



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 27, 2011

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 27, 2011 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 May 27, 2011.

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

A G E N D A

Friday, May 27, 2011 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Joseph L. Parker, Jr., 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. **Reports.**
 - a. **Report of the Chairman.** (No Action, No Discussion).
 - b. **Report of Chancellor.** (No Action, No Discussion).
5. **State Regent.** Administration of Oath of Office.

STUDENTS

6. **Student Advisory Board. (SAB).**
 - a. Recognition of outgoing members and installation of incoming members of the Board. Page 1.
 - b. Presentation of annual report with recommendations. Page 3.

FISCAL

7. **E&G Budget.** Approval of allocation of state appropriated funds to institutions and programs for FY2012 and Acceptance of FY12 Budget Principles and Guidelines. Page 13.
8. **Tuition.**
 - a. Approval of Tuition and Mandatory Fee Principles and Guidelines. Page 15.
 - b. Posting of an exception to policy as requested by Oklahoma State University for a change to the previously posted academic services fees for Fiscal Year 2012. Page 18.1.
 - c. Announcement of public hearing on academic service fees. Page 18.5.

9. **EPSCoR.**
 - a. Approval of EPSCoR IDeA Grant Allocations. Page 19.
 - b. Approval of Contract/Agreement for Facilities FY12. Page 21.
 - c. Research Day at Cameron University. Page 25.
10. **Contracts and Purchases.**
 - a. Approval of purchases that exceed \$100,000 for FY11. Page 27.
 - b. Approval of purchases that exceed \$100,000 for FY12. Page 29.
 - c. Scholars for Excellence in Child Care. Approval of contract and contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program. Page 33.
 - d. Approval of 2011-2012 ACT agreement. Page 41.
11. **Master Lease.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2011A REAL Property Master Lease Program. Page 51.

ACADEMIC

12. **New Programs.**
 - a. East Central University. Approval of request to offer the Bachelor of Science in Athletic Training. Page 55.
 - b. Northeastern State University. Approval of requests to offer the Master of Science in Occupational Therapy and the Master of Science in Natural Science. Page 63.
 - c. University of Central Oklahoma. Approval of request to offer the Associate in Applied Science in Contemporary Music Business. Page 75.
 - d. Langston University – Bachelor of Science in Accountancy. Page 83.
13. **Program Deletions.** Approval of institutional requests for program deletions. Page 91.
14. **Policy.**
 - a. Approval of recommendations for continued approval of Intensive English Programs. Page 93.
 - b. Posting of revisions to the *Academic Program Review* policy. Page 97.
15. **Oklahoma Tuition Aid Grant.** Approval of Award Payment Schedule for 2011-2012. Page 115.

16. **Scholars for Excellence in Child Care.** Allocation of funds to Oklahoma two-year colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Department of Human Services. Page 119.

EXECUTIVE

17. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 121.
18. **Executive Session.** Page 123.

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.

Return to open session.

CONSENT DOCKET

19. **Consent Docket. Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.**
- a. Programs.
 - (1) Approval of institutional requests for program modifications. Page 125.
 - (2) Program Suspensions. Approval of institutional request. Page 141.
 - b. Electronic Media. Northeastern State University. Approval of request to offer Master of Education in Science Education (139) via electronic delivery. Page 143.
 - c. Cooperative Agreements. Ratification of institutional request. Page 145.
 - d. Program Reinstatement. Ratification of institutional request. Page 147.
 - e. Supplemental Allocations. Ratification of institutional budget revisions. Page 149.
 - f. Capital. Ratification of capital allotments. Page 151.
 - g. Agency Operations. Renewal of contract with the Office of the Attorney General. Page 153.
 - h. Non-Academic Degrees. Approval of a request from the Langston University for a posthumous degree. Page 159.
20. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. (Supplement) Page 161.

