) at Southeastern Oklahoma State University; eight (8) at Southwestern Oklahoma State University; eight (8) at Tulsa Community College; two (2) at Rose State College; two (2) at Western Oklahoma State College and one each at the following institutions—Oklahoma State University Center for Health Sciences, Langston University, Rogers State University, Northeastern State University, and the University of Science and Arts.

The entire match is on hand for these accounts. Donors have given the entire private amounts, making them eligible for state matching funds. The accounts are eligible to accrue earnings on the public matching funds, and if approved, academic departments could begin recruiting efforts to appoint a faculty member as holder of the chair or professorship.

Assuming approval of this item, still unmatched are 684 fully funded accounts and increases to previously approved accounts system-wide. The total of these unmatched accounts is approximately \$269 million.

Status Report on the Program - With the appropriation from the 2010 session, the Oklahoma State Regents have allocated a total of \$202.3 million since inception of the endowment program in 1988. Including the accounts presented in this item for approval, State Regents will have approved a total of 772 accounts at 27 institutions, as shown below:

Approved Accounts, pending action of June 24, 2010:

Institution	Chairs	Professorships	Lectureships	Total
OU	102	100		202
OU-HSC	103	30		133
OU-Tulsa	10			10
OSU	70	80		150
OSU-CHS		1		1
OSU Tech Okmulgee		1	32	33
OSU Oklahoma City			3	3
OSU Vet. Med	1			1
OSU-Tulsa	5			5
UCO	5	2	1	8
ECU	8	4	7	19
NSU	3	1	2	6
NWOSU	17	1	1	19
SEOSU	11	5	8	24
SWOSU	8		6	14
Cameron	10	1	49	60
Langston	2	2	3	7
USAO	1	5	2	8
CASC			20	20
EOSC		1	1	2
OCCC			1	1
NEOA&M			1	1
Northern			5	5
Rogers State	5		2	7
Rose	1	5	2	8
TCC	9	1	5	15
WOSC		4	6	10
TOTAL	<u>371</u>	<u>244</u>	<u>157</u>	<u>772</u>

Date Requested	Institution	Name of the Account	Amount of Private Donation	Match	Total by Insitution
7/ 2/ 2004	Cameron	Marguerite Wete Wilkinson Lectureship in Music	25,000	25,000	
7/ 11/ 2005	Cameron	Increase to the Herb and Dorothy Pittman Carter Endowed Lectureship	2,000	2,000	
7/ 11/ 2005	Cameron	Increase to the Marguerite Wete Wilkinson Endowed Lectureship in Music	25,000	25,000	
7/ 11/ 2005	Cameron	Increase to the Jimmy and Virgie Stanton Endowed Lectureship in Physical Sciences	5,000	5,000	
8/ 3/ 2005	Cameron	Mary Sue Silk Endowed Lectureship in Agricultural Science	25,000	25,000	
8/ 3/ 2005	Cameron	James Eddie Phillips Endowed Lectureship in Mathematical Sciences	25,000	25,000	
9/ 9/ 2005	Cameron	Gladys "Slats" Patton Endowed Lectureship in Health and Physical Education	25,000	25,000	
9/ 27/ 2005	Cameron	Tina Solomon Endowed Lectureship	25,000	25,000	
1/ 24/ 2006	Cameron	Jeff and Kevin Graham Endowed Lectureship for Depression Awareness	25,000	25,000	
1/ 24/ 2006	Cameron	GEO Group Endowed Lectureship in Criminal Justice and Sociology	25,000	25,000	
1/ 24/ 2006	Cameron	Todd and Cindy Sanner Endowed Lectureship in Chemistry	37,500	37,500	
1/ 24/ 2006	Cameron	Doyce and Sammy Croy Endowed Lectureship in Criminal Justice and Sociology	25,000	25,000	
1/ 24/ 2006	Cameron	Increase to the Bobby Gene Vowell Lectureship in Physical and Biological Sciences	1,000	1,000	
3/ 24/ 2006	Cameron	Flora Brewer Endowed Chair in Education	250,000	250,000	
3/ 24/ 2006	Cameron	B. H. Brewer Endowed Chair in Education	250,000	250,000	
5/ 8/ 2006	Cameron	Increase to the Edward and Lenore Hamra Lectureship in Retail Marketing	1,000	1,000	
2/ 1/ 2007	Cameron	Ted Owens Endowed Lectureship in Health and Physical Education	25,000	25,000	
2/ 1/ 2007	Cameron	John and JoAnn Sterling Endowed Lectureship in Accounting and Auditing	25,000	25,000	
2/ 1/ 2007	Cameron	Ajay and Shireen Bhargave Endowed Lectureship in Pre-Nursing	25,000	25,000	
2/ 1/ 2007	Cameron	Bill G. Taylor Endowed Lectureship in Mathematical Sciences	25,000	25,000	
2/ 1/ 2007	Cameron	Increase to the John C. Paynter Endowed Lectureship in Communications	500	500	
		Increase to the Clodus and Pauline (Chaat) Endowed Lectureship in American Indian			
2/ 1/ 2007	Cameron	Students	800	800	
2/ 1/ 2007	Cameron	Increase to the James Eddie Phillips Endowed Lectureship in Mathematical Sciences	250	250	
2/ 1/ 2007	Cameron	Increase to the Jack Bryan Endowed Lectureship in Art	2,500	2,500	
2/ 1/ 2007	Cameron	Increase to the Jimmy and Virgie Stanton Endowed Lectureship in the Physical Sciences	500	500	
2/ 1/ 2007	Cameron	Increase to the Todd and Cindy Sanner Endowed Lectureship in Chemistry	2,500	2,500	
7/ 17/ 2007	Cameron	Increase to the Bobby Gene Vowell Lectureship in Physical and Biological Sciences	1,000	1,000	
7/ 17/ 2007	Cameron	Increase to the James Eddie Phillips Endowed Lectureship in Mathematical Sciences	3,459	3,459	
7/ 17/ 2007	Cameron	Increase to the Jack Bryan Endowed Lectureship in Art	1,225	1,225	
7/ 17/ 2007	Cameron	Increase to the Edward and Lenore Hamra Lectureship in Retail Marketing	1,000	1,000	
7/ 17/ 2007	Cameron	Increase to the Trent Patton Endowed Lectureship in Science Adventures	250	250	
8/ 3/ 2007	Cameron	Burgess Family Lectureship in Business	50,000	50,000	
9/ 21/ 2007	Cameron	Increase to the GEO Group Lectureship in Criminal Justice	6,000	6,000	

9/ 21/ 2007	Cameron	Jane Godlove Endowed Lectureship	30,000	30,000	
9/ 21/ 2007	Cameron	Frances Jo Richardson Endowed Lectureship in Chemistry	25,000	25,000	
3/ 6/ 2009	Cameron	JoAnne Hudson Lectureship in Health Education	25,000	25,000	1,021,484
5/ 24/ 2005	ECU	Gene Nelson Chair in Business Administration	250,000	250,000	
5/ 24/ 2006	ECU	David A. Lockmiller Lectureship in Art History	25,000	25,000	275,000
2/ 6/ 2006	Langston	Lillian Johnson Hemmitt Endowed Chair	1,000,000	1,000,000	1,000,000
12/ 7/ 2004	NWOSU	Marvel/ Smith Academic Performance Enrichment Lectureship	50,000	50,000	
6/ 6/ 2006	NWOSU	Dorothy J. Reichenberger Endowed Chair in Music	250,000	250,000	
10/ 29/ 2007	NWOSU	Dr. Anna B. Fisher Endowed Chair in Biology	250,000	250,000	
11/ 26/ 2007	NWOSU	William Donald Campbell Family Chair in Agriculture	250,000	250,000	800,000
12/ 21/ 2006	Rogers	Board of Visitors Endowed Chair	250,000	250,000	250,000
8/ 14/ 2006	Rose	Increase to Don S. Reynolds Lectureship	1,000	1,000	
8/ 14/ 2006	Rose	Increase to the Hudiburg Student Services Endowment Lectureship	500	500	1,500
10/ 27/ 2006	SEOSU	Clark and Wanda Bass Lectureship in Piano Music	25,000	25,000	
1/ 29/ 2007	SEOSU	Increase to the Clark and Wanda Bass Lectureship in Piano Music	37,747	37,747	
3/ 14/ 2008	SEOSU	John L. Massey Chair #8 in the School of Business	250,000	250,000	312,747
1/ 16/ 2004	SWOSU	David and Dianne Hunter	28,537	28,537	
5/ 13/ 2005	SWOSU	Foundation-Harvey Minton Lectureship	26,520	26,520	
11/ 19/ 2007	SWOSU	Everett Dobson Chair in Accounting	250,000	250,000	
11/ 19/ 2007	SWOSU	Everett Dobson Chair in Management	250,000	250,000	
11/ 19/ 2007	SWOSU	Everett Dobson Chair in Finance	250,000	250,000	
11/ 19/ 2007	SWOSU	Everett Dobson Chair in Marketing	250,000	250,000	
5/ 22/ 2008	SWOSU	Increase to the David and Diane Hunter Lectureship in Psychology	50,000	50,000	
5/ 22/ 2008	SWOSU	Increase to the Harvey Minton Lectureship in Business	5,000	5,000	1,110,057
6/ 20/ 2008	NSU	Jesse and Marilyn Gailey Professorship in the College of Business	142,300	142,300	142,300
2/ 14/ 2005	TCC	PSO Electronic Engineering Technology Lectureship	25,000	25,000	
2/ 14/ 2005	TCC	Grace & Franklin Bernsen Lectureship in Entrepreneurial Leadership	25,000	25,000	
2/ 14/ 2005	TCC	JP Morgan Chase Lectureship	25,000	25,000	
5/ 1/ 2006	TCC	George Kaiser Family Foundation/ Tulsa Community Foundation Professorship in Infant/ Toddler Edu.	125,000	125,000	
6/ 21/ 2006	TCC	MidFirst Bank Lectureship Endowment	25,000	25,000	
1/ 26/ 2007	TCC	ONEOK Lectureship Endowment	25,000	25,000	
6/ 5/ 2007	TCC	Walton Family Foundation Lectureship	25,000	25,000	
1/ 11/ 2008	TCC	Blue Cross and Blue Shield of OK Lectureship in Medical Assistant/ Lab Technology	25,000	25,000	300,000
1/ 20/ 2006	UCO	Increase to the Mike Metzger Professor in Economics	65,000	65,000	

5/ 23/ 2006	UCO	Roy Cecil (Ike) and Marjorie Crews Endowed Professorship in Education & Prof. Studies	125,000	125,000	
5/ 23/ 2006	UCO	The Sarkeys Endowed Chair in Nursing	250,000	250,000	
1/ 29/ 2007	UCO	Increase to the Michael Metzger Endowed Chair in Economics (upgrade)	60,000	60,000	
1/ 31/ 2007	UCO	Increase to the Swigart Professorship (upgrade to Artist-In-Residence Lectureship)	45,729	45,729	545,729
7/ 14/ 2004	USAO	Giles Professorship in Biology	150,000	150,000	150,000
5/ 10/ 2007	Western	Increase to the Great Plains Regional Medical Center Lectureship in Nursing	50,000	50,000	
10/ 3/ 2005	Western	Russell Kirchoff Lectureship in Agriculture	25,000	25,000	75,000
6/ 24/ 2008	OCOMS	Increase to the Alumni Professorship/ Rural Medicine	260	260	260
2/ 11/ 2008	OSU	Arthur L. Reed Chair	931,996	931,996	
6/ 12/ 2009	OSU	Increase to the Arthur L. Reed Chair	7,027	7,027	
1/ 9/ 2006	OSU	Totusek Chair in Animal Science	502,334	502,334	
6/ 24/ 2008	OSU	Increase to the Totusek Chair in Animal Sciences	3,210	3,210	
6/ 12/ 2009	OSU	Increase to the Totusek Chair in Animal Sciences	1,250	1,250	
10/ 24/ 2004	OSU	White Animal Science Endowment (upgrade to Chair)	500,068	500,068	
6/ 24/ 2008	OSU	Increase to the White Animal Science Endowment	550	550	
6/ 10/ 2005	OSU	Peggy Layman Welch Chair	502,972	502,972	
6/ 12/ 2007	OSU	Sports Media Professorship	250,000	250,000	
7/ 27/ 2005	OSU	Judy Johnson Professorship in Accounting	250,027	250,027	
6/ 10/ 2005	OSU	Lanny Chasteen Professorship in Accounting	250,021	250,021	
2/ 15/ 2006	OSU	Increase to the Lanny Chasteen Professorship in Accounting	9,800	9,800	
7/ 11/ 2008	OSU	Increase to the Lanny Chasteen Professorship in Accounting	18,968	18,968	
6/ 12/ 2009	OSU	Increase to the Lanny Chasteen Professorship in Accounting	1,200	1,200	
11/ 5/ 2006	OSU	Puterbaugh Legal Studies and Ethics in Business Endowed Professorship	250,000	250,000	
3/ 30/ 2006	OSU	Rhea Oklahoma International Women Forum Professorship	250,000	250,000	
6/ 24/ 2008	OSU	Increase to Rhea Oklahoma International Women Forum Professorship	2,500	2,500	
2/ 10/ 2005	OSU	Spears Chair in Administrative and Academic Leadership	1,005,172	1,005,172	
3/ 22/ 2006	OSU	Spears Chair in Business Administration II	1,000,000	1,000,000	
4/ 24/ 2007	OSU	Increase to the Spears Chair in Business Administration II	1,000,000	1,000,000	
7/ 27/ 2005	OSU	Williams Chair in Business	1,010,000	1,010,000	
2/ 11/ 2008	OSU	Spears Chair in Business Administration III	1,000,000	1,000,000	
6/ 12/ 2009	OSU	Increase to Spears Chair in Business Administration III	1,000,000	250,000	
2/ 11/ 2008	OSU	Raymond Young Chair	573,663	573,663	
9/ 25/ 2006	OSU	Christine Casheel Professorship	260,000	260,000	
11/ 15/ 2006	OSU	Stella V. Anderson Professorship	300,000	300,000	

		Gorman Gilbert, Bert Cooper, W&W Steel Professorship in Civil and Environmental		
2/ 11/ 2008	OSU	Engineering	500,000	500,000
8/ 25/ 2006	OSU	Marilynn Thoma Chair in Human Environmental Services	500,000	500,000
2/ 23/ 2006	OSU	Dr. Lawrence L. Boger Distinguished Professorship in International Studies	262,938	262,938
8/ 2/ 2007	OSU	Increase to the Boger Distinguished Professorship in International Studies	5,415	5,415
4/ 24/ 2007	OSU	Increase to the Boger Distinguished Professorship in International Studies	12,708	12,708
6/ 24/ 2008	OSU	Increase to the Boger Distinguished Professorship in International Studies	935	935
6/ 30/ 2008	OSU	Increase to the Boger Distinguished Professorship in International Studies	200	200
11/ 3/ 2005	OSU	Increase to Jess L. and Miriam B. Stevens Endowed Chair in Ag. Biotechnology	150,000	150,000
9/ 25/ 2006	OSU	Increase to Jess L. and Miriam B. Stevens Endowed Chair in Ag. Biotechnology	100,000	100,000
10/ 12/ 2004	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	10,015	10,015
11/ 16/ 2004	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	4,040	4,040
2/ 10/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	12,545	12,545
3/ 16/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	10,005	10,005
4/ 6/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	10,005	10,005
5/ 16/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	5,950	5,950
8/ 28/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	24,015	24,015
11/ 3/ 2005	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	5,010	5,010
4/ 24/ 2007	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	14,710	14,710
5/ 30/ 2008	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	9,965	9,965
6/ 24/ 2008	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	10	10
6/ 12/ 2009	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	6,395	6,395
6/ 24/ 2008	OSU	Increase to the Irvin Bollenbach Chair in Wildlife Management	800	800
6/ 30/ 2008	OSU	Increase to the Irvin Bollenbach Chair in Wildlife Management	10,000	10,000
11/ 26/ 2007	OSU	Increase to the Boone Pickens Chair in Geophysics	5,150	5,150
3/ 16/ 2005	OSU	Increase to the Boone Pickens Chair in Geophysics	6,400	6,400
3/ 27/ 2008	OSU	Increase to the Boone Pickens Chair in Geophysics	5,000	5,000
8/ 28/ 2005	OSU	Increase to the V. Monnett Chair in Petroleum Geology	250,000	250,000
6/ 24/ 2008	OSU	Increase to the Heath-Tulsa Tribune Professorship in Journalism & Broadcasting	2,450	2,450
6/ 30/ 2008	OSU	Increase to the Heath-Tulsa Tribune Professorship in Journalism & Broadcasting	10	10
6/ 12/ 2009	OSU	Increase to the Heath-Tulsa Tribune Professorship in Journalism & Broadcasting	580	580
2/ 10/ 2005	OSU	Increase to the Don Brattain Professorship	10,781	10,781
3/ 22/ 2006	OSU	Increase to the Spears Chair in Business Administration I	1,000,000	1,000,000
3/ 22/ 2006	OSU	Increase to the Watson Family Chair for Commodity and Financial Risk Mgmt.	271,218	271,218
6/ 30/ 2008	OSU	Increase to the Fran D. Jabara Chair (upgrade to Chair)	500,000	500,000

6/ 24/ 2008	OSU	Increase to the Wilton Anderson Professorship in Accounting	1,150	1,150
6/ 12/ 2009	OSU	Increase to the Wilton Anderson Professorship in Accounting	50	50
6/ 24/ 2008	OSU	Increase to the CBA Associates Chair	1,000	1,000
11/ 3/ 2005	OSU	Increase to the Morsani Chair for Science Education	200,000	200,000
11/ 16/ 2006	OSU	Increase to the Morsani Chair for Science Education	200,000	200,000
2/ 15/ 2006	OSU	Increase PSO/ Albrecht Naeter Professorship in Electrical Engineering	6,095	6,095
6/ 24/ 2008	OSU	Increase PSO/ Albrecht Naeter Professorship in Electrical Engineering	1,215	1,215
6/ 30/ 2008	OSU	Increase PSO/ Albrecht Naeter Professorship in Electrical Engineering	2,525	2,525
6/ 12/ 2009	OSU	Increase PSO/ Albrecht Naeter Professorship in Electrical Engineering	2,700	2,700
6/ 24/ 2008	OSU	Increase to the M. R. Lohmann Professorship in Engineering	100	100
6/ 12/ 2009	OSU	Increase to the M. R. Lohmann Professorship in Engineering	50	50
6/ 24/ 2008	OSU	Increase to the C.W. Lanphere Professorship in Hotel & Restaurant Administration	1,350	1,350
6/ 12/ 2009	OSU	Increase to the C.W. Lanphere Professorship in Hotel & Restaurant Administration	150	150
6/ 24/ 2008	OSU	Increase to the Christine Salmon Professorship	125	125
2/ 10/ 2005	OSU	Increase to the Puterbaugh Professorship in Library Service	25,000	25,000
4/ 6/ 2005	OSU	Increase to the Puterbaugh Professorship in Library Service	75,000	75,000
6/ 24/ 2008	OSU	Increase to the Cohn Family Chair for Small Animal Care	1,275	1,275
6/ 24/ 2008	OSU	Increase to the Krull/ Ewing Professorship in Parasitology	4,460	4,460
6/ 30/ 2008	OSU	Thomas E. Berry Professorship in Water Research	250,000	250,000
6/ 30/ 2008	OSU	Hodges Professorship in Plant & Soil Research	250,000	250,000
6/ 30/ 2008	OSU	A. J. and Susan Jacques Chair in Agriculture Economics	1,000,000	1,000,000
6/ 30/ 2008	OSU	Increase to the Wheat Genetics Research Chair	300,000	300,000
6/ 30/ 2008	OSU	Chesapeake Energy Chair in Petroleum Geosciences	1,000,000	1,000,000
6/ 30/ 2008	OSU	Geology A Chair II	1,000,000	1,000,000
6/ 30/ 2008	OSU	Devon Energy Chair for Basin Research	1,000,000	1,000,000
6/ 30/ 2008	OSU	Vennerberg Chair in Bioinformatics and Molecular Genetics	503,844	503,844
6/ 30/ 2008	OSU	Vennerberg Professorship in Art	251,917	251,917
6/ 30/ 2008	OSU	N. Malone Mitchell, Jr. Chair in Entrepreneurship	4,000,000	4,000,000
6/ 30/ 2008	OSU	Norman C. Stevenson Chair in Entrepreneurship	4,000,000	4,000,000
6/ 30/ 2008	OSU	Puterbaugh Foundation Professorship Fund	250,000	250,000
6/ 30/ 2008	OSU	John A. & Donnie Brock Professorship in Educational Leadership	252,000	252,000
6/ 12/ 2009	OSU	Increase to the John A. & Donnie Brock Prof. In Educational Leadership	2,600	2,600
6/ 30/ 2008	OSU	Ferris, Anderson, Halligan College Student Development Professorship	251,900	251,900
6/ 30/ 2008	OSU	Ledbetter & Lemon Counseling Psych Diversity Professorship	250,000	250,000
6/ 12/ 2009	OSU	Increase to the Ledbetter & Lemon Counseling Psych Diversity Professorship	2,000	2,000

6/ 27/ 2008	OSU	A. J. and Susan Jacques Professorship in Special Education	250,000	250,000	
6/ 30/ 2008	OSU	Increase to the A. J. and Susan Jacques Professorship in Special Education	250	250	
6/ 12/ 2009	OSU	Increase to the A. J. and Susan Jacques Professorship in Special Education	1,750	1,750	
6/ 30/ 2008	OSU	Chuck and Kim Watson Chair in Education	500,000	500,000	
6/ 30/ 2008	OSU	Harold Courson Chair in Petroleum Engineering	1,000,000	1,000,000	
6/ 30/ 2008	OSU	Continental Resources Chair in Petroleum Engineering	1,000,000	1,000,000	
6/ 30/ 2008	OSU	Ray and Linda Booker Professorship in Aerospace Engineering	250,000	250,000	
6/ 30/ 2008	OSU	Donald and Cathey Humphreys Chair in Industrial Engineering and Management	500,000	500,000	
6/ 30/ 2008	OSU	Donald and Cathey Humphreys Chair in CEAT	500,000	500,000	
6/ 30/ 2008	OSU	OG&E Energy Technology Chair	500,000	500,000	
6/ 30/ 2008	OSU	Samson Investment Chair in Petroleum Engineering	1,000,000	1,000,000	
6/ 30/ 2008	OSU	Lew Ward Chair in Petroleum Engineering	550,000	550,000	
6/ 30/ 2008	OSU	Bryan Close Professorship in Adulthood & Aging	250,000	250,000	
6/ 30/ 2008	OSU	Endowed Professorship in Parenting	350,000	350,000	
6/ 30/ 2008	OSU	Doug and Nickie Burns Endowed Professorship in Vocal Music	250,000	250,000	
6/ 30/ 2008	OSU	Joan Kirkpatrick Clinic Professorship in Small Animal Internal Medicine	500,000	500,000	
6/ 30/ 2008	OSU	Clerico Family Chair in Library Excellence	1,000,000	1,000,000	
6/ 30/ 2008	OSU	George Kaiser Family Foundation Chair "A" in Health Sciences	1,000,000	1,000,000	
6/ 30/ 2008	OSU	George Kaiser Family Foundation Chair "B" in Obstetrics & Gynecology	1,000,000	1,000,000	
6/ 30/ 2008	OSU	Northwest Oklahoma Osteopathic Foundation Grad Education	250,000	250,000	
5/ 30/ 2007	OSU	Harrison Bartlett Professorship in Chemistry	500,000	500,000	
2/ 11/ 2008	OSU	Increase to Puterbaugh Legal Studies and Ethics in Business Endowed Prof.	100,000	100,000	
6/ 24/ 2008	OSU	Increase to the Don Brattain Professorship	2,500	2,500	40,179,014
5/ 30/ 2006	OSU-OKC	Horticulture Technology Lectureship	25,290	25,290	
6/ 24/ 2008	OSU-OKC	Increase to the Margaret Brock Lectureship	805	805	
6/ 30/ 2008	OSU-OKC	Increase to the Margaret Brock Lectureship	25	25	
6/ 12/ 2009	OSU-OKC	Increase to the Margaret Brock Lectureship	160	160	26,280
6/ 30/ 2008	OSU-OKM	George Kaiser Family Foundation Professorship in Engineering Technologies	250,000	250,000	
11/ 15/ 2006	OSU-OKM	Don Locke Memorial Lectureship	25,000	25,000	
12/ 10/ 2004	OSU-OKM	Increase to the Caterpillar Dealership Preparation Lectureship	5,500	5,500	
4/ 24/ 2007	OSU-OKM	Increase to the Caterpillar Dealership Preparation Lectureship	10,500	10,500	
11/ 26/ 2007	OSU-OKM	Increase to the Caterpillar Dealership Preparation Lectureship	5,000	5,000	
6/ 24/ 2008	OSU-OKM	Increase to the Caterpillar Dealership Preparation Lectureship	4,000	4,000	
6/ 12/ 2009	OSU-OKM	Increase to the Caterpillar Dealership Preparation Lectureship	11,000	11,000	
3/ 6/ 2005	OSU-OKM	Increase to the Auto Body Endowed Lectureship	9,500	9,500	

7/ 5/ 2006	OSU-OKM	Increase to the Auto Body Endowed Lectureship	11,300	11,300	
6/ 12/ 2009	OSU-OKM	Increase to the Auto Body Endowed Lectureship	15,200	15,200	347,000
6/ 30/ 2008	OSU-Tulsa	George Kaiser Family Foundation in Family Risk & Resiliency	765,000	765,000	
11/ 15/ 2006	OSU-Tulsa	C. F. Colcord Chair	1,000,000	1,000,000	
3/ 27/ 2008	OSU-Tulsa	Gary Trennepohl Chair in Finance	614,750	614,750	
6/ 24/ 2008	OSU-Tulsa	Increase to the Gary Trennepohl Chair in Finance	26,494	26,494	
6/ 30/ 2008	OSU-Tulsa	Increase to the Gary Trennepohl Chair in Finance	142,559	142,559	
6/ 12/ 2009	OSU-Tulsa	Increase to the Gary Trennepohl Chair in Finance	20,771	20,771	
11/ 15/ 2006	OSU-Tulsa	Varnadow Chair	1,000,000	1,000,000	
11/ 15/ 2006	OSU-Tulsa	Helmerich Family Chair	2,000,000	2,000,000	5,569,574
11/ 18/ 2005	OSU-Vet	Mildred Lundberg-Kienlen Professorship in Biomedical Research	717,798	717,798	
4/ 18/ 2008	OSU-Vet	Increase to the Mildred Lundberg-Kienlen Prof. In Biomedical Research	15,340	15,340	
6/ 12/ 2009	OSU-Vet	Increase to the Mildred Lundberg-Kienlen Prof. In Biomedical Research	150,000	150,000	883,138
3/ 30/ 2005	OU	David C. Steed Chair in Accounting	750,000	750,000	
3/ 30/ 2005	OU	Steed Professorship in Accounting #1	250,000	250,000	
3/ 30/ 2005	OU	Steed Professorship in Accounting #2	250,000	250,000	
3/ 30/ 2005	OU	Steed Professorship in Accounting #3	250,000	250,000	
5/ 16/ 2006	OU	Robert M. Zinke Chair in Energy Management	500,000	500,000	
8/ 21/ 2007	OU	Increase to the Robert M. Zinke Chair in Energy Management	250,000	250,000	
1/ 25/ 2005	OU	Sara Louise Welch Chair in History	565,571	565,571	
2/ 28/ 2005	OU	Increase to the Sara Louise Welch Chair in History	7,269	7,269	
1/ 5/ 2007	OU	Peggy V. Helmerich Visiting Professorship of Drama	150,000	150,000	
1/ 5/ 2007	OU	Mary L. Norman Milner Carver Chair in Fine Arts	250,000	250,000	
1/ 5/ 2007	OU	The Mewbourne Chair in Petroleum Engineering #5	500,000	500,000	
2/ 4/ 2004	OU	Max Berry International Programs Center Chair	503,994	503,994	
7/ 7/ 2004	OU	Jerome M. & Wanda Otey Westheimer Chair in School of Art	500,000	500,000	
1/ 25/ 2005	OU	Increase to Ruth Hardman Professorship in Education	762,170	762,170	
3/ 30/ 2005	OU	Increase to SBC Foundation Professorship in Engineering	105,039	105,039	
5/ 20/ 2005	OU	Norman R. Gelphman Professorship in Geology and Geophysics	297,400	297,400	
5/ 20/ 2005	OU	Charles L. Blackburn Chair	604,897	604,897	
6/ 23/ 2005	OU	Robert E. Busch Professorship of Construction Science	250,000	250,000	
7/ 20/ 2005	OU	Homer L. Dodge Endowed Chair in High Energy Physics	1,000,000	1,000,000	
9/ 30/ 2005	OU	Harold J. & Ruth Newman Chair in U.S. China Issues	1,000,000	1,000,000	
1/ 27/ 2005	OU	Susan E. Brackett Distinguished Visiting Artists Chair in Dance	500,000	500,000	
1/ 27/ 2005	OU	Mr. & Mrs. Laurence S. Youngblood Chair for Energy Librarian	500,000	500,000	

1/ 17/ 2006	OU	Peggy V. Helmerich Chair	500,000	500,000	
5/ 16/ 2006	OU	Lew & Myra Ward Chair in Reservoir Characterization	500,000	500,000	
5/ 16/ 2006	OU	Ted A. Kritikos Professorship in Civil Engineering	151,442	151,442	
9/ 1/ 2006	OU	Bill & Wylodean Saxon Fred Jones Jr. Museum of Art Chair	250,000	250,000	
1/ 9/ 2008	OU	Schusterman Chair in Modern Israel Studies	296,448	296,448	
1/ 9/ 2008	OU	Schusterman Professorship of Jewish Religious and Intellectual	250,000	250,000	
11/ 4/ 2005	OU	Increase to the Floyd & Martha Norris Chair in Law	158,751	158,751	
12/ 7/ 2005	OU	Increase to the Floyd & Irma Calvert Chair in Law & Liberty	15,000	15,000	
4/ 10/ 2005	OU	Homer L. Dodge Endowed Chair in Atomic, Molecular & Chemistry	1,000,000	1,000,000	
7/ 20/ 2005	OU	Homer L. Dodge Endowed Chair in Astrophysics	500,000	500,000	
9/ 8/ 2006	OU	Howard & Suzanne Kauffman Chair in Engineering	939,900	939,900	
11/ 17/ 2006	OU	Increase to the Howard & Suzanne Kauffman Chair in Engineering	60,361	60,361	
1/ 15/ 2008	OU	Nettie Vincent Boggs Professorship in Engineering	250,000	250,000	
1/ 5/ 2007	OU	John and Mary Moore Chair in Engineering	500,000	500,000	15,118,242
3/ 31/ 2005	OUHSC	CMRI/ E.L. & Thelma Gaylord Research Chair Hematology & Oncology	500,000	500,000	
6/ 30/ 2008	OUHSC	Samuel Noble Foundation Chair in Cancer Research	833,333	833,333	
8/ 18/ 2005	OUHSC	CMRI/ Chickasaw Nation Research Chair for Pediatric Diabetes	500,000	500,000	
9/ 8/ 2005	OUHSC	Chickasaw Nation Chair in Diabetes	1,000,000	1,000,000	
11/ 17/ 2006	OUHSC	Rainbolt Family Chair in Cancer	2,000,000	2,000,000	
11/ 17/ 2006	OUHSC	Choctaw Nation Chair in Adult Endocrinology	500,000	500,000	
5/ 18/ 2007	OUHSC	Don W. Reynolds Chair in Aging Research #1	1,000,000	1,000,000	
5/ 18/ 2007	OUHSC	Don W. Reynolds Chair in Aging Research #2	1,000,000	1,000,000	
5/ 18/ 2007	OUHSC	Don W. Reynolds Chair in Aging Research #3	1,000,000	1,000,000	
5/ 18/ 2007	OUHSC	Don W. Reynolds Chair in Aging Research #4	1,000,000	1,000,000	
1-13-07 & 6-28-0	OUHSC	Nancy Johnston Records Chair in Oncology	2,500,000	2,500,000	
9/ 4/ 2007	OUHSC	Jim and Christy Everest Chair in Cancer Research	515,879	515,879	
9/ 4/ 2007	OUHSC	Jim and Christy Everest Chair in Cancer Development & Therapy Research	515,879	515,879	
4/ 14/ 2008	OUHSC	Harold Hamm Chair in Adult Diabetes Research	1,000,000	1,000,000	
5/ 15/ 2008	OUHSC	Harold Hamm Chair in Clinical Diabetes Research	1,100,000	1,100,000	
5/ 15/ 2008	OUHSC	Harold Hamm Chair in Adult Diabetes Clinical Care	1,500,000	1,500,000	
1/ 24/ 2007	OUHSC	Presbyterian Health Foundation Professorship in Micro & Immunology	250,000	250,000	
3/ 7/ 2006	OUHSC	Increase to the CMRI/ Edith Kinney Gaylord Research Chair in Child Diabetes	333,334	333,334	
3/ 30/ 2006	OUHSC	Increase to the CMRI/ Edith Kinney Gaylord Research Chair in Child Diabetes	166,666	166,666	
11/ 6/ 2007	OUHSC	CMRI/ Paul and Ann Milburn Endowed Research Chair in Ped. Nephrology	166,667	166,667	
1/ 24/ 2007	OUHSC	Virginia Kerley Cade Endowed Chair in Cancer Development	2,000,000	2,000,000	

1/ 29/ 2007	OUHSC	CMRI/ Choctaw Nation Chair for Pediatric Endocrinology	1,000,000	1,000,000	
3/ 31/ 2005	OUHSC	Increase to the CMRI #13/ Tripp Lewallen Chair in Hematology & Oncology	500,000	500,000	
3/ 30/ 2007	OUHSC	CMRI/ Express Personnel Pediatric Emergency Medicine Chair	500,000	500,000	
3/ 20/ 2008	OUHSC	Increase to the CMRI/ Express Personnel Ped. Emergency Medicine Chair	500,000	500,000	21,881,758
1/ 25/ 2005	OU-Tulsa	Gussman/ Adelson Chair in Cancer	600,250	600,250	
9/ 1/ 2006	OU-Tulsa	Increase to Gussman/ Adelson Chair in Cancer	400,000	400,000	
7-2006 & 2-21-2	OU-Tulsa	Rothbaum Chair in Community Research - Internal Medicine	1,010,667	1,010,667	
9/ 2008 & 6-27-	OU-Tulsa	Oxley Chair in Brain Imaging	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Early Childhood Education (Chair #1)	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Medical Informatics (Chair #2)	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Cancer (Chair #3)	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Cardiology (Chair #4)	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Preventive Medicine (Chair #5)	1,000,000	1,000,000	
2/ 12/ 2008	OU-Tulsa	Kaiser Chair in Child Psychiatry (Chair #6)	1,000,000	1,000,000	
4/ 10/ 2007	OU-Tulsa	Hille Chair in Diabetes	1,000,000	1,000,000	10,010,917
				<u>100,000,000</u>	<u>100,000,000</u>

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-a:

Contracts and Purchasing.