- b. Annual Reports.
 - (1) Teacher Education Annual Report. Page 163.
 - (2) Teacher Education Program Admission Study. Page 183.
 - (3) State Regents' Policy Reporting Requirements Survey. Page 191.
 - (4) 2010-2011 Chiropractic Education Assistance Program Year End Report. Page 199.
 - (5) 2010-2011 Future Teachers Scholarship Program Year End Report. Page 201.
 - (6) 2010-2011 Tulsa Reconciliation Education and Scholarship Program Year End Report. Page 203.
 - (7) 2010-2011 William P. Willis Scholarship Year End Report. Page 205.
 - (8) 2010-2011 George and Donna Nigh Scholarship Year End Report. Page 207.
 - (9) National Guard Tuition Waiver 2010-11 Year-End Report and Institutional Reimbursement. Page 209.
 - (10) 2010 Annual Regents' Education Program Report. (Supplement) Page 211.

- 21. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.

- 22. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."

- 23. **Announcement of Next Regular Meeting — The next regular meetings are scheduled to be held on Wednesday, June 22 at 9 a.m. and Thursday, June 23 at 9 a.m. in Oklahoma City.**

- 24. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #6-a:

Student Advisory Board.

SUBJECT: Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #6-b:

Student Advisory Board.

SUBJECT: 2011 Annual Report of the Student Advisory Board.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In 1988, the Oklahoma Legislature passed House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the SAB is to communicate to the Oklahoma State Regents for Higher Education (OSRHE) the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. The SAB represents students by researching issues and developing proposals and recommendations through student perspectives for the OSRHE. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

The *Student Advisory Board* policy requires an annual written report on activities for the current year to the State Regents.

POLICY ISSUES:

This action is consistent with the State Regents' *Student Advisory Board* policy.

ANALYSIS:

The recommendations are listed below. A copy of the report is attached.

- Encourage institutions of higher education to improve the quality of academic advisement by supporting training and professional development for academic advisors, developing a performance standard for use in evaluation, and evaluating the performance of academic advisors.
- Support funding for institutional and state infrastructure for research, and support the re-creation of the Campus Life and Safety and Security Task Force to continue its work.
- Commend the Oklahoma State Regents for Higher Education and Tulsa Community College for sponsoring the 2010 textbook conference, and support strategies for greater student choices and access to affordable textbooks.

Attachment

ANNUAL REPORT

of the

Student Advisory Board

to the

**Oklahoma State Regents
for Higher Education**

May 27, 2011

ANNUAL REPORT

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

Creation. The creation of this board is consistent with provisions of House Bill 1801 of the 1988 session of the Oklahoma Legislature. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent public tier and independent colleges and they serve a one-year term (May through April).

MEMBERS

Jack Test, Chair, Oklahoma Panhandle State University

Matthew Heggy, Vice Chair, Southeastern Oklahoma State University

Andrew Bertolasio, Rose State College (elected November 2010)

Jessica Craig, Oral Roberts University (membership discontinued March 2011)

Charity Penington, Connors State College (resigned November 2010)

Thomas Schneider, Oklahoma State University

Myka Sederis, Rose State College (resigned, February 2011)

Autumn Wiles, University of Oklahoma

Student Advisory Board

*Recommendations and Counsel
to the State Regents*

Academic Advising

Faculty Advisory Council and Student Advisory Board

Joint Resolution

The Oklahoma State Regents for Higher Education should encourage all institutions to allocate funds for sending academic advisors to the OACADA (Oklahoma Academic Advising Association) and any of the NACADA (National Academic Advising Association) conferences for the purpose of training and professional development. Furthermore, each institution should evaluate the performance of their advisors. Schools may also develop a performance standard for advisors and advising materials on their campus to be used as an evaluation tool.

Background / Analysis

While advising issues are mostly different at the institutions, one common denominator for these issues is lack of professional development and knowledge. Students should be emboldened to take charge of their education; however, they are more now than ever relying on the advice and knowledge of their academic advisors to set out their academic calendars to graduate on time. The strenuous pressures of graduating on time, getting good grades, finding a good starter job, and being diverse and marketable have become too much for one student to balance. He or she needs someone who will guide them on their way to a successful college career.