SUBJECT: Approval of FY-2011 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2011 purchases for amounts that are in excess of \$100,000 that need to be effective July 1, 2010.

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 requires State Regents' approval of purchases in excess of \$100,000.

ANALYSIS:

A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, and postage must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Several of these purchases are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000.

Three (3) of the five (5) items in excess of \$100,000 relate to Core. 1) EBSCO Publishing in the amount of \$189,614 for annual subscription to Newspaper Source Plus, Academic Source Premier and Business Source Plus, 2) EBSCO Publishing in the amount of \$231,403 for annual subscription to PsyINFO databases. 3) Visual Image in the amount of \$275,000 to media campaign to continue to increase awareness for the Oklahoma Promise scholarship program (funded from 701-Outrea).

Two (2) of the five (5) items in excess of \$100,000 relate to OGSLP. 1) Sallie Mae Servicing in the amount of \$844,000.00 for the integrated software system for the administering student loans (funded from (701-LIASON). 2) Student Assistance Corporation in the amount of \$384,000.00 for Default Aversion Services (funded from 701-DEFAULT).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-b:

Contracts and Purchasing.

SUBJECT: Selection of Loan Rehabilitation Purchase Firms.

RECOMMENDATION:

It is recommended that the State Regents approve East West Bank to purchase rehabilitated loans and to enter into an agreement with Garnet Capital Advisors for brokerage services in the amount of \$203,500.

BACKGROUND:

The Loan Rehabilitation Program allows student loan borrowers who have gone into default on their loans to be eligible to have their loans purchased by a rehabilitation lender, which removes the borrower from default and allows their credit bureau records to be updated accordingly. In addition, loan rehabilitation allows the borrower the opportunity to regain their Title IV eligibility. Through the efforts of Garnet Capital Advisors, East West Bank has submitted a proposal to continue as our rehabilitation lender for a second year.

POLICY ISSUES:

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

ANALYSIS:

A formal request for proposal (RFP) process was used to solicit proposals for the purchase of rehabilitated loans with an award to be made to the firm considered to be a qualified vendor whose proposal is determined to be in the best interest of the State Regents. One vendor submitted a proposal that was reviewed and evaluated on criteria as outlined in the request for proposals.

Based on information provided in the proposal and based upon the review of the proposal, it is recommended that the State Regents approve East West Bank to purchase rehabilitated loans and to enter into an agreement with Garnet Capital Advisors for brokerage services pending final negotiations. This Request for proposal yielded a 50 percent reduction in brokerage fees for Garnet Capital Advisors from the previous years agreement.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-c:

Contracts and Purchasing.

SUBJECT: Scholars for Excellence in Child Care. Approval of contract modifications between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education to continue the Scholars for Excellence in Child Care program.

RECOMMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars program contract modifications, renewing the existing contract, in the amount of \$1,874,282 and the Scholars for Excellence in Child Care Scholarship contract modification renewing the existing contract in the amount of \$1,485,900.

BACKGROUND:

Since June 2000, the State Regents and the Oklahoma Department of Human Services (OKDHS) have contracted, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities and encourage coordination and cooperation between the State Regents, State System institutions and other state agencies.

ANALYSIS:

Oklahoma has led the nation in developing a program linking its child care licensing standards and quality criteria with state reimbursement payments. Called "Reaching for the Stars" the program attempts to improve the quality of child care by building teacher competence, informing parents of the quality of program and creating more slots for subsidized child care by raising the reimbursement rate to facilities. OKDHS rates each child care facility from one-star (minimum requirements) up to a three-star (highest standards) according to the number of quality criteria each facility meets.

The Scholars Program has achieved success since its inception. Through Summer 2009, there have been approximately 352 child care providers that have obtained a Child Development Associate, a nationally recognized credential; approximately 2,330 have earned a certificate of mastery, and 609 an associate degree through the Scholars program initiative. There have been 158 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program.

Note: Contract modification attachments are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND MODIFICATION OF NO. _____

Purchase Authorization 09001088

This Second Renewal and Modification is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about April 28, 2008, the Department and the OSRHE entered into an agreement effective July 1, 2008 through June 30, 2009 whereby the OSRHE agreed to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (“CDA”) credential, Certificate of Mastery, Director’s Certificate of Completion, an associate degree in early childhood education/child development or a bachelor degree (“Agreement”);

WHEREAS, Section II of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three years;

WHEREAS, Section IX, C provides that the Agreement may be amended or modified by mutual written agreement;

WHEREAS, on or about July 22, 2009, the Department and the OSRHE entered into, a First Renewal and Modification which renewed the Agreement for the first of three one-year renewal periods and modified certain provisions;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modifications

A. Attachment A of the Agreement is hereby amended by deleting it in its entirety and substituting, in lieu thereof, the following:

See “Attachment A” attached hereto.

II. Renewal

This Agreement shall be renewed for the second of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2010 and ending June 30, 2011.

Except as expressly amended and modified by the Second Renewal and Modification, all provisions of the Agreement and First Renewal and Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal and Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

By: _____
Howard Hendrick, Director

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND MODIFICATION OF NO. _____

Purchase Authorization 08001416

This Third Renewal and Modification is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 18, 2007, the Department and the OSRHE entered into an agreement effective July 1, 2007 through June 30, 2008 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (“SECC”), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (“CDA”) credential, Certificate of Mastery, Director’s Certificate of Completion, and/or an associate of arts or science in early childhood education or child development. (“Agreement”);

WHEREAS, the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one-year periods;

WHEREAS, the Agreement provides that it may be amended or modified by mutual written agreement;

WHEREAS, on or about April 28, 2008, the Department and the OSRHE entered into a Modification which renewed the Agreement for the first of three one-year renewal periods (“First Renewal”);

WHEREAS, on or about July 22, 2009, the Department and the OSRHE entered into a Second Renewal and Modification which renewed the Agreement for the second of three one-year renewal periods and modified certain provisions;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modifications

A. The section of the Agreement entitled “Contract Allowable Cost and Payment Schedule” is hereby amended by deleting it in its entirety and substituting, in lieu thereof, the following:

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not to exceed \$1,485,900.00 (One Million Four Hundred Eighty-Five Thousand Nine Hundred Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10 percent must have prior written approval from the Department.

B. Attachment A of the Agreement is hereby amended by deleting it in its entirety and substituting, in lieu thereof, the following:

See "Attachment A" attached hereto.

II. Renewal

This Agreement shall be renewed for the third of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2010 and ending June 30, 2011.

Except as expressly amended and modified by this Third Renewal and Modification, all provisions of the Agreement, the First Renewal and the Second Renewal and Modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

By: _____
Howard Hendrick, Director

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-d:

Contracts and Purchases.

SUBJECT: Approval of ACT Agreement for 2010-2011.

RECOMMENDATION:

It is recommended that the State Regents approve the 2010-2011 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (OK EPAS) as a student preparation initiative since 1993. In the 2009-2010 academic year the EXPLORE assessment was taken by 39,959 8th grade students and 39,849 students took the 10th grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 500 participating districts, including 48 private schools.

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. The EXPLORE, PLAN, and ACT assessments are linearly scaled, and developmentally progressive allowing for longitudinal monitoring of student progress toward college readiness over time. EPAS is the only assessment system in the state that provides feedback to the student, parents and educators relative to college benchmarks.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' EPAS involvement was deepened by Regents' action to reallocate social justice resources to support an Office of Student Preparation in 2000 as the primary State Regents' social justice focus for providing access to college through academic preparation. EPAS continues to be a valuable tool for Oklahoma middle and high school students and their parents and educators.

Continuing support of EPAS is consistent with State Regents' social justice policy and goals, the State Regents Public Agenda goals, and supports the early intervention component of the federal GEAR UP program. EPAS is the foundation of State Regents K-16 student preparation efforts.

ANALYSIS:

A copy of the agreement is attached.

Attachment

AGREEMENT

between

ACT, Inc.

and the

**Oklahoma State Regents
for Higher Education**

Educational Planning and Assessment System (EPAS)
July 1, 2010 through June 30, 2011

**Agreement between
ACT, Inc. and Oklahoma State Regents for Higher Education**

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P. O. Box 168, Iowa City, Iowa 52243-0168, hereafter "ACT" and the Oklahoma State Regents for Higher Education, 655 Research Parkway – Suite 200, Oklahoma City, OK 73104, hereafter "OSRHE."

RECITALS

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre-collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high-school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their after-high-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the Educational Planning and Assessment System, a unique system of assessment, research, career planning, and consultative services, solely available through ACT.

TERMS AND CONDITIONS

1. Scope of Work

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in Exhibit B, which is incorporated into this Agreement.

2. Term

The term of this Agreement will be from July 1, 2010 to June 30, 2011.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

3. Compensation and Payment

During the period from July 1, 2010 through June 30, 2011, ACT will provide the goods and services identified in Exhibit B, at the unit prices in each period stated in Exhibit B. On or about May 2, 2011, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Final

Amount” shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the period from July 1, 2010 through June 30, 2011 will not exceed \$700,000.

4. Ownership of Data and Software

All test materials and related materials (“ACT Materials”) used in the performance of this Agreement are the sole and exclusive property of ACT. Statistical or analytical data reflecting statewide aggregate Oklahoma student performance are the sole and exclusive property of OSRHE as the sponsoring organization. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the assessments, as set forth in ACT’s data usage policies, as amended from time to time.

Software, specifications, and programs comprising the systems developed and maintained by ACT in connection with its services under this Agreement and all copyrights and other proprietary interests therein are the property of ACT as sole owner or licensee.

5. Privacy of Information

Contracts involving ACT’s proprietary programs are subject to ACT’s standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

6. Notices

Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT: Thomas J. Goedken
Chief Financial Officer
ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168

If to OSRHE: Dr. Cynthia Brown
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway – Suite 200
Oklahoma City, OK 73104

Mailing Address:
P.O. Box 108850
Oklahoma City, OK 73101-8850

7. General Provisions

General terms and provisions are provided on Exhibit A which is incorporated into this Agreement.

8. Description of Services

The Description of Services is provided in Exhibit B.

9. Complete Agreement

This Agreement (including all exhibits hereto) constitutes the entire agreement between the parties and supersedes all other prior agreements and understandings, both written and oral. This agreement terminates and replaces the EPAS agreement between the parties dated July 1, 2009.

10. Representatives

The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE: Dr. Cynthia Brown
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway – Suite 200
Oklahoma City, OK 73104

Mailing Address:
P.O. Box 108850
Oklahoma City, OK 73101-8850

For ACT: Paul Weeks
Assistant Vice President, State Programs

Kenneth Bozer
Contract Manager
ACT, Inc.
500 ACT Dr.
P.O. Box 168
Iowa City, IA 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

11. Governing Law

This Agreement shall be governed by the laws of the State of Oklahoma.

12. Headings

This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

Executed this _____ day of _____, 2010.

ACT, INC.

OSRHE

By: _____
Richard L. Ferguson
Chairman and Chief Executive Officer

By: _____
Glen D. Johnson
Chancellor

By: _____
Thomas J. Goedken
Chief Financial Officer

GENERAL PROVISIONS

Compliance with Laws

Both parties warrant that to the best of their knowledge, they are not in violation of any federal, state, local, or foreign law, ordinance or regulation or any other requirement of any court, governmental agency or authority or arbitration tribunal, which violation could preclude performance of obligations under this agreement.

Relationship of Parties

The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

Anti-Discrimination

In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

Liability

The parties recognize that the activities contemplated by this agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this agreement; nor will either party be liable to the other for liquidated, punitive or exemplary damages. ACT's liability for damages arising out of or in connection with this agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

Assignment

Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto.

Waiver

Any waiver of a breach of any provision of this agreement shall not operate or be construed as a waiver of any subsequent breach.

Waiver of Obligations

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such

party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

Arbitration

In the event there arises any dispute as to the interpretation of the provisions of this agreement, both parties mutually agree to submit the dispute to arbitration at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do not so agree within seven (7) days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Force Majeure

Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement is delayed, compromised, or prevented by riot, war, national emergency, flood, fire, act of God, statutory or regulatory enactment, or by any other cause or third party not within the control of the party whose performance is interfered with, provided said party takes all reasonable steps to prevent a delay or failure to perform and to accommodate therefore.

Severability

If any of the provisions or portions thereof of this agreement are invalid under any statute or rule of law, they are to that extent to be deemed omitted.

Amendment

This agreement may not be modified except in writing signed by authorized representatives of both parties.

Authorization

The parties hereto represent that the execution and delivery of this agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this agreement to become binding and effective has been obtained.

Confidentiality

OSRHE agrees that neither it nor its employees shall at any time during or following the term of this agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for OSRHE to use the ACT Materials for their intended purpose under this agreement. OSRHE shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof). OSRHE agrees to administer the assessments in accordance with all policies and procedures provided by ACT.

OSRHE is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq.* The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. OSRHE does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

Warranty and Limitation.

ACT WARRANTS THAT THE ASSESSMENTS HAVE BEEN DEVELOPED IN ACCORDANCE WITH AND THE SERVICES WILL BE PERFORMED IN A MANNER CONSISTENT WITH INDUSTRY STANDARDS. EXCEPT AS SET FORTH IN THIS SECTION, ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-e:

Contracts and Purchases.

SUBJECT: Allocation of Funds.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of \$30,000 to Cameron University for the 11th annual Regional University Research Day.

BACKGROUND:

Cameron University is hosting the 2010 Regional University Research Day. The State Regents' support enables students to attend the day-long poster display and symposium without cost. An estimated 800 students from regional universities will participate.

For FY 2011, the State Regents approved an allocation of \$2,638,534 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

Cameron University requests \$30,000 in support for the eleventh annual research exposition and symposium. This support provides display boards, flyers, program, expenses for speakers and judges and other meeting expenses. The State Regents along with several additional sponsors have agreed to host this annual event.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #11-f:

Contracts and Purchases.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #12:

Deleted Item.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #13-a:

New Programs.

SUBJECT: Northeastern State University. Approval of request to offer the Master of Science in Nursing in Nursing Education.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's (NSU) request to offer the Master of Science in Nursing in Nursing Education via electronic delivery 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.

- **Master of Science in Nursing in Nursing Education.** Continuation beyond Fall 2014 will depend upon:
 - Majors enrolled: a minimum of 20 students in Fall 2013 and
 - Graduates: a minimum of 8 students in 2013-14.

BACKGROUND:

Academic Plan

NSU's Academic Plan lists the following institutional priorities:

- Provide a quality curricular and co-curricular education in a flexible student-centered environment.
- Attract, develop and retain highly-qualified people who will best serve the University community.
- Develop and expand mutually beneficial relationships with all University stakeholders including cross-university interactions, collaborative educational ventures, economic development initiatives and cultural enrichment.
- Create and provide quality and effective programs, services, facilities and technological resources to advance the mission of the University.
- Increase available resources through coordinated, campus-wide advancement activities.

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, NSU has taken the following program actions in response to APRA:

Degrees and/or certificate programs deleted	38
Degrees and/or certificate programs added	24

Program Review

NSU offers 83 degree and/or certificate programs as follows:

Certificates	7
Associate of Arts or Sciences Degrees	0
Associate of Applied Science Degrees	0
Baccalaureate Degrees	55
Master’s Degrees	20
Doctoral Degrees	0
First Professional Degrees	1

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 NSU’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.

NSU is currently approved to offer the following degrees through electronic delivery:

- Bachelor of Science in Nursing (104)
- Bachelor of Science in Human and Family Science – Early Care Option (045)

NSU requests authorization to offer the Master of Science in Nursing in Nursing Education on campus and via electronic media, as outlined below

Program Development Process

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

POLICY ISSUES:

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

The *Electronically Delivered and Traditional Off-Campus Courses and Programs* 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. Information related to this policy has been incorporated where appropriate in the agenda item.

ANALYSIS:

Master of Science in Nursing in Nursing Education

Program purpose. The purpose of the proposed degree program is to prepare students for employment as instructors in nursing programs across the state of Oklahoma.

Program rationale and background. The proposed degree program is designed to meet the challenge and need of nursing faculty in Oklahoma. Nowhere is the nursing shortage being felt more acutely than in Oklahoma. Oklahoma hospitals surveyed in 2008 reported the immediate need for 308 Licensed Practical Nurses (LPN) and 1,354 Registered Nurses (RN). With a documented annual turnover rate of 22.9 percent in LPN staffing and 16.1 percent in RN staffing (Staffing Needs Assessment, 2008), the deficiency in nursing staff in Oklahoma’s healthcare facilities is expected to top 3,000 professionals by 2012. Although significant effort has been made by the Oklahoma Health Care Workforce Center and the Oklahoma State Legislature to foster increased capacity of existing LPN, RN, and Bachelor of Science in Nursing (BSN) educational programming throughout the state, these efforts have been compromised by the lack of qualified and credentialed nursing faculty available to teach in accredited program. There are not enough Nurse Educators to increase capacity and address the health care workforce shortage needs. The proposed degree program will complement NSU’s existing, accredited RN to BSN degree completion curriculum. The program is designed to enable non-credentialed, existing nursing faculty in LPN and RN programs to obtain the level of training now required by the National League for Nursing Accrediting Commission (NLNAC) to teach in those programs. The program will also provide existing baccalaureate-level practicing nursing staff and the necessary didactic and field experience required to secure the educational credential necessary to teach in LPN, RN, and BSN programs. Finally, the program is designed to train nurse educators with the cultural sensitivity necessary to offer competent care to the American Indian population within the region and state. The proposed blended program will additionally provide a pipeline for graduates to continue on to doctoral nursing studies and degrees, which will satisfy the NLNAC accreditation requirements for BSN and MSN nursing faculty qualifications.

Employment opportunities. NSU states that there is a demand, both nationally and in Oklahoma, for program graduates. NSU cites data, collected by the Oklahoma Health Care Workforce Center, that indicated 72 Oklahoma hospitals and health care facilities around the state were so challenged with the shortage of nurses, that from 2005-2007 they collectively contributed in excess of \$30 million dollars to postsecondary education efforts in nursing to address such as providing staff for clinical supervision of students and training faculty for adjunct and permanent teaching positions. In evaluating the needs for qualified nursing faculty in the state as a whole in 2007, 144 teaching positions were immediately available at LPN and RN levels; 52 additional RN faculty would be retiring by 2012 and an additional 117 existing nursing faculty had plans to retire within the next five years. NSU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The proposed degree 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:	20	Fall 2013
Minimum Graduates from the program:	8	2013-2014

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

Existing Programs
University of Oklahoma Health Sciences Center. Master of Science in Nursing (027).

Institutions with existing programs did not notify the State Regents’ office of a protest to the proposed program. Due to the distance between institutions and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 32 total credit hours from the following areas:

Content Area	Credit Hours
Core Courses	28
Elective Courses	4
Total	32

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

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

Support services. The library, facilities and equipment are adequate for the proposed program offered via electronic media. NSU has installed The Blackboard Academic Suite® which will adequately promote learning outcome objectives.

Financing. NSU reports that the graduate level program will be taught online by four current faculty members and two new doctoral level faculty employed in the Department of Health Professions within the College of Science and Health Professions. NSU has committed funds to this program through the reallocation of existing resources. No additional funding is requested from the State Regents for this program.

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
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$217,168	\$204,795	\$212,727	\$220,976	\$229,555
<i>As revenue accrues to the program over time and as the program grows, additional faculty will be hired to accommodate the student demand</i>					
Student Tuition	\$21,805	\$68,686	\$144,240	\$201,936	\$265,041
<i>Tuition is base on \$218.05 per credit hour. It is projected that 5 students will enroll the first year and will pay for a total of an average of 20 credit hours. The 2nd through 5th years will include an increased enrollment of first year students for 20 credit hours each as well as the second year students. This includes a projected 5% yearly increase in tuition.</i>					
TOTAL	\$238,973	\$273,481	\$356,967	\$422,912	\$494,596

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:	\$0	\$0	\$0	\$0	\$0
Administrative/Other	\$20,580	\$21,403	\$22,259	\$23,150	\$24,076

Professional					
<i>Program Director salary</i>					
Faculty	\$169,838	\$176,632	\$183,697	\$191,045	\$198,686
<i>Including reallocated faculty and the new hires</i>					
Student Employees	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>One Institutional Student Assistant for the program</i>					
Equipment and Instructional Materials	\$20,000	\$0	\$0	\$0	\$0
<i>Computing equipment, software, and computer peripheral support and office furniture is needed for the new faculty member the first year.</i>					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
<i>For advertising, mailing and recruitment efforts</i>					
Telecommunications	\$500	\$500	\$500	\$500	\$500
<i>Where special telecommunication linkages are needed, the requested funding will offset expense</i>					
Travel:	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
<i>To support coordination of clinical sites in securing needed employee articulations</i>					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$216,918	\$204,535	\$212,456	\$220,695	\$229,262

Attachment

ATTACHMENT A

**NORTHEASTERN STATE UNIVERSITY
MASTER OF SCIENCE IN NURSING IN NURSING EDUCATION**

Degree Requirements	Credit Hours
<i>Core Courses:</i>	28
*NURS 5103 Nurse Educator Role Development	3
*NURS 5123 Teaching, Learning, and Nursing Theories	3
*NURS 5154 Technology in Nursing Education	4
*NURS 5213 Cultural Competency in Nursing Education	3
*NURS 5244 Curriculum Development, Assessment and Evaluation in Nursing Education	4
*NURS 5293 Advanced Research and Evidence-Based Practice in Nursing Education	3
*NURS 5313 Issues in Nursing Education	3
*NURS 5322 Global Cultural Perspectives in Nursing Education	2
*NURS 5993 Synthesis in Nursing Education	3
<i>Elective Courses</i>	4
*NURS 5711 Nursing Elective	1
*NURS 5710 Selected Studies	1-3
*NURS 5991 Synthesis in Nursing Education Continuation	1
<i>Total</i>	32

*Asterisks denote new courses

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AGENDA ITEM #13-b:

New Programs.

SUBJECT: Oklahoma State University. Approval of request to offer the Graduate Certificate in Bioinformatics.

RECOMMENDATION:

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

- **Graduate Certificate in Bioinformatics.** Continuation beyond Fall 2013 will depend upon:
 - Majors enrolled: a minimum of 6 students in Fall 2012; and
 - Graduates: a minimum of 3 students in 2012-13.

BACKGROUND:

Academic Plan

OSU's Academic Plan lists the following institutional priorities:

OSU-Stillwater and Tulsa faculty identified the following programs as academic priorities:

- Bachelor of Science (BS) in Alternative Energy/Energy Security.
- BS in Architectural Studies.
- BS in Entrepreneurship.
- BS in Sustainability-related.
- Master of Arts in Art History.
- Master of Science (MS) and Doctor of Philosophy (Ph.D) in Aerospace Engineering.
- MS and PhD in Material Science and Engineering.
- MS in Aerospace Administration and Operations– elevate from MS option to degree program.
- Doctor of Musical Arts.
- Aerospace Security and Gender and Women's Studies Graduate Certificates.
- Offer graduate certificate in Data Mining by distance education and MS in Hospitality Administration to The Cherokee Nation by distance education.
- Offer the PhD in Human Environmental Science (option in Hospitality Administration) to a cohort of students in Jamaica, partially by distance education.

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	75
Degrees and/or certificate programs added	67

Program Review

OSU offers 222 degree and/or certificate programs as follows:

Certificates	14
Associate of Arts or Sciences Degrees	0
Associate of Applied Science Degrees	0
Baccalaureate Degrees	95
Master's Degrees	69
Doctoral Degrees	44
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.

ANALYSIS:

Graduate Certificate in Bioinformatics

Program purpose. The purpose of this proposed graduate certificate program is to provide students with advanced, multidisciplinary studies in the area of bioinformatics.

Program rationale and background. The proposed graduate certificate program is designed to prepare post baccalaureate students to generate, analyze and interpret complex biologically derived data sets. The proposed program is designed to be a multi-disciplinary program that will directly involve faculty in departments across the university and will be administered through the Department of Biochemistry and Molecular Biology. The objectives of the proposed program are: 1) to improve the employability of post-baccalaureate students, 2) to consolidate interests from multiple departments into a cohesive curriculum, and 3) to provide critical training for post-baccalaureate students to enhance the competitiveness of projects developed during and after their education at OSU. The relatively new field of Bioinformatics is rapidly developing and the proposed program will provide the mechanism for students at OSU to participate in the benefits of those developments. The proposed graduate certificate program will provide in-depth training and evidence of the expertise that is needed to demonstrate a comprehensive

understanding of the tools, techniques, and applications of Bioinformatics. Students will be able to enter the professoriate equipped to write more competitive proposals to extramural funding agencies. Similarly, students entering industry will be able to develop more successful projects. The value of hands-on experiences that will be obtained through participation in the capstone project will provide expertise that leads to more successful grant writing. The curriculum consists of a 16 credit hour series of core courses and nine credit hours of defined courses from three disciplines: Life Sciences, Statistics, and Computer Sciences. There will be a three hour elective course selected from the matriculating department and the committee will allow student to focus toward and individual discipline. Finally, students will be required to complete a one credit hour capstone project to demonstrate master of the multidisciplinary tools and skills of Bioinformatics.

Employment opportunities. OSU states that there is a demand, both nationally and in Oklahoma, for program graduates. OSU lists approximately 30 potential employers in Oklahoma. Among the employers are Oklahoma Life Science Fund, Oklahoma Medical Research Foundation, Samuel Roberts Noble Foundation, NanoBioMagnetics, Inc., DNA Solutions and Dean McGee Eye Institute. OSU cites job trends and average salaries in Oklahoma, which meet or exceed national employers in the field. OSU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The proposed graduate certificate 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:	6	Fall 2012
Minimum Graduates from the program:	3	2012-13

Duplication and impact on existing programs There are no institutions in Oklahoma who offer a graduate Certificate in Bioinformatics.

Curriculum. The proposed certificate program will consist of 16 total credit hours from the following areas:

Content Area	Credit Hours
Core Courses	3
Guided Electives	10
General Electives	3
Total	16

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

Faculty and staff. Existing faculty will teach for the proposed graduate certificate program.

Support services. The library, facilities and equipment are adequate for the proposed program.

Financing. Existing resources will be reallocated from within the Department of Biochemistry and Molecular Biology’s budget to support the administration of the proposed program. A total of 5 percent of the salary of the head of the Department will be reallocated to duties related to serving as the proposed program administrator. A total of 20 percent of the salary of the Director of the Array and Bioinformatics Core Facility will be reallocated for duties related to serving as the proposed program’s Director. A total of 15 percent of the salary of the Senior Administrative Support Assistant with secretarial responsibilities

for the graduate programs in the Department of Biochemistry and Molecular Biology will be reallocated for secretarial support duties related the proposed program. No additional funding is requested from the State Regents for this program.

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
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$25,780	\$26,553	\$27,350	\$28,170	\$29,015
<i>Existing resources will be reallocated from within the Department of Biochemistry and Molecular Biology's budget..</i>					
Student Tuition	\$0	\$0	\$0	\$0	\$0
<i>Tuition generated from the certificate program contributes to the university but does not directly serve as a funding source for the program.</i>					
TOTAL	\$25,780	\$26,553	\$27,350	\$28,170	\$29,015

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
Administrative/Other Professional	\$25,780	\$26,553	\$27,350	\$28,170	\$29,015
<i>For Secretary, Program Director, and Program Administrator.</i>					
Faculty	\$0	\$0	\$0	\$0	\$0
<i>Graduate Assistants</i>	\$0	\$0	\$0	\$0	\$0
<i>Student Employees</i>	\$0	\$0	\$0	\$0	\$0
<i>Contractual Services</i>	\$0	\$0	\$0	\$0	\$0
<i>Printing</i>	\$0	\$0	\$0	\$0	\$0
<i>Travel</i>	\$0	\$0	\$0	\$0	\$0
<i>Awards and Grants</i>	\$0	\$0	\$0	\$0	\$0
TOTAL	\$25,780	\$26,553	\$27,350	\$28,170	\$29,015

Attachment

**OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN BIOINFORMATICS**

Degree Requirements	Credit Hours
Core Course	3
MICR 5203 Bioinformatics	3
Guided Elective Courses:	10
<i>Life Sciences: (Select 1 of the following)</i>	
BIOC 6733 Functional Genomics OR BOT 5553 Molecular Phylogenetic Analysis	3
STAT 5910 Statistical Methods	3
<i>Computer Sciences: (Select 1 of the following)</i>	
CS 5423 Principles of Database Systems OR *CS 5070 Data Structures and Algorithms for Bioinformatics	3
*BIOC 6820 Selected Topics in Biochemistry-Bioinformatics Capstone Project	1
General Elective Courses: Select graduate level courses from the matriculating department and approved by the Bioinformatics Certificate Program Committee	3
Total	16

*Asterisks denote new courses

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AGENDA ITEM #14:

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 Oklahoma A&M College (NEOAMC) requests authorization to delete the Associate in Applied Science in Administrative Office Support (043).

Oklahoma City Community College (OCCC) requests authorization to delete the Associate of Applied Science in Nanotechnology (147).

POLICY ISSUES:

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

ANALYSIS:

NEOAMC requests authorization to delete the Associate in Applied Science (AAS) in Administrative Office Support (043) degree program. An option in Administrative Support will be added to the AAS in Marketing and Management (032) degree program; therefore the program will no longer be needed. There are 10 students in the program, with an anticipated graduation date of Spring 2011. Students will be served through the option in the AAS in Marketing and Management (032) degree program. Two courses will be deleted. There are no funds available for reallocation.

OCCC requests authorization to delete the Associate of Applied Science in Nanotechnology (147) degree program. At its inception four years ago, the AAS in nanotechnology was a promising degree. There was a growing nanotechnology-based cohort of companies in Central Oklahoma and substantial project staffing needs were projected. That need has not developed to date, and there is no current demand for the courses. OCCC proposed to delete the program but retain the courses as electives and to serve as a core for a new program if future need arises.

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AGENDA ITEM #15:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents accredit the Center for English as a Second Language (CESL) for three 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 policy was reviewed again and updated in 2009.

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 (5.0 for undergraduate and 5.5 for graduate students) who have earned an IELTS score of at least 4.5 for undergraduate or 5.0 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

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

recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program and standards for advising and orientation services offered to students enrolled in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the IEP and a summary of the two-person evaluation teams’ credentials is provided followed by an outline of the recommendations for the IEP reviewed.

CESL at the University of Oklahoma on April 5-7, 2010:

- **Dr. Rebecca Smith-Murdock**, International Education Consultant, Olympia, Washington. Former Director of International Studies and Programs, University of North Texas.
Credentials: Doctor of Philosophy in English Literature from the University of Alberta, Edmonton, Alberta, Canada, Master of Arts in English Literature from the University of Arkansas, Fayetteville, Arkansas, and Bachelor of Arts in English Literature from Ouachita Baptist University in Arkadelphia, Arkansas.
- **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.