During conversation in our meetings and campus visits, academic advisement has become a topic of lively discussion of our own experiences and those of friends and fellow students. Students are delayed because they were not made aware of a class they needed to take. So, they wait a semester or two to take the class they need as a prerequisite for another, leading our students to not graduating in four years. The amount of experience and knowledge advisors possess varies greatly among institutions and programs. Our students need informed advisors as an educational resource. Accessibility and availability to information regarding classes can be scarce, and then students seek assistance from advisors who themselves don't have adequate knowledge. Another problem that students face is the financial burden incurred by having to commute to another campus to take a class in order to graduate because they did not receive the needed information in a manner adequate to allow for advance planning. Finally, by focusing on how we can help students plan their college career as soon as they step foot on campus, we can give them the motivation and courage they need to continue their education. College isn't for the faintest of hearts, but it certainly isn't out of reach if we can help pave the way and build a foundation for success using sound academic advisement as our tool to curb our declining retention rates.

**Faculty Advisory Council Chair
Dany Doughan**

**Student Advisory Board Chair
Jack Test**

Support for Research

Recommendation

In the spirit of growing and diversifying Oklahoma's economy through institutions of higher education, the Oklahoma State Regents for Higher Education should continue to fund divisions that facilitate the flow of grant funding into our state. Furthermore, the State Regents should encourage in every way possible the Oklahoma Center for the Advancement of Science and Technology, i2E, and the Economic Development Generating Excellence plan in their work to provide the downstream infrastructure that allows technology created within the state to be applied in the marketplace and create wealth for the state.

Background and Analysis

Funding organizations, Oklahoma's universities, and commercialization institutions constitute a vital infrastructure that will move our state forward. Oklahoma's status as a state not previously well regarded for its ability to draw competitive research grants lends itself to a special ability to draw in out-of-state funds through programs like Oklahoma Experimental Program to Stimulate Competitive Research (EPSCoR). While \$2,699,647 in state funding is designated for projects for FY11, with \$2,133,336 anticipated to be paid by OSRHE and \$192,480 contributed by university participants, Oklahoma's higher education system must remain on the offensive and pursue opportunities to fund scientific research within our state.

Economic development in our state in the next 100 years is most significantly dependent on our ability to innovate and create things of value. More specifically, value creation will depend on our ability to retain the best and brightest, and establish an environment that encourages technical innovation and its commercialization.

The method of accomplishing this should have two funding approaches. On one hand, research must be directly funded at the state level and the university level. Furthermore, the state must fund organizations that bring exponentially more federal research dollars to Oklahoma research institutions.

Approval

Unanimous

Textbook Costs

Recommendation

The Oklahoma State Regents for Higher Education should be aware of students' ongoing concern for the prohibitive costs of college textbooks and of the threat posed to student accessibility to and persistence in higher education, especially for those in the low-income sector. The State Regents should support strategies which ensure that students have more choices for and access to affordable textbooks, including alternative cost saving measures and programs focusing on textbook issues across the state.

Background / Analysis

The increased cost of college textbooks has grown at twice the rate of inflation in the last two decades. Much like the situation for patients in the United States with prescribed medicines today, students are captive consumers. Students recognize that this issue holds a high level of awareness, which is coupled with a great deal of research. The Student Advisory Board would like to commend the Oklahoma State Regents for Higher Education for cosponsoring the event *Textbooks in the 21st Century: Evolution of the Textbook*, with Tulsa Community College in March, 2010, and recommend that serious consideration be given to similar programs in the future. The Student Advisory Board additionally would like to recognize legislative efforts at the state and federal levels, which have culminated in new laws addressing alternative strategies to provide maximum cost savings to students. However, the exorbitant costs of college textbooks continue to pose a barrier to entrance and completion in postsecondary education, and it is incumbent upon the State Regents in their leadership role to continue to address this critical issue.

Approval

Unanimous

Campus Life and Safety and Security Task Force

Recommendation

The Oklahoma State Regents for Higher Education should encourage the Oklahoma State Legislature to continue to support, fund, and pursue fulfillment of unrealized recommendations of the Campus Life and Safety and Security (CLASS) Task Force made in its 2008, 2009 and 2010 reports. Governor Mary Fallin should re-establish the CLASS Task Force to continue to create and execute plans and programs for safety on campuses.

Matters involving safety and security were commonly raised by students at Student Advisory Board member campuses and by students at campuses which SAB members visited.

Background / Analysis

The Campus Life and Safety and Security Task Force was established by Executive Order 2007-17 following the Virginia Tech shootings, and extended by Executive Order 2008-8. The purpose of the Task Force was to review and evaluate safety and security plans in place for higher education and career technology campuses, and to determine what modifications, if any, were necessary to prevent crisis and enhance crisis response on higher education and career technology campuses. The Task Force was also charged to research methods for recognizing students in need and delivering to them appropriate services, such as counseling, substance abuse, and mental health treatment. The Task Force was directed to work with campus personnel on measures to better protect campuses, improve emergency response, prevent crises, and enhance crisis response. Although many of the Task Force's subsequent recommendations have been implemented, many remain unrealized, often due to a lack of necessary funding.

Approval

Unanimous

2010-2011 Student Advisory Board Activities

Monthly Meetings. Beginning in May, 2010, members of the Board met monthly, with the exception of January and December, to receive orientation, discuss issues, campus visits, and work plans, and prepare and vote on recommendations.

Tobacco Free Campuses. Thomas Schneider attended the 2010 Tobacco Free Campus Symposium sponsored by the Oklahoma State Regents for Higher Education at Rose State College.

State Regents Tuition Hearing. Vice Chair Matt Heggy attended and participated in the Oklahoma State Regents for Higher Education Tuition Hearing in Oklahoma City on April 20, 2011.

Higher Education Day at the State Capitol. Some members of the Board traveled to the State Capitol on February 22, 2011, to work with the state higher education community in representing The Oklahoma State System of Higher Education's concerns to state legislators and Governor Mary Fallin.

Student Leadership Retreat. Five members of the Board worked in conjunction with the State Regents Council on Student Affairs and the Oklahoma Student Government Association to host and attend the Tenth Annual Oklahoma Student Leadership Retreat that took place October 7-8, 2010 in Tulsa (a sixth member was forestalled by an automobile accident). As Chair of the Board, Jack Test served on the Planning Committee for the 2010 Student Leadership Retreat.

Oklahoma Student Government Association Conferences. Members of the Board attended the annual OSGA fall conference at the State Capitol in Oklahoma City, and spring conference at Oklahoma State University - Tulsa.

Campus Visits. In addition to representing the students at the institutions in their tier, members of the Student Advisory Board networked with student leaders from other campuses, and visited the following campuses to discuss student concerns on-site:

Langston University
Seminole State College

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #7:

E&G Budget.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #8-a:

Tuition.

SUBJECT: Approval of FY12 Tuition and Fee Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY12 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. 2004 Supp., Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY12 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY12 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous four years with the exception that an additional requirement was added in FY06 requiring documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of nine percent (9%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY12 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2012

Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. 2004 Supp., Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

Compliance with Legislative Peer Limits. The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

Establishment of Guaranteed Tuition Rates. House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2011 fall semester, the hearing took place at the State Regents for Higher

Education office in Oklahoma City, Oklahoma on Wednesday, April 20, 2011. The State Regents for Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases in excess of nine percent (9%); and
- 6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #8-b:

Tuition.

SUBJECT: Posting an institutional request for change to academic services fee for Fiscal Year 2012 as an exception to policy and revision to previously posted academic service fee.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of an exception to policy as requested by Oklahoma State University for a change to the previously posted academic services fees for Fiscal Year 2012, 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

The attached schedule lists an institutional request for a change to academic services fees posted in the March 10, 2011 meeting for Fiscal Year 2012. Institutions assess special fees 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. The requested changes to academic services fees for Fiscal Year 2011 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held at the State Regents' office at 9:00 am on June 23, 2011, for the purpose of receiving views and comments on the requested change to academic services fees. The State Regents will act on all tuition proposals at their regular meeting also scheduled to be held on Thursday, June 23, 2011. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is submitted as an exception to the State Regents' Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