Center for English as a Second Language (CESL)	
Date of Visit:	April 5-7, 2010
Evaluators’ Recommendation:	Provisional approval with reexamination in three years.
Summary of Evaluators’ Report:	<ul style="list-style-type: none"> • The program has many strengths, including a highly dedicated faculty and highly capable director. • The program is strongly supported by the College of Continuing Education. • Faculty enjoy working at CESL and are supportive of the on-going positive change that has been implemented. • CESL is headed in positive directions and has made much progress since the 2007 review and 2008 appeal. • Challenges remain in several areas to meet national best practices. • CESL faces challenges in student achievement, particularly delineation of program levels, level advancement, and the specification of expected learning outcomes. • CESL is isolated from other ESL programs, particularly from programs in other states. • While CESL does have many strong practices, it is important that faculty and administration seek further interaction with peers nationally in order to keep up with current trends, especially in areas of curriculum, advancement, student achievement, and administrative practices. <p>Detailed information on the recommendations is included in the full report.</p>

Center for English as a Second Language (CESL)	
Center's Staff Objection	None

State Regents' staff concurs with these recommendations.

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AGENDA ITEM #16-a:

Academic Policy.

SUBJECT: Approval of revisions to the State Regents' policy statement on *Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading.*

RECOMMENDATION:

It is recommended that the State Regents approve the revised policies as described below.

BACKGROUND:

Interest was expressed by some institutions to change policy requirements and make the cumulative grade point average (GPA) optional on the transcript to stem escalating costs to list two GPAs – the Graduation/Retention and the Cumulative as now required by policy. The calculation of the cumulative GPA includes forgiveness provisions and performance/activity courses. It is important to note that Academic Forgiveness provisions and performance courses will continue to be noted on the transcript and institutions may continue to calculate a student's cumulative GPA. The Council on Instruction (COI) Admission/Retention/Transfer Committee asked staff to proceed with the policy revisions. The Committee posted the revised policies at the February 2010 meeting. The full COI approved them at the March meeting and the Presidents Council Academic Initiatives Committee approved it at the April 7, 2010 meeting.

POLICY ISSUES:

Current *Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading* policies articulate the cumulative GPA as "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." The institutions requested the policies be revised to provide differentiation between GPAs and to allow the transcription of the cumulative GPA to be permissive.

The policies listed below will be updated to include the new definitions/precedents. All proposed changes would become effective Fall 2010.

- 3.6.4.E.4 Requirements of a Cooperative Alliance Agreement
- 3.13 Granting of Degrees
- 3.14 Undergraduate Degree Requirements
- 3.15 Credit for Extracurricular Learning
- 3.19 Assessment
- 3.21 Teacher Education
- 3.25 Professional Programs

preceded by another descriptor such as “high school” and make appropriate changes in related policies as noted above.

Attachments

3.9 INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

3.9.2 Definitions

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

“Academic Notice” is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

“Academic Probation” is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

“Academic Suspension” is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

“Associate Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

“Baccalaureate Degree” (also referred to as a bachelor’s degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

“Basic Academic Skills: Minimum required skills for college success in English, mathematics, science and reading.”

“Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area.”

“Cumulative Grade Point Average (CGPA)” 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 use of the CGPA on the transcript is optional, but it may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

“Curricular Deficiencies: High school curricular requirements for college admission that have not been met by the student in high school.

“Curricular Requirements: The 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science.”

“Elective Courses: Those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission.”

“Entry Level Assessment and Placement: An evaluation conducted prior to enrollment which assists institutional facilities and counselors in making decisions that give students the best possible chance of success in attaining academic goals.”

“First-Time-Entering Student” is a student with six or fewer attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

“General Education Development Test (GED)” is a recognized high school diploma equivalency exam.

“Good Academic Standing” is a designation for any student who meets the retention requirements as set forth in this policy.

“GPA” see Retention/Graduation Grade Point Average.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction (tutorials, work-book, self-paced learning, etc.) or other interventions that lead to demonstration of competency.”

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” 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 to determine~~ financial aid ~~or eligibility purposes,~~ admission to graduate or professional programs, or ~~to determine eligibility for~~ graduation honors.

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as ~~cumulative and retention/graduation~~ GPAs, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

3.9.3 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

A. High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

Units (Years)	Course Areas
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4	English (grammar, composition, literature; should include an integrated writing component)
2	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.) Effective fall 2010, three lab science courses will be required for college admission.
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, <u>pre-calculus (must have completed geometry and Algebra II)</u> , calculus, Advanced Placement statistics).
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
3	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts. Effective fall 2010, the number of additional units will be reduced to two.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements Policy*).

In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine arts - music, art, drama, and speech
- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)
- 4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

B. Curricular Deficiencies

1. Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science) to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

2. Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3. Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution's president or the

president's designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C. Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention Policy*. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' *Institutional Admission and Retention Policy*. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

3.9.4 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents' *Assessment* policy for more information.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.10.3 of this policy;
3. has participated in the ACT program or a similar acceptable battery of tests; and
4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	<u>High School GPA</u> (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	<u>High School GPA in</u> State Regents' Required 15-Unit H.S. Core	Top 33.3%

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually and available from each institution or the State Regents.

OU is authorized to require a minimum high school GPA or class rank to correspond with standardized test scores.

B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)
 East Central University (ECU)
 Langston University (LU)
 Northeastern State University (NSU)
 Northwestern Oklahoma State University (NWOSU)
 Oklahoma Panhandle State University (OPSU)
 Rogers State University (RSU)
 Southeastern Oklahoma State University (SEOSU)
 Southwestern Oklahoma State University (SWOSU)
 University of Central Oklahoma (UCO)
 University of Science and Arts of Oklahoma (USAO)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.10.3 of this policy;
3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	<u>High School GPA (All Courses) and Class Rank</u>
OR	
Option 3: High School Performance B	<u>High School GPA in State Regents' Required 15-Unit H.S. Core</u>

~~The five~~ Six regional institutions offering AAS associate degrees including: OPSU, CU, RSU, LU, and SWOSU (Sayre) and UCO. These institutions will continue ~~may~~ offering these degrees with an open admission policy for students within their ~~institutions'~~ geographic service areas. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

- Carl Albert State College (CASC)
- Connors State College (CSC)
- Eastern Oklahoma State College (EOSC)
- Murray State College (MSC)
- Northeastern Oklahoma A&M College (NEOAMC)
- Northern Oklahoma College (NOC)
- Oklahoma City Community College (OCCC)
- Redlands Community College (RCC)
- Rose State College (RSC)
- Seminole State College (SSC)
- Tulsa Community College (TCC)
- Western Oklahoma State College (WOSC)
- OSU Oklahoma City (OSU-OKC)
- ~~OSU Technical Branch, Institute of Technology Okmulgee (OSUTB-OKM) (OSUIT)~~

1. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

- a. is a graduate of a high school accredited by the

appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

- b. has met the curricular requirements as set forth in part 3.9.3 of this policy; and
- c. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:

- a. is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and
- b. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

A. First-Time Undergraduate and Graduate Students

- 1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English

as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook*.
3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *Remediation and Removal of High School Curricular Deficiencies Policy*.
4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.
5. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

B. Undergraduate Transfer Students

*See 3.10.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B. Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1. have a reasonable chance for academic success;
2. have unusual talent or ability in art, drama, music, sports, etc; or
3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process.

In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C. Adult Admission

1. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.
2. Any student who:
 - a. is not a high school graduate but whose high school class has graduated; and
 - b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.
2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

- a. Be a first-time-entering student.
- b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
- c. Meet the State Regents' curricular requirements for admission.
- d. Have a minimum composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum composite ACT of 17 or a minimum high school GPA of 2.5 to be admitted to a regional university.
- e. Participate in assessment for placement purposes. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

- a. Enrollment is restricted to the summer session immediately following the student's high school graduation.
- b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one

course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

- c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.
- d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.
- e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.
- f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university

until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation* policy.

H. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is (are) successfully completed with at least a "C" or equivalent, the student will be admitted.

I. Concurrent Enrollment of High School Students

High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the ACT assessment requirements in the State Regents' *Assessment* policy. The ACT standard is based on Oklahoma norms and the SAT standard is based on national norms. All other students not qualified by grade level as specified in this section might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

1. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment

2. Curricular Requirements

The completion of the high school curricular requirements set forth in section 3.9.3 of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the ACT assessment requirements for

college placement as stated in the State Regents' *Assessment* policy. A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English.) Secondary institutional assessments and remediation are not allowed for concurrent high school students. Concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or basic academic skills deficiencies.

3. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a ~~college cumulative~~ CGPA of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

4. Permission

All students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

5. Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:

- a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.
- b. High school students enrolled at an off-campus site

in a course that originates on campus with collegiate students enrolled.

- c. High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).
- d. High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. Regular faculty is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

6. Admission Requirements for Concurrent Enrollment of High School Seniors

A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile	OR	High School GPA 3.0 and Class Rank - top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	High School GPA 3.0 and Class Rank - top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	High School GPA 3.0

OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State

Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

7. Admission Requirements for Concurrent Enrollment of High School Juniors

An eleventh grade student enrolled in an accredited high school may, if the student meets the requirements in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the additional minimum requirements set forth below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

Research Universities	ACT/SAT at 83rd percentile	OR	High School GPA 3.5
Regional Universities	ACT/SAT at 72nd percentile	OR	High School GPA 3.5
Community Colleges	ACT/SAT at 58th percentile	OR	High School GPA 3.5

8. Admission Requirements for Concurrent Enrollment of Home Schooled Students and Students from Unaccredited High Schools

A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in the State System as a special student if the student meets the requirements set forth below. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

- a. The student must be 17 years of age or older and must meet the minimum requirements set forth below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

OU and OSU have been authorized by the State Regents to set separate higher admission standards for students 17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with

State Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized by the State Regents to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

- b. Or the student must be 16 years of age and must meet the requirements set forth below.

Research Universities	ACT/SAT at 83rd percentile
Regional Universities	ACT/SAT at 72nd percentile
Community Colleges	ACT/SAT at 58th percentile

3.9.7 Admission by Transfer

*See 3.10.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A. ~~Retention~~ GPA Requirements

All students must maintain a 2.0 ~~retention/graduation~~ GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirement
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Students with 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, retrieved or renewed

as detailed in the State Regents' *Grading* policy, remedial/developmental (pre-college) courses, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum ~~retention~~ GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their ~~retention~~ GPA to the required level.

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the ~~retention~~ GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the ~~retention~~ GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the ~~retention~~ GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports

detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their ~~retention~~ GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9 Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

- A. Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.
- B. Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.
- C. There should be sufficient flexibility in admission and retention policies

to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

- D. Admission and retention policies should be stated in such a manner that they are easily understood.
- E. Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.
- F. Residents of Oklahoma should be given preference.
- G. Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.
- H. Admission and retention policies should provide for uniformity in the transfer of students among institutions.
- I. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.
- J. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.
- K. Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.
- L. Provisions in other State Regents' policies are subject to the requirements specified in this policy.
- M. Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10 Non-Academic Criteria for Admission

- A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:
 - 1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.
 - 2. Whether an applicant has been convicted of a felony or

convicted of any lesser crime involving moral turpitude.

3. Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

- B. If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1. Be advised of the ground of the denial.
2. Be informed of the facts which form a basis of the denial.
3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy
OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents' *Professional Programs* policy.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents' *Teacher Education* policy.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23,

1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971, and June 24, 2010.

3.10 UNDERGRADUATE TRANSFER AND ARTICULATION

3.10.1 Purpose

This policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System and ensure maximum transfer of credit hours and course work for students.

3.10.2 Definitions

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

“Accreditation” is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

“Academic Notice” is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

“Academic Probation” is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

“Academic Suspension” is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses. The student will be suspended from the institution.

“Associate Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

“Baccalaureate Degree” (also referred to as a bachelor’s degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

“Cumulative Grade Point Average (CGPA)” 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 use of the CGPA on the transcript is optional, but it may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or ~~to determine eligibility for graduation honors.~~

“Extraintitutional Learning” is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies

to learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

“Good Academic Standing” is a designation for any student who meets the retention requirements as set forth in this.

“GPA” see Retention/Graduation Grade Point Average.

“Lower-Division Course Work” are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

“Regional Accrediting Agency” is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to include at least three states that are contiguous or in close proximity to one another. Regional accreditation is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” 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 to determine~~ financial aid ~~or~~ eligibility purposes, admission to graduate or professional programs, or ~~to determine eligibility~~ for graduation honors.

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as ~~cumulative and retention/graduation~~ GPAs, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

“Upper-Division Course Work” are courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.

3.10.3 Admission of Transfer Students

A. Admission by Transfer within the System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a ~~retention/graduation~~ GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy.
2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a ~~retention/graduation~~ GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a ~~retention/graduation~~ GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy and must also complete the curricular requirements before transferring.
4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a ~~retention/graduation~~ GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

B. Admission by Transfer from Non-State System Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the

State Regents' *Institutional Admission and Retention Policy*; and also meet the following:

1. Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.
2. Each nonresident applicant must be in good standing in the institution from which the applicant plans to transfer.
 - a. Each nonresident applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
3. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - a. Each nonresident undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each nonresident undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.10.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally

suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their ~~retention/graduation~~ GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention Policy*. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

E. Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

3.10.4 Transfer of Course Work Within the State System

The following guidelines for transfer of students among institutions have been adopted for the State System.

- A. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements Policy* may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.
- B. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.
- C. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his

or her chosen major disciplinary field.

- D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
- E. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.
- F. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.
- G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.
- H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the

courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.

- I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.
- J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.
- K. Credit for extrainstitutional learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Extraintitutional Learning Policy*.

Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extraintitutional Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970.

3.11 GRADING

3.11.1 Purpose

This policy is designed to establish a uniform system of grading for State System institutions. In an effort to provide for a more effective and efficient system of transfer of students' credits between and among public State System institutions, as well as to assist the institutions in managing academic records more effectively, all constituent units are expected to conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer students academic reprieve or academic renewal under the guidelines specified in this policy statement.

3.11.2 Definitions

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

“Academic Forgiveness” are ways for students to recover from academic problems without forever jeopardizing academic standing. For purposes of this policy, repeating courses, reprieving semesters, and renewing all course work prior to a certain date are considered academic forgiveness provisions.

“Cumulative Grade Point Average (CGPA)” 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 use of the CGPA on the transcript is optional, but it may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or ~~to determine eligibility for~~ graduation honors.

“GPA” see Retention/Graduation Grade Point Average.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” 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 to determine financial aid or eligibility purposes, admission to graduate or professional programs, or ~~to determine eligibility for~~ graduation honors.

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as ~~cumulative and retention/graduation~~ GPAs, semesters of attendance, courses taken, grades and credit hours

awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

3.11.3 Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

Grades Used in the Calculation of GPA

Grade	Note	Grade Point Per Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Below Average	1
F	Failure	0

A. Other Symbols

I An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

AU Audit status is used for the student not interested in obtaining a course grade, but who is enrolled simply to get course information. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students changing their enrollment status from audit to credit must meet institutional admission/retention standards as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution but will not exceed the institution's last date for withdrawal from classes. AU will not contribute to the student's GPA.

W An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes

in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term. (These are maximum limits. The State Regents encourage institutions to establish shorter limits.) For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

- AW Administrative Withdrawal may be assigned by the Office of Academic Affairs to indicate that a student has been "involuntarily" withdrawn from class(es) after the institution's drop-and-add period for disciplinary or financial reasons or inadequate attendance. Such withdrawals must follow formal institutional procedures. Administrative withdrawals are GPA neutral.
- S-U/P-NP An institution may elect to use the grades "S" or "P" and "U" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" grades are neutral indicating minimum course requirements have been met and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades "S, U, P, N/P" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.
- P-F An institution may elect to use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.
- N An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.
- X An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

3.11.4 Grade Point Averages

The ~~retention/graduation~~ GPA 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. This GPA may

be used ~~for to~~ determine financial aid ~~or eligibility purposes~~, admission to graduate or professional programs, or ~~to determine eligibility~~ for graduation honors.

The ~~cumulative~~ CGPA includes grades for all course work, including activity courses and forgiven course work. ~~This use of the CGPA on the transcript is optional, but it may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.~~

Remedial/developmental courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the ~~retention/graduation GPA or cumulative CGPAs~~. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, cumulative, etc.

3.11.5 Remedial/Developmental Courses

Remedial/developmental courses are to be coded as zero-level and collegiate-level credit may not be awarded for the completion of such courses.

Remedial/developmental courses may be graded "S-U" or "P-NP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the ~~retention/graduation GPA or cumulative CGPAs~~.

3.11.6 Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize the student's academic standing.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

- A. For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation of the ~~retention/graduation GPA~~ under the prescribed circumstances listed below.
- B. There may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's ~~retention/graduation GPA~~.
- C. A student may be returning to college after an extended absence and/or under circumstances that warrant a fresh academic start.

Students may seek academic forgiveness utilizing the following institutional procedures. Students may receive no more than one academic reprieve or renewal in the academic career, and only one option (reprieve or renewal) can be

used. The repeated courses provision may be utilized independent of reprieve or renewal within the limits prescribed below. All institutions will conform to the repeated courses forgiveness provision. Institutions may elect to offer students academic reprieve or academic renewal as detailed below. Institutions granting academic reprieve and/or academic renewal must submit an annual report to the State Regents.

D. Repeated Courses

All State System institutions are required to offer the repeated courses provision.

A student shall have the prerogative to repeat courses and have only the second grade earned, even if it is lower than the first grade, count in the calculation of the ~~retention/graduation~~ GPA, up to a maximum of four courses, but not to exceed 18 hours, in the courses in which the original grade earned was a "D" or "F." Both attempts shall be recorded on the transcript with the earned grade for each listed in the semester earned. The Explanation of Grades section of the transcript will note that only the second grade earned is used in the calculation of the ~~retention/graduation~~ GPA. If a student repeats an individual course more than once, all grades earned, with the exception of the first, are used to calculate the ~~retention/graduation~~ GPA. Students repeating courses above the first four courses or 18 credit hours of "Ds" or "Fs" repeated may do so with the original grades and repeat grades averaged.

E. Academic Reprieve

Offering academic reprieve for students is optional for all State System institutions.

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her ~~retention/graduation~~ GPA.

A student may request an academic reprieve from public State System institutions with academic reprieve policies consistent with these guidelines:

1. At least three years must have elapsed between the period in which the grades being requested reprieved were earned and the reprieve request;
2. Prior to requesting academic reprieve, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;
3. The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollments. If the reprieve is awarded, all grades and hours during the enrollment

period are included. If the student's request is for two consecutive semesters, the institution may choose to reprove only one semester;

4. The student must petition for consideration of academic reprove according to institutional policy; and
5. All courses remain on the student's transcript, but are not calculated in the student's ~~retention/graduation~~ GPA. Course work with a passing grade included in a reprovied semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.

F. Academic Renewal

Offering academic renewal for students is optional for all State System institutions.

Academic renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, course work taken prior to a date specified by the institution is not counted in the student's ~~retention/graduation~~ GPA.

A student may request academic renewal from public State System institutions with academic renewal policies consistent with these guidelines:

1. At least five years must have elapsed between the last semester being renewed and the renewal request;
2. Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;
3. The request will be for all courses completed before the date specified in the request for renewal;
4. The student must petition for consideration of academic renewal according to institutional policy; and
5. All courses remain on the student's transcript, but are not calculated in the student's ~~retention/graduation~~ GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

3.11.7 Reporting Academic Standing

A. Retention Standards and Requirements

Each student's transcript will list the student's current ~~cumulative~~ GPA and may also include the retention/graduation CGPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

B. Transcription Notations

The student's academic transcript should be a full and accurate reflection of the facts of the student's academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected in such matters as how the ~~retention/graduation~~ GPA is calculated. Specifically, for those students receiving academic forgiveness by repeating courses or through academic reprieve or renewal, the transcript will reflect the ~~retention/graduation~~ GPA excluding forgiven courses/semesters. The transcript ~~will~~ may also note the ~~cumulative~~ CGPA which includes all attempted regularly graded course work.

The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Approved May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003, and June 4, 2010.

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AGENDA ITEM #16-b:

Academic Policy.

SUBJECT: Amendment to the State Regents' policy statement on *In-State/Out-of-State Status of Enrolled Students*.

RECOMMENDATION:

It is recommended the State Regents approve the amended changes to the *In-State/Out-of-State* policy section 3.17.7.

BACKGROUND:

Following approval of the *In-State/Out-of State Status of Enrolled Students* at the April 22, 2010 State Regents' meeting, it was determined there could be unintended consequences regarding interpretation of section 3.17.7 regarding military personnel. During the policy revision process, the policy language phrase "stationed in Oklahoma" was removed as recommended by the Presidents Council to allow active military personnel, their spouse and dependents on temporary duty in Oklahoma to take advantage of classification as in-state residents.

The unintended consequence concern is that the absence of the phrase, "stationed in Oklahoma" could be interpreted to mean that individuals with no Oklahoma ties could be classified as in-state resident(s) – which was not the intent of the revision. The page from the policy that includes the amended sentence (see underscored text) clarifies the intent of 3.17.7. The Presidents Council considered and approved the amended policy language at the meeting on June 2, 2010.

POLICY ISSUES:

The *In-State/Out-of-State Status of Enrolled Students* sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes.

The minor change described in this agenda item clarifies policy section 3.17.7 related to active military personnel that does not change policy intent. The *Academic Affairs Procedures Handbook* will include further clarification in the Frequently Asked Questions section. The clarifications regarding 3.17.7 will indicate that the provision does not prohibit institutions from utilizing 4.18 *Student Tuition and Fees Policy* "Contract Credit Course Fee" that allow institutions to charge a special fee for delivery of credit courses and programs for business and industry and governmental entities and that spouses and dependents of active military. Additionally, the procedures handbook will indicate that spouses and dependents of active military personnel who are stationed in Oklahoma, but temporarily deployed elsewhere are eligible for in-state status as long as they are continuously enrolled.

ANALYSIS:

The recommended change will clarify policy intent and allow institutions to serve those who contribute to the security and defense of the country.

Summary of proposed change:

- 3.17.7 Military Personnel Added the following language: stationed in Oklahoma or temporarily present through military orders.

It is recommended the State Regents approve the amended change to the *In-State/Out-of-State Status of Enrolled Students* effective immediately.

Attachment

Excerpt from 3.17 In-State/Out-of-State Status of Enrolled Students

- (1) the institution, or
 - (2) If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.
- B. Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:
- Graduated from a public or private Oklahoma high school;
 - Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
 - Satisfies admission standards for the institution.
- C. This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition waiver and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

Military Personnel

Members of the armed forces who provide evidence that they are full-time active duty in the armed forces stationed in Oklahoma or temporarily present through military orders shall be immediately classified upon admission as in-state status along with their spouse and dependent children. Further, when members of the armed services are transferred out-of-state, the member, their spouses and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

Former full-time active military personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provide evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time

employment capacity or until such time that they independently establish in-state status as described in section 3.17.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

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AGENDA ITEM #17:

Grants.

SUBJECT: Funds granted for the continuation of Single Mothers Academic Resource Team (SMART).

RECOMMENDATION:

It is recommended that the State Regents approve the grant of \$50,000 to support the Single Mothers Academic Resource Team.

BACKGROUND:

The Single Mothers Academic Resource Team (SMART) has been collaboratively funded since 2007 by the Women's Foundation of Oklahoma (WFOK), the Bradstreet Foundation, the Oklahoma State Regents for Higher Education and GEAR UP. SMART identifies and advocates for pathways so that the approximately 30,000 single parent college students in our state can complete their higher education goals.

Since 2008, SMART has held numerous focus groups across the state to determine the barriers single mother students face when pursuing a college degree. SMART also supports Moms2College Fairs including events at:

- Ardmore Higher Education Center (a collaborative effort between East Central University, Southeastern University and Murray State College)
- Carl Albert State College
- Langston University – Oklahoma City
- Northwestern Oklahoma State University
- Northeastern State University and Connors State College
- Oklahoma State University – Oklahoma City

SMART will publish its second SMART magazine June 2010 which will be disseminated statewide as a recruitment device for non-traditional students. Additionally, SMART staff has spoken at dozens of high schools, agencies and community centers on how single parents can enroll in college and access financial aid.

WFOK has been so impressed with SMART efforts that they decided to make Oklahoma single mothers and higher education pathways *their sole focus of funding* for the next three to five years. In early June, WFOK informed SMART they plan to initiate this funding focus by dedicating \$50,000 for Year 1 benchmark research (Y1BR: June 30, 2010 – June 30, 2011). Funds will be jointly managed between OSRHE and the Oklahoma Women's Coalition.

Any hiring needs and meeting logistics will be managed through the Oklahoma Women's Coalition and their allotment of this funding. Additionally, as we have with all prior SMART funding, the OSRHE will not require indirect cost coverage.

After Y1BR is completed, WFOK has committed to funding numerous programs based on our recommendations in the potential amounts of hundreds of thousands of dollars. WFOK will spend this coming year finding additional funders to supplement their commitment to SMART's data-driven advocacy work.

POLICY ISSUES:

No policy issues are related to this action.

ANALYSIS:

SMART's focus remains centered on two objectives:

- Applied research to explore the educational, economic and social barriers facing single mother college students in Oklahoma.
- Outreach efforts to single mother students (current and prospective), mentors and institutions that will promote enrollment, persistence and graduation.

Accepting continued support from the Women's Foundation of Oklahoma enhances OSRHE efforts to increase nontraditional student college access and their graduation rates.

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AGENDA ITEM #18:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college Scholars for Excellence in Childcare Program (Scholars) allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the State Regents and the Department of Human Services have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care program. All twelve two-year colleges and Oklahoma State University-Oklahoma City has a Scholars program in place. Northern Oklahoma College offers a program at the Stillwater and Enid campuses.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college Scholars for Excellence in Child Care program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY11:

College	Amount
Carl Albert State College	128,334
Connors State College	111,415
Eastern Oklahoma State College	69,999
Murray State College	105,431
Northeastern Oklahoma A&M College	70,635
Northern Oklahoma College	234,918
Oklahoma City Community College	79,039
OSU-OKC	69,682
Redlands Community College	89,462
Rose State College	137,902
Seminole State College	82,682
Tulsa Community College	185,372
Western Oklahoma State College	122,740
Mid-year allocations, if needed	12,492
Total	1,500,103

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AGENDA ITEM #19:

Temporary Assistance to Needy Families Program.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contract with the Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, short-term training programs at the two-year college tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the State Regents. Five of the State System two-year colleges offer TANF programs at locations on and off the campus as follows: Carl Albert State College, Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Eastern Oklahoma State College – McAlester and Idabel; Murray State College – Tishomingo, Ardmore and Atoka; Northeastern Oklahoma A&M College – Miami and Jay, and Northern Oklahoma College – Stillwater and Enid.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the two-year college TANF program continuation applications for FY11 by OKDHS and State Regents' staff resulted in the recommended amounts listed below:

**Community College TANF Programs
FY11 Funding Allocations**

College	Amount
Carl Albert State College	228,806
Connors State College*	132,783
Eastern Oklahoma State College	317,894
Murray State College	339,736
Northeastern Oklahoma A& M College	181,000
Northern Oklahoma College	319,999
Oklahoma City Community College	338,226
Oklahoma State University –Oklahoma City	202,512
Oklahoma State University Institute of Technology - Okmulgee	212,496
Redlands Community College	273,182
Rose State College	272,726
Seminole State College	260,761
Western Oklahoma State College*	139,090

* joint program with area technology center

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AGENDA ITEM #20:

Legislative Update and Resolution.

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AGENDA ITEM #21:

Commendations.

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:

- **Tony Hutchison**, vice chancellor for strategic planning, analysis and workforce and economic development, participated as the Chancellor's designee in the Greater OKC Chamber's Bio Science Strategy Focus Group in May and was participant along with **Houston Davis**, vice chancellor for academic affairs, Kristi Ice of the Governor's Office and President's McKeon and Cunningham in the Alliance of State Inaugural Convening of "Complete College America" in Nashville.
- **Chancellor Glen D. Johnson**, met with President Bob Klabenes of OSU-IT (OSU-Okmulgee) to discuss OSU-IT's partnership with Aggreko Corporation; met with Governor Henry's chief of staff Gerald Adams to discuss higher education issues; was interviewed by Representative Harold Wright on WRADIO discussing Higher Education issues and this year's legislative session; met with representatives from Ho Chi Minh City's CIE Vietnam University in Oklahoma City; spoke at the Council of Presidents' Retirement Dinner in Oklahoma City; met with the Council of Presidents at the Oklahoma City National Memorial and received a special recognition from the Council of Presidents for this year's successful completion of the legislative session; met with Senator Jim Halligan to discuss Higher Education issues; met with Governor Brad Henry and the Brad Henry International Scholars Program recipients at the Capitol; addressed the Tinker College Annual Recognition Ceremony at Tinker Air Force Base.
- **Rebecca Richardson**, assistant director of communications, was recently asked by the Press Club of Southeast Texas to serve as a judge for its nineteenth annual Excellence in the Media Awards competition. She judged 16 of the 90 categories in the competition, which included entries from various organizations ranging from common and higher education to government agencies to private companies. Results were announced at the Press Club's annual award ceremony and banquet.
- **Dr. Debra Stuart**, vice chancellor for educational partnerships, was invited by Achieve, Inc. to participate in an advisory meeting on K-12 and postsecondary alignment. She also attended, as part of the Oklahoma group, Achieve's meeting on Supporting College and Career-Ready Graduation Requirements. Both meetings contribute to the American Diploma Project of which Oklahoma is one of 35 states.

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AGENDA ITEM #22:

Executive Session.

Not Available Electronically.

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AGENDA ITEM #23-a (1):

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)

2 degree program course requirements changes

3 degree program requirement changes

Oklahoma State University (OSU)

1 degree program option addition

Northeastern State University (NSU)

5 degree program course requirement changes

2 degree program option deletions

Northeastern Oklahoma A & M College (NEOAMC)

3 degree program course requirement changes

2 degree program name changes

3 degree program option additions

Oklahoma State University-Oklahoma City (OSU-OKC)

4 degree program course requirement changes

3 degree program requirement changes

Oklahoma State University Institute of Technology (OSU-IT)

1 degree program name change

1 degree program option addition

Redlands Community College (RCC)

2 degree program course requirement changes

Tulsa Community College (TCC)

1 degree program option name change

1 degree program option addition

POLICY ISSUES:

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

ANALYSIS:

OU-Master of Education in Community Counseling (248)

Degree program course requirement changes:

- Replace EDPY 5213 with EIPT 5203 as a required course.
- Replace EDPY 5234 with EDPY 5473 as a required course.
- Change course number EDPY 5410 to EDPY 5413.
- Change course number EDPY 5430 to EDPY 5433.
- Proposed changes will better prepare students to succeed in the current job market for community counseling.
- Total credit hours will change from 49 to 45.
- No courses will be added or deleted.
- No new funds are required.

OU-Master of Social Work in Social Work (211)

Degree program requirement change:

- Add SWK 5013 to program requirements.
- Proposed change will provide a “bridging” course for Advanced Standing students to help them negotiate the transition from undergraduate to graduate curriculum.
- Proposed change will allow areas of concentration to be tracked by the newly available Banner information system.
- Total credit hours will change from 30 to 33.
- One new course will be added.
- No new funds are required.

OU-Doctor of Philosophy in Petroleum Engineering (184)

Degree program requirement change:

- Delete “62 hours of graduate level coursework beyond the undergraduate degree, 42 hours of engineering, minimum of 12 hours of sciences and 7-year time limit for degree completion” with “Completion of all course work and research requirements for Master of Science in Petroleum Engineering and at least 12 hours of coursework beyond the master’s degree” in program requirements.
- Change publication statement from “a student should have published or have in press one referred paper to “a student MUST have published or have in press...” statement in program requirements.
- Proposed changes will formally delete outdated program requirements and clear up any discrepancies.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU-Master of Human Relations (329)

Degree program requirement change and degree program course requirement change:

- Add HR 5970 to program requirements.
- Add “No more than a combined total of 6 hours of HR 5960 and HR 5970 may count towards degree” to program requirements.