Oklahoma State University has requested an exception to policy and a revision to an academic service fee listed as the Student Union Renovation Fee. This fee was implemented in the Fall 2008 to be charged to incoming undergraduate students and scheduled to become a mandatory fee in the Fall of 2011. The University has requested to maintain the current academic service fee of \$4.35 per credit hour to be charged only to student who have entered the University the Summer of 2009 and after. This modification will allow for the senior students in the Fall 2011 not to have this fee charged to them, as the renovations have been delayed and the senior students will not enjoy the same benefits of the renovated Student Union scheduled for completion mid-year of the 2011-12 academic year.

This information is being posted for State Regents' review and public comment.

Oklahoma State University (Stillwater and Tulsa Campuses)

Description	Current	Proposed	Statutory Limit
ACADEMIC SERVICES FEE			
Special Instruction Fees			
Architecture Lecture Series Fee	0.00 per semester	25.00 per semester	direct cost of service
Facility/Equipment Utilization Fees			
Field Trip Fee -- GEOL 5543	0.00 per course	36.00 per course	direct cost of service
Field Trip Fee -- GEOL 5753	0.00 per course	378.00 per course	direct cost of service
Field Trip Fee -- ARCH 5116	0.00 per course	700.00 per course	direct cost of service
A&S IT Fee (Student Technology Fee) -- All courses in A&S	7.50 per course	7.50 per course	direct cost of service
Refundable Damage Deposit for Drafig Tables -- ARCH 5116; 5217; 5226	35.00 per course	50.00 per course	direct cost of service
CHES Technology Fee (College of Human Environmental Sciences) -- All HES courses (HES, DHM, HDFS, HRAD, NSCI)	9.50 per credit hour	11.50 per credit hour	direct cost of service
ASNR Student Technology Fee -- All ASNR program course prefixes	7.50 per credit hour	7.50 per credit hour	direct cost of service
Testing/Clinical Services Fee			
ITA Exam Fee -- Graduate Level	40.00 per test	45.00 per test	direct cost of service
Versant Exam Fee (formerly "SPEAK Exam Fee") -- Graduate Level	60.00 per test	55.00 per test	direct cost of service
Classroom/Laboratory Supply and Materials Fee			
Clinical Materials Fee -- CDIS5210	0.00 per semester	75.00 per semester	direct cost of service
Consumable Material Fees -- GEOL 5253	0.00 per course	35.00 per course	direct cost of service
Consumable Material Fees -- GEOL 5363	0.00 per course	35.00 per course	direct cost of service
Timber Design Materials Fee -- CIVE 5573	0.00 per course	100.00 per course	direct cost of service
Potter Usage Fees -- ARCH 5116; 5217; 5226	18.00 per credit hour	25.00 per credit hour	direct cost of service
Potter Usage Fees -- Deletion -- ARCH 5100	18.00 per credit hour	0.00 per credit hour	direct cost of service
Other Special Fees			
PHD Executive Research Option Fee -- Spears School of Business	0.00 per semester	20,000.00 per semester	direct cost of service
Service Fee for Optional Electronic Delivery of Official Transcript	0.00 per application	10.00 per application	direct cost of service
Commuter Student Parking Permits	54.00 Annually	76.00 Annually	direct cost of service
Residential Life/Family Housing Parking Permits	44.00 Annually	66.00 Annually	direct cost of service
Student Silver Commuter Garage Parking Permits	120.00 Annually	142.00 Annually	direct cost of service
Academic Excellence Fee #3	6.00 per credit hour	6.00 per credit hour	direct cost of service
Student Union ReNovation Fee**These fee will be charged only to students entering the University the of Summer 2009 or after.	4.35 per credit hour	4.35 per credit hour	direct cost of service

PUBLIC HEARING NOTICE

TUITION AND FEES Effective Academic Year 2011-2012

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition and fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, June 23, 2011 at 9:00 a.m.

The following will be presented for comment:

- Revised Academic service fee proposal for Oklahoma State University.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, June 17, 2011 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #9-a:

EPSCoR.