- Change “11 hours of electives for thesis students” to “15-17 hours for thesis students” to program requirements.
- Delete HR 5200 Internship for thesis students only.
- Proposed changes will give thesis students more time to take elective courses in their chosen topic.
- Proposed changes will allow for directed readings with transcribed titles within the current directed readings limit of 6 hours.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-Bachelor of Science in Human Development and Family Science (094)

Degree program option addition:

- Add option “Family and Consumer Sciences Education.”
- Add FIN 2123 to program requirements.
- Proposed option addition will prepare undergraduates for professional careers related to Family and Consumer Sciences Education.
- Proposed option addition will focus on Cooperative Extension education positions and teaching positions in middle and high schools.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

NSU-Bachelor of Business Administration in Marketing (055)

Degree program option deletions and degree program course requirement changes:

- Delete options “Promotion and Communication,” “Retailing,” and “General Marketing.”
- Add MKT 3253 and nine hours of MKT Electives at 3000-4000 level to major course requirements.
- Proposed changes will provide a more flexible and integrated curriculum.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

NSU-Bachelor of Social Work (102)

Degree program course requirement changes:

- Delete ECON 2113 from General Education requirements.
- Add SOWK 4643 to course requirements.
- Proposed changes will provide an updated curriculum as required for an advanced degree in social work.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

NSU-Bachelor of Arts in Theatre (128)

Degree program course requirement changes:

- Delete THTR 2502, THTR 2512, THTR 2752, THTR 3503, THTR 33513, THTR 4753, and THTR 2311/2321/2331/2341 from required courses.
- Add THTR 2613, THTR 2623, THTR 3613, and THTR 3623 to required courses.
- Proposed changes will provide an effective platform for the practical application of theories in the curriculum.
- Total credit hours will not change.

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

NSU-Bachelor of Science in Environmental Science (135)

Degree program option deletions and degree program course requirement changes:

- Delete options “Geosciences,” “Chemistry,” and “Biology.”
- Delete CHEM 3523, BIOL 4554, and ENVM 3033 from required core courses.
- Add BIOL 1131, CHEM 1223, CHEM 1231, and MATH 3513 to required core courses.
- Proposed changes will increase the productivity of the program and strengthen the interdisciplinary rigor of the curriculum.
- Proposed changes will better prepare students for the workplace.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

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

Degree program course requirement changes:

- Change CHER 1114 to CHER 1113.
- Change CHER 1322 to CHER 1323.
- Add CHER 4613 to required courses.
- Proposed changes will address specific deficiencies identified by the Oklahoma Commission for Teacher Preparation program review.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

NEOAMC – Associate in Applied Science in Drafting and Design (014)

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

- Change program name to Associate in Applied Science in Construction Technology.
- Add options “Construction Technology” and “Drafting and Design.”
- Delete TEC 1011, TEC 2053, PHYS 1114, ELEC 1103, PLAS 1103, PLAS 1114, and PLAS 1213 from program requirements.
- Add FYE 1011, DRFT 1153, CNST 1113, CNST 1023, CNST 1323, CNST 1123, CNST 1213, CNST 1223, CNST 1233, CNST 1112, CNST 1133, CNST 2123, and CNST 2231-3 to program requirements.
- Proposed changes will better align program with regional job market in construction drafting and design.
- Proposed changes will better prepare students for industry certification exam.
- Total credit hours will change from 67 to 60.
- Eleven new courses will be added.
- No new funds are required.

NEOAMC – Associate in Applied Science in Marketing and Management (032)

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

- Change program name to Associate in Applied Science in Business Administration Technology.
- Add options “Management and Marketing,” “Administrative Office Support,” “Hospitality,” and “Medical Office Assistant.”
- Delete PSYC 1113 from General Education requirements.

- Delete BADM 1011, ACCT 2103, MIS 2103, ECON 2013, ECON 2023, BADM 1211, BADM 2113, BADM 2123, BADM 2223, MGMT 2223, MKTG 2103, SOCI 1113, SPCH 2713, and STAT 2023 from program requirements.
- Add FYE 1011, BADM 2133, OIS 1133, OIS 2503, OIS 2523, OIS 1213, MIS 2133, MIS 2123, HRAD 1103, HRAD 2283, HRAD 2643, HRAD 2533, OIS 1113, OIS 2333, OIS 1102, OIS 2123, BADM 2301, and BADM 2303 to program requirements.
- Change course number ACCT 2543 to ACCT 2523.
- Proposed changes respond to recommendations from advisory committees, graduate responses, student and community requests and job market trends in the region.
- Proposed changes will better provide students with a core foundation in business combined with skills to prepare for a variety of related business careers.
- Total credit hours will not change.
- Six new courses will be added.
- No new funds are required.

NEOAMC – Associate in Science in Physical Education and Recreation (040)

Degree program option additions and degree program course requirement changes:

- Add options “Leisure Management” and “Community Wellness.”
- Add FYE 1011, HHP 2413, HHP 2478, HHP 1842 and ECON 2103 to program requirements.
- Move HHP 2602 and HHP 2603 from Option Requirements to Core Requirements.
- Proposed changes will better prepare students for current job opportunities in these fields, particularly with the growing tourism in northeast Oklahoma and throughout the state due to the casino industry.
- Proposed changes will make the core requirements consistent with requirements for options in a degree plan.
- Proposed changes will provide students with options to prepare for a variety of careers in physical activity and wellness.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

OSU-OKC-Associate in Applied Science in Dietetic Technology (105)

Degree program course requirement changes:

- Delete DT 2203, DT 2301, DT 1201, DT 1301, “Any 1000 level or above computer course” and “General Education Electives” from required courses.
- Add DT 1323, DT 1233, DT 1012, and DT 2223 to required courses.
- Add CHEM 1214 and CHEM 1314 to Support and Related courses.
- Add SOC 1113 and PSYC 1113 to General Education courses.
- Proposed changes will ensure students receive proper coursework to prepare them to become dietetic technicians.
- Proposed changes will meet requirements set forth by the Commission on the Accreditation for Dietetic Education.
- Total credit hours will change from 62 to 68.
- Two new courses will be added.
- No new funds are required.

OSU-OKC-Associate in Applied Science in Echocardiography Technology (097)

Degree program course requirement changes and degree program requirement change:

- Delete BIOL 1012, SON 1123, SON 2323, and SON 2333 from required courses.
- Add CHEM 1214 and MATH 1513 to General Education requirements.
- Add SON 2313 and SON 1153 to required courses.

- Add “All General Education requirements and related science courses must be completed prior to acceptance into the Ultrasound program (Echocardiography Technology AAS) as required by the Accreditation body” to program requirements.
- Proposed changes will better meet national accreditation standards.
- Total credit hours will change from 70 to 72.
- Two new courses will be added.
- No new funds are required.

OSU-OKC-Associate in Applied Science in Vascular Technology (098)

Degree program course requirement changes and degree program requirement change:

- Delete BIOL 1012, SON 1143, SON 2113, and SON 2213 from required courses.
- Add CHEM 1214 and MATH 1513 to General Education requirements.
- Add SON 2313 and SON 1153 to required courses.
- Add “All General Education requirements and related science courses must be completed prior to acceptance into the Ultrasound program (Vascular Technology AAS) as required by the Accreditation body” to program requirements.
- Proposed changes will better meet national accreditation standards.
- Total credit hours will change from 70 to 72.
- Two new courses will be added.
- No new funds are required.

OSU-OKC-Associate in Applied Science in Veterinary Technology (079)

Degree program course requirement changes and degree program requirement change:

- Delete CHEM 1104, VT 1133 and VT 2402 from required courses.
- Add VT 1012, VT 2314, and Board Exam Review to required courses.
- Require MATH 1413 or MATH 1513, CHEM 1214 or CHEM 1314, MCRO 2124 and CT 1012 as prerequisites to admission to the program.
- Proposed changes will better prepare students to succeed at state and national licensing examinations.
- Proposed changes will better prepare students with more clinical skills.
- Total credit hours will change from 67 to 69.
- Three new courses will be added.
- No new funds are required.

OSU-IT-Bachelor of Technology in Information Assurance and Forensics (094)

Degree program name change and degree program option additions:

- Change program name to Bachelor of Technology in Information Technology.
- Add options “Information Assurance and Forensics,” “Software Development,” “Network Infrastructure,” and “Enterprise Management.”
- Add ITD 3673 to Enterprise Management option coursework.
- Add IDT 3673 and IDT 3683 to upper-division technical electives.
- Proposed changes will better align the program with the needs of industry and the interests of prospective students.
- Total credit hours will not change.
- Three new courses will be added.
- No new funds are required.

RCC-Associate in Applied Science in Nursing (023)

Degree program course requirement change:

- Change program course requirements to accept CHEM 1214 or 1314 if it includes a lab in place of 1215 or 1315, in accordance to the Course Equivalency Project Matrices.

- Proposed change will allow students to enter the program without burdening the science department.
- Total credit hours will change from 70 to 69-70.
- No courses will be added or deleted.
- No new funds are required.

RCC-Associate in Arts in Pre-Education Elementary (029)

Degree program course requirement changes:

- Delete a CHEM course as a required elective.
- Delete ART 1113 and ART 1123 from General Education requirements.
- Delete MATH 1613, MATH 2062, MATH 2073, MATH 2193, ECON 2193 and HPER 1201 from Program Requirements.
- Move MATH 1513 from Program Requirements to General Education requirements.
- Move MATH 1023 from General Education Requirements to Program Requirements.
- Change ENGL 2453 to ENGL 2413 in General Education Requirements.
- Change COM 1213 and SPA 1115 from both required to either/or required in Program Requirements.
- Add GEOL 1054 to General Education Requirements.
- Add MATH 1123, HIST 2123, and SOC 1113 to Program Requirements.
- Proposed changes will help students transfer more seamlessly to 4 year programs.
- Total credit hours will change from 64 to 63.
- No courses will be added or deleted.
- No new funds are required.

TCC– Associate of Applied Science in Information Technology (098)

Degree program option addition:

- Add option “Cloud Computing.”
- Add new courses CSYS 1213 and ITCV 2293 to program requirements.
- The proposed changes will provide a way for current students (30 students) in the Wavebreak Department of Labor student grant program to declare the appropriate major and complete a degree.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

TCC– Certificate in Child Development (206)

Degree program option name changes:

- Change option name “School Age Certificate” to “Youth Development.”
- Change option name “School Age Care Certificate of Mastery” to “Youth Development Certificate of Mastery.”
- The proposed changes will bring the program in line with national standards.
- The proposed changes will better reflect current industry language.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #23-a (2):

Programs.

SUBJECT: Ratification of approved institutional requests to suspend degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to suspend an existing academic program, as described below.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requests authorization to suspend the Master of Education in Secondary Education (074).

POLICY ISSUES:

Suspending programs is consistent with the State Regents' *Academic Program Review* policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

ANALYSIS:

SEOSU requests authorization to suspend the Master of Education in Secondary Education (074). The current organizational structure of the Master of Education in Secondary Education includes multiple options: English, Health and Physical Education, History, Mathematics, Music, Social Studies, Science and Speech/Drama. The accreditation requirements have changed since the program was developed and these options no longer align with institutional and National Council for the Accreditation of Teacher Education (NCATE) standards. The 50 students remaining in the program will be allowed to complete or move to another program. SEOSU is developing a new program that will better serve graduate students in teaching and pedagogy. SEOSU has conferred with and received approval from the NCATE and the Oklahoma Commission on Teacher Preparation regarding these program changes. SEOSU will delete the program in **Fall 2012.**

Authorization was granted by the Chancellor for the above request. State Regents' ratification is requested.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #23-b:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2010.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of May 6, 2010, through June 7, 2010.

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 May 6, 2010, through June 7, 2010, 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 \$6,375,612, representing \$4,886,000 in State funding and \$1,489,612 in Section 13/New College Funds.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of May 6, 2010, through June 7, 2010)
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	4963	295-State	Instruction/ Research Equipment	4/ 30/ 2010		50,000	
	4963	295-State	Sertean Center Modifications	4/ 30/ 2010		778,000	
	4963	295-State	Scott Hall Repair & Remodel	4/ 30/ 2010		5,000	
	4963	295-State	General University Building Repair & Remodel	5/ 25/ 2010		188,000	
	4963	295-State	Instruction/ Research Equipment	5/ 25/ 2010		50,000	
	Not Required	600-Section 13	General University Building Repair & Remodel	5/ 25/ 2010	97,000		
	Not Required	650-New College	OSU Landscape Master Plan Implementation	5/ 25/ 2010	332,400		
	4963	295-State	General Campus Repair, Maintenance & Remodel	5/ 25/ 2010		8,000	
Total					429,400	1,079,000	1,508,400
East Central U	Not Required	600-Section 13	Asbestos Abatement	6/ 1/ 2010	34,800		
	Not Required	600-Section 13	Horace Mann Renovation	6/ 1/ 2010	710,412		
	Not Required	600-Section 13	Residence Hall	6/ 1/ 2010	115,000		
	Total					860,212	0
Northeastern	Not Required	650-New College	Landscaping, Outdoor Art & Courtyards	5/ 13/ 2010	200,000		
	4964	295-State	Fine Arts Building Renovation	5/ 13/ 2010		3,000,000	
	Total					200,000	3,000,000
Rogers State U	4965	295-State	ODFA Equipment Master Lease 2010A	5/ 23/ 2010		250,000	
	4965	295-State	ODFA Equipment Master Lease 2010A	5/ 23/ 2010		557,000	
	Total					0	807,000
System Totals					1,489,612	4,886,000	6,375,612

Meeting of the
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June 24, 2010

AGENDA ITEM #23-c (1):

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 April 28, 2010 and June 4, 2010.

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.

ANALYSIS:

For the time period between April 28, 2010 and June 4, 2010, there were three purchases in excess of \$25,000 but not in excess of \$100,000.

Purchases Between \$25,000.00 and \$99,999.99.

Two of the three items relate to OGSLP. 1) A purchase order has been issued to Chickasaw Telecom in the amount of \$38,790. OGSLP's current phone system version will no longer be covered by the manufacturer beginning September 2010. Even though OGSLP's business models are changing, upgrades are needed to continue operating efficiently and effectively (funded 701-OGSLP). 2) A purchase order has been issued to Chickasaw Telecom in the amount of \$38,925.14. This is for an edge router and a firewall that will provide redundancy with OGSLP's connection to OSRHE and the internet and to OGSLP's external security. This equipment will eliminate the ongoing cost of the OC-3 circuit which is currently in place. The ongoing cost of the OC-3 circuit is approximately \$1,500 per month. (funded 701-OGSLP).

Change Orders to Previously Ratified Purchase Orders

One of the three items relate to OneNet. 1) A change order has been submitted for Patrick Emery in the amount of \$4,400.00. To extend the professional services agreement to continue establishing new customer circuits and servicing ongoing bandwidth needs for OneNet customers. The new total for this purchase order will be \$55,000.00 (funded 718-OneNet).

Meeting of the
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June 24, 2010

AGENDA ITEM #23-c (2):

Agency Operations.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #23-c (3):

Agency Operations.

SUBJECT: Contract with Attorney General.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2011.

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. Since 2004, the Office of the Attorney General has assigned AAG Gretchen Harris. Ms. Harris has been with the Office of the Attorney General for many years, and is a senior attorney with extensive experience in state government, including the Oklahoma Securities Commission, the Central Purchasing Department, and the Department of Tourism and Recreation.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18I as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.
- The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.
- Ms. Harris' prior experience is especially relevant to the State Regents' needs with respect to the Quartz Mountain Arts and Conference Center and Nature Park.

The annual cost of the contract is \$59,791.68 annually (an increase of \$1,064.52 from the cost of this contract for FY10) and will be billed at \$4,982.64 per month. This includes Ms. Harris' salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The Office of the Attorney General has advised that the increase in the annual cost of the contract is due to an increase in the costs of benefits (i.e., retirement system contributions). A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the Ardmore Higher Education Program or the Office of Accountability. Approval of the contract is recommended.

**CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2011**

1. PARTIES:

This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. AUTHORITY:

This Agreement is authorized by virtue of 74 O.S. 2001, § 18f.

3. CONTRACT DURATION:

This Agreement commences July 1, 2010, and covers fiscal year 2011, ending June 30, 2011.

4. CONSIDERATION:

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of \$59,791.68 annually, with monthly payments in the amount of \$4,982.64. This sum is comprised of the salary and benefits of the Assigned Attorneys and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The Assigned Attorney, if requested by the OSRHE at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney one-half time for the OSRHE regardless of whether the Assigned Attorneys are in fact utilized. It is agreed by the parties that the Assigned Attorneys' obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. OFFICE LOCATION:

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. SUPERVISION:

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorneys' activities on their

behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.


8. **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Gay Abston Tudor. The authorized agent and designee for the OSRHE is Glen D. Johnson.

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

OFFICE OF THE ATTORNEY GENERAL

By: _____
Glen D. Johnson
Chancellor

By: 
Gay Abston Tudor
Assistant Attorney General
Chief, General Counsel Section

DATE: _____

DATE: 04/14/10 _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #23-d:

Resolution.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #24-a:

Reports.

SUBJECT: Current Status 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, 2009 as well as requests pending from the previous 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 (2009-2010).

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. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 24, 2010

AGENDA ITEM #24-b:

Reports.