SUBJECT: Approval of IDeA Grant Allocation.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of \$500,000 for year three of the National Institutes of Health grant, “Oklahoma IDeA Network of Biomedical Research Excellence,” to participating universities.

BACKGROUND:

The Institutional Development Award (IDeA) is the designation used by the National Institutes of Health for a program aimed to enhancing funds provided to states that have been and continue to be underfunded by NIH with regard to funding statewide biomedical research infrastructure. The NIH IDeA program is very similar to the National Science Foundation’s EPSCoR program. Oklahoma, twenty-two other states, and Puerto Rico are allowed to participate in the NIH IDeA Program. In April 2009, The University of Oklahoma Health Sciences Center successfully competed for and was awarded a renewal grant for more than \$18 million to continue the “Oklahoma IDeA Network of Biomedical Research Excellence” (INBRE) through the year 2014. The INBRE application included a letter of endorsement from the Chancellor with a commitment of \$500,000 per year for INBRE activities upon funding by the NIH. The primary goal of the Oklahoma INBRE Program is to establish a biomedical research network between various primarily undergraduate, community college, and research-intensive institutions. INBRE funds research programs for faculty and students at six undergraduate campuses in Oklahoma: Southeastern Oklahoma State University, Northeastern State University, Langston University, the University of Central Oklahoma, Cameron University, and Southwestern Oklahoma State University and at the Oklahoma City, Comanche Nation, Redlands, and Tulsa Community Colleges. The INBRE program also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at the undergraduate campuses.

In May 2010, the State Regents approved \$500,000 for year two of the five-year INBRE award, which came from a total allocation of \$2,699,647 the Regent’s approved and provided for various Oklahoma IDeA and EPSCoR projects throughout the state. The requested allocation is for year three of the award.

POLICY ISSUES:

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

ANALYSIS:

The INBRE Program has stimulated intense faculty and student interest on the participating campuses to the point that demand for initiatives such as research grants has greatly exceeded the funds available through the NIH INBRE grant. State Regents’ funds are requested to be continued for INBRE initiatives

including support of one-year research grant and equipment grant applications, ranging from \$15,000 to \$50,000, submitted by faculty at the universities that currently participate in the INBRE program. These applications are subjected to rigorous peer-review by a panel of biomedical research experts from throughout the state and only those judged to be highly meritorious are eligible for funding. The funds will also be used to provide support to add additional students to the ongoing INBRE undergraduate summer research program.

State Regents' funding has greatly expanded the INBRE network to include more institutions in the NIH-funded Oklahoma INBRE program. While the six primarily undergraduate campuses cited above are formally included in the INBRE network, five others have only been able to participate due to support by the State Regents. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. The requested funding will continue to allow INBRE to permit inclusion of these five universities in INBRE activities, including competitive research and equipment grants, summer undergraduate student research, assistance in recruiting new science and math faculty with active research programs, and release time for grant writing and interdisciplinary curriculum development. State Regents' funding will further enhance the research and scholarly endeavors at all of Oklahoma's primarily undergraduate universities, improve the science curriculum offered to undergraduate students, encourage students to consider scientific careers, and enhance the biomedical research pipeline in the state of Oklahoma.

The requested funds will extend State Regents' support for INBRE activities during year three of the five-year award for the 2011-2012 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #9-b:

EPSCoR.

SUBJECT: Approval of Contract/Agreement for Facilities.

RECOMMENDATION:

It is recommended that the State Regents ratify the FY 2012 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2011.

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents' policy.

ANALYSIS:

This request for ratification serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the University of Oklahoma Health Sciences Center, including square footage and telecommunication services.