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 2008 high school to college-going 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:

High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges

The data describes 2008 Oklahoma high school graduates who entered an Oklahoma college or university as first-time entering freshmen in fall 2008. It lists the following information by county, district, and high school site: (1) the number of high school graduates; (2) the number of high school graduates who went directly to college the following academic year, which is known as the linear college-going rate; and (3) the number of high school graduates who delay entry into college for one year or more

Additional information will be provided on the State Regents website providing greater detail on headcounts and percentages grouped by county, district and high school site.

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

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

MINUTES

Seven Hundred Twenty-Seventh Meeting



May 28, 2010

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

Minutes of the Seven Hundred Twenty-Seventh Meeting
May 28, 2010

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Twenty-Sixth Meeting
of the
Oklahoma State Regents for Higher Education
May 28, 2010**

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 Friday, May 28, 2010, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 17, 2009, and amended on May 14, 2010. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Price called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Jody Parker, Ike Glass, Mike Turpen, and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Glass, to approve the minutes of the State Regents' Committee-of-the-Whole on April 21, 2010, and the State Regents' regular meeting on April 22, 2010. Voting for the motion were Regents White, Price, Parker, Glass, Turpen, Massey, and Burgess. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Price expressed his pride in the State System and in the state of Oklahoma for working to do more with less during the difficult economic situations faced over the last few years.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson presented a thank you to Regents on behalf of State Regents' staff for the various treats provided during Employee

Recognition Week. Chancellor Johnson provided Regents with a list of commencements and other events attended on behalf of the State Regents.

6. **STATE REGENT.** Oklahoma Supreme Court Justice Steven W. Taylor was present to administer the Oath of Office to Regent Appointee John Massey. Regent Massey was appointed to a third nine-year term as a State Regents by Governor Brad Henry and was confirmed by the Oklahoma State Senate. Regent Price introduced and thanked Justice Taylor. All Regents congratulated Regent Massey.

7. **STUDENT ADVISORY BOARD.**

- a. Regent Massey made a motion, seconded by Regent Parker, to recognize the outgoing members of the Student Advisory Board. Voting for the motion were Regents Price, Parker, Carson, Glass, Turpen, Massey, and Burgess. Voting against the motion were none. Voting against the motion were none.

Justice Taylor administered the oath of office to incoming members of the Student Advisory Board. Members of the Student Advisory Board are elected to serve a one-year term by delegates to the Oklahoma Student Government Association at their annual meeting.

- b. Chairman Price invited Mr. Matt Heggy to present the Student Advisory Board annual report and recommendations. Chairman Price thanked Mr. Heggy and all of the FY2010 Student Advisory Board members for their service and support of higher education.

8. **E&G BUDGET.** Chairman Price stated that Regents would hold approval of the FY2011 budget until the end of the meeting due to pending legislation which may effect appropriations to the State System. Upon reconvening the regular meeting at 1:30 p.m. on Friday, May 28, 2010, Regents addressed the approval of allocations of state appropriated funds to institutions and programs for FY2011 and the acceptance of FY2011 Budget Principles and Guidelines and ratification of Federal Stimulus funds for institutions of higher education. Regent Turpen made a motion, seconded by Regent Glass, to approve the allocation of state appropriated funds and

ratify the FY2011 ARRA allotments in amounts that total \$1,060,461,016 contingent on final action by the governor on Enrolled Senate Bill 1561. Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Burgess, and Price. Voting against the motion were none. A copy of the FY2011 Educational and General Budget is on file at the State Regents' office.

9. **TUITION.** Chairman Price stated that Regents would hold approval of the items related to tuition and mandatory fees until the end of the meeting due to pending legislation which may effect appropriations to the State System. Upon reconvening the regular meeting at 1:30 p.m. on Friday, May 28, 2010, Regents addressed the following tuition items:

- a. Regent Parker made a motion, seconded by Regent Massey, to approve tuition and mandatory fee principles and guidelines for FY2011. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Burgess, White, Price, and Parker. Voting against the motion were none.
- b. Regents reviewed changes to the tuition and fee policy, which incorporates statutory changes and provides consistency in State Regents' policy. This item was for posting only and did not require Regents action.

10. **EPSCOR.**

- a. Regent Burgess made a motion, seconded by Regent Parker, to approve an allocation totaling \$500,000 in matching funds for the National Institutes of Health grant "Oklahoma IDeA Network of Biomedical Research Excellence (INBRE)" to the following six participating institutions: Southeastern Oklahoma State University, Northeastern State University, Langston University, the University of Central Oklahoma, Cameron University, and Southwestern Oklahoma State University. Voting for the motion were Regents Glass, Turpen, Massey, Burgess, White, Price, Parker, and Carson. Voting against the motion were none.
- b. Regent Burgess made a motion, seconded by Regent Parker, to ratify the FY2011 contract between the Board of Regents of the University of Oklahoma and the State

Regents for facilities leased effective July 1, 2010. As stated in the contract, the State Regents will receive \$1,054.26 monthly for designated space within the State Regents' offices at the Presbyterian Health Foundation (PHF), which totals \$12,651.11 annually. The agreement extends through June 30, 2011. Voting for the motion were Regents Turpen, Massey, Burgess, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

- c. Dr. Jerry Malayer, EPSCoR State Program Director, presented Regents with a video designed to highlight research strengths in the Oklahoma EPSCoR program. This video was requested by the EPSCoR Foundation in February 2010. Dr. Malayer indicated that a similar video will be produced in late 2010 to highlight the Oklahoma IDeA programs. This was an informational item only and did not require Regents action.

11. **CONTRACTS AND PURCHASES.**

- a. Regent Parker made a motion, seconded by Regent Burgess, to approve the following FY2010 purchases for amounts that exceed \$100,000:
 - i. Qwest in the amount of \$173,863.82 for Cisco equipment purchases related to lighting the fiber from Oklahoma State University – Tulsa to Northeastern Oklahoma A&M College providing data flow from point to point.
 - ii. Qwest Communications in the amount of \$462,000 for optical equipment, Telco Supply in the amount of \$64,000 for fiber construction, electrical work in the amount of \$5,000 (pending discussions with Oklahoma City Community College), and \$69,000 for project completion including equipment racks, power conditioning, and miscellaneous parts for a total project cost of \$600,000.
 - iii. IBM in the amount of \$555,000 to expend data storage resources and performance by replacing older Sun storage systems.

- iv. A change order in the amount of \$10,000 to the United States Postmaster to cover the cost of sending out privacy notices by the Oklahoma Guaranteed Student Loan Program.
- v. A change order for NCO Financial Services in the amount of \$50,000 for payment for providing collection services and remitting collections to OGSLP for defaulted student loan borrowers.
- vi. A change order in the amount of \$140,000 for Premiere Credit of North America for payment for providing collection services and remitting collections to OGSLP for defaulted student loan borrowers.
- vii. A change order in the amount of \$75,000 for Nelson, Mullins, Riley & Scarborough LLP for legal services provided through June 30, 2010.

Voting for the motion were Regents Massey, Burgess, White, Price, Parker, Carson, Glass, and Turpen. Voting against the motion were none.

- b. Regent Parker made a motion, seconded by Regent Burgess, to approve the following FY2011 purchases for amounts that exceed \$100,000:
 - i. Hammond Associates in the amount of \$315,000 for investment consulting. This contract is paid in arrears on a monthly basis.
 - ii. AT&T in the amount of \$5,350,000 for customer and network infrastructure circuits and long distance services.
 - iii. Chickasaw Holding in the amount of \$325,000 for customer and network infrastructure circuit cost.
 - iv. Cox Communications in the amount of \$920,000 for customer and network infrastructure circuit cost.
 - v. Indian Nations Fiber Optic in the amount of \$155,000 for customer and network infrastructure circuit cost.

- vi. Intelleg Communications in the amount of \$115,000 for customer and network infrastructure circuit cost.
- vii. MBO Corporation in the amount of \$275,000 for customer and network infrastructure circuit cost.
- viii. Oklahoma Western Telephone in the amount of \$105,000 for customer and network infrastructure circuit cost.
- ix. Pioneer Telephone in the amount of \$150,000 for customer and network infrastructure circuit cost.
- x. Windstream Communications in the amount of \$210,000 for customer and network infrastructure circuit cost.
- xi. Presidio in the amount of \$550,000 for maintenance of Cisco equipment.
- xii. Versatile in the amount of \$290,000 for maintenance of Oracle equipment.
- xiii. Qwest Communications in the amount of \$150,000 for commodity internet.
- xiv. University of Oklahoma in the amount of for help desk services.
- xv. United States Postmaster in the amount of \$244,000 for annual postage charges.
- xvi. Oklahoma Law Enforcement Retirement System in the amount of \$428,797.50 for annual lease of office space.
- xvii. NCO Financial Services in the amount of \$1,120,000 for the collection and remittance of defaulted loans.
- xviii. Premiere Credit of North America in the amount of \$1,040,000 for the collection and remittance of defaulted loans.

Voting for the motion were Regents Burgess, White, Price, Parker, Carson, Glass, Turpen, and Massey. Voting against the motion were none.

- c. Regent Parker made a motion, seconded by Regent Burgess, to approve a contract in the amount of \$137,962 with the Oklahoma Department of Human Services for the continuation of a job readiness program through the Temporary Assistance to Needy

Families program Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Burgess. Voting against the motion were none.

12. **ENDOWMENTS.** Regent Parker made a motion, seconded by Regent Massey, to approve the Endowed Chairs Use of Proceeds Agreement with the Oklahoma Capitol Improvement Authority (OCIA) for the advance funding of the state matching portion for approximately one-third of private gifts on hand in the Endowed Chairs Program. The agreement will allow \$100 million of the \$365 million backlog to be funded using bond proceeds and provides for use of the base allocation of \$12.4 million to the Endowment Trust fund for the retirement of the debt. Voting for the motion were Regents Price, Parker, Carson, Glass, Turpen, Massey, Burgess, and White. Voting against the motion were none.
13. **MASTER LEASE.** Regent Parker made a motion, seconded by Regent Massey, to authorize projects for submission to the Council of Bond Oversight for the 2010A REAL Property Master Lease Program. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance noted that the 18 projects from 12 entities total approximately \$129.7 million. Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Burgess, White, and Price. Voting against the motion were none.
14. **ITEM DELETED.**
15. **NEW PROGRAMS.**
 - a. Regent Glass made a motion, seconded by Regent White, to approve the request from Oklahoma State University to offer the Bachelor of Arts and Bachelor of Science in Strategic Communication, the Bachelor of Arts and Bachelor of Science in Sports Media, and the Bachelor of Arts and Bachelor of Science in Multimedia Journalism. Regent Parker asked about the differences between the Bachelor of Arts and the Bachelor of Science programs. Dr. Debbie Blanke, Associate Vice Chancellor for Academic Affairs, responded that the Bachelor of Arts programs include a 10 hour language requirement not found in the Bachelor of Science programs, which reduces the total elective credit hours

for the BA from 14 to 4. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Burgess, White, Price, and Parker. Voting against the motion were none.

- b. Regent Parker made a motion, seconded by Regent Glass, to approve the request from the University of Central Oklahoma to offer the Master of Arts in Substance Abuse Studies. Dr. Blanke noted that this program is in response to a new legislative requirement that all future Licensed Alcohol and Drug Counselors have a master's degree in substance abuse studies by January 1, 2012. Voting for the motion were Regents Glass, Turpen, Massey, Burgess, White, Price, Parker, and Carson. Voting against the motion were none.

16. **PROGRAM DELETIONS.** Regent Glass made a motion, seconded by Regent Massey, to approve the following requests for program deletions:

- i. Cameron University requested to delete the Associate in Applied Science in Early Childhood Education and Care.
- ii. Rogers State University requested to delete the Associate in Arts in Legal Assisting.
- iii. Eastern Oklahoma State College requested to delete the Associate in Science in Animal Science.

Voting for the motion were Regents Turpen, Massey, Burgess, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

17. **ACADEMIC POLICY.** Regents reviewed proposed revisions to the State Regents' policy on *Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading*. The proposed changes were requested by institutions due to the cost of software programming to report both retention/graduation GPA and cumulative GPA. This item was for posting only and did not require Regents action.

18. **OKLAHOMA TUITION AID GRANT.** Regent Glass made a motion, seconded by Regent Turpen, to approve the proposed 2010-2011 award schedule for the Oklahoma Tuition Aid Grant

(OTAG) program. Voting for the motion were Regents Massey, Burgess, White, Price, Parker, Carson, Glass, and Turpen. Voting against the motion were none.

19. **GEAR UP.** Regent Parker made a motion, seconded by Regent Turpen, to approve a sub-grant in the amount of \$88,512 to Rose State College to support the institution's implementation of a College/Career Coach intervention strategy for students at Crooked Oak High School during the 2010-2011 academic year. This is a 1-year pilot program with the possibility to apply for a 2nd year of grant funding. The program was initiated by the federal Gear Up program to study student intervention strategies. Voting for the motion were Regents Burgess, White, Price, Parker, Carson, Glass, Turpen, and Massey. Voting against the motion were none.
20. **COMMENDATIONS.** Regent White made a motion, seconded by Regent Massey, to recognize State Regents' staff for state and national recognitions. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Burgess. Voting against the motion were none.
21. **EXECUTIVE SESSION.** Mr. Robert Anthony, State Regents' General Counsel, indicated that there was not a need for Regents to enter into an executive session.
- 21.1 **PERSONNEL.** Regent Massey made a motion, seconded by Regent Parker, to ratify the appointment of Ms. Nancy Connally to the position of Interim Vice Chancellor for Information Technology, Telecommunications, and OneNet. Ms. Connally currently serves as Associate Vice Chancellor of Operations and Legal Affairs for OneNet. Voting for the motion were Regents Price, Parker, Carson, Glass, Turpen, Massey, Burgess, and White. Voting against the motion were none.
22. **CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Turpen, to approve the following consent docket items:
 - a. Programs.
 - (1) Approval of institutional requests for program modifications.

- (2) Program Suspensions. Ratification of approved institutional requests to suspend existing academic programs.
- b. Concurrent Enrollment. Ratification of a request from Tulsa Community College to increase the concurrent enrollment ACT mathematics subject score.
- c. Electronic Media.
 - (1) Approval of a request from Oklahoma City Community College to offer an existing degree program and certificate of mastery via electronic delivery.
 - (2) Approval of a request from Rogers State University to offer an existing degree program via electronic delivery.
- d. Supplemental Allocations. Ratification of institutional budget revisions.
- e. Capital. Ratification of capital allotments.
- f. Agency Operations. Ratification of purchases in excess of \$25,000 but not in excess of \$100,000.

Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Burgess, White, and Price. Voting against the motion were none.

23. **REPORTS.** Regent Massey made a motion, seconded by Regent Turpen, to accept the following reports:

- a. Programs. Status report on program requests.
- b. Annual Reports.
 - (1) National Guard Tuition Waiver 2009-10 Year-End Report and Institutional Reimbursement.
 - (2) Academic Policy Exceptions Quarterly Report.
 - (3) 2009-2010 George and Donna Nigh Scholarship Annual Report.
 - (4) 2009-2010 William P. Willis Scholarship Annual Report.
 - (5) 2009-2010 Tulsa Reconciliation Education and Scholarship Program Annual Report.

- (6) 2009-2010 Future Teachers Scholarship Program Annual Report.
- (7) 2009-2010 Chiropractic Education Assistance Program Annual Report.
- (8) High School Indicators Annual Report.

Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Burgess, Price, and Parker.

Voting against the motion were none.

24. **REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. Regent Glass reported that all of the Committees' items had been acted on during the meeting.
- b. Budget and Audit Committee. Regent Parker stated that following the approval of items 8 and 9, the Committee would have no additional action items.
- c. Strategic Planning and Personnel Committee. Regent White stated that the Committee did not have any additional items for Regents action.
- d. Technology Committee. Regent Burgess reported that all of the Committee's items had been handled.
- e. Investment Committee. Regent Massey reported that the Committee did not meet.

25. **NEW BUSINESS.** No new business was brought before the Regents. Chairman Price suspended the meeting until 1:30 p.m. on Friday, May 28, 2010, due to pending legislation which may effect appropriations to the State System.

The State Regents' regular meeting resumed at 1:30 p.m. Friday, May 28, 2010, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Mike Turpen, and John Massey. Regents addressed items 8 and 9 of the agenda.

26. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Price announced that the State Regents' next regular meeting would be held at 9 a.m. on Friday, May 28, 2010, in the State Regents' offices in Oklahoma City.

27. **ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Stuart Price, Chairman

Julie Carson, Secretary