MEMORANDUM OF AGREEMENT

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

This agreement, effective July 1, 2011, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

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

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

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

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

IN CONSIDERATION WHEREOF, the OSRHE and OU agree as follows:

1. The OSRHE will dedicate, from space it currently leases from the Presbyterian Health Foundation (PHF), three offices for INBRE use.
2. Three persons identified to the OSRHE by OU will have full access to the designated space for the conduct of INBRE business.
3. OU will pay to the OSRHE the amount of \$759.16 per month as per the attached supplement.
4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and the PHF.
5. This Agreement will terminate June 30, 2012, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.
6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written

communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

**OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION**

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

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

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

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma INBRE according to the following schedule for the period of July 1, 2011 to June 30, 2012:

	Square Footage	FTE Cost	Term Cost 7/1/11 – 7/31/11 17.45 sf	Term Cost 8/1/11- 6/30/12 15.00 sf	Total Annual FY 12
Darrin Akins	260		378.09	3,575.00	3,953.09
Dawn Hammon	120		174.50	1,650.00	1,824.50
Camelia Pop	64		93.07	880.00	973.07
Storage	21		30.54	288.75	319.29
Central Services					1,500.00
OneNet					
Darrin Akins		180.00			180.00
Dawn Hammon		180.00			180.00
Camelia Pop		180.00			180.00
Annual Cost					9,109.95
Monthly Cost					759.16

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #9-c:

EPSCoR.

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 12th annual Regional University Research Day.

BACKGROUND:

Cameron University is hosting the 2011 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
May 27, 2011

AGENDA ITEM #10-a:

Contracts and Purchases.

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

RECOMMENDATION:

It is recommended that the State Regents approve purchases for amounts that are in excess of \$100,000.

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:

The items below are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

- 1) Dell in the amount of \$195,000 to purchase four (4) large four (4) socket Intel based servers and VMware licenses for those servers. This purchase will enable the virtualization of the majority of OneNet's infrastructure. Virtualization provides increased efficiency, performance and agility to OneNet's systems infrastructure (funded from 718-OneNet)
- 2) E-Tech Solutions in the amount of \$240,000 to replace the existing Lawton tape library, servers and disk arrays with an IBM N-Series storage appliance. The tape hardware at the Lawton site has reached end of service life and must be replaced. The storage in Lawton is used for off-site on-line backups of OneNet and OneNet customer data. Total usable storage will be 160 TB with the capability to expand (funded from 718-OneNet)
- 3) Vendor to be determined in the amount of \$180,000 for Cisco optical equipment to establish a DWDM node in Ardmore. In order to leverage the new fiber being constructed in Ardmore and to provide additional resilience to existing customers and hubsites, this optical equipment is needed to establish a minimal DWDM node in Ardmore (funded from 718-OneNet)

- 4) Vendor to be determined in the amount of \$460,000 for Cisco optical equipment to establish a DWDM node within the Level3 facility in Tulsa. In order to support current requirements for protection of circuits and to provide 10GE capacity growth, this optical equipment is needed (funded from 718-OneNet)

Change Orders to Previously Approved Purchases

- 1) Hammond Associates in the amount of \$64,436.58. An increase is needed to pay remaining fiscal year 2011 invoices. The new total of the purchase order will be \$379,436.58 (funded from 210-Core)
- 2) Garnet Capital Advisors, LLC in the amount of \$10,000. An increase is needed due to increased sales of rehabilitated loans. The new total of the purchase order will be \$267,400 (funded from 701-OGSLP).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #10-b:

Contracts and Purchases.

SUBJECT: Approval of FY-2012 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2012 purchases for amounts that are in excess of \$100,000 that need to be effective July 1, 2011.

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.

- 1) Great Plains Network in the amount of \$193,500 for the renewal of membership dues and Internet2 fees. These fees provide membership and Internet2 connectivity to OU, OSU, Tulsa and the Regents. The Secondary Education Group Participation (SEGP) allows K12 to participate (funded from (210-Core)
- 2) AT&T in the amount of \$6,075,500 for customer and network infrastructure circuits (funded from 718-OneNet)
- 3) Chickasaw Holding in the amount of \$244,500 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 4) Cox Communications in the amount of \$974,000 for customer and network infrastructure circuit cost (funded from 718-OneNet)

- 5) Indian Nations Fiber Optic in the amount of \$318,100 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 6) Intelq Communications in the amount of \$135,500 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 7) MBO Corporation in the amount of \$436,000 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 8) Oklahoma Western Telephone In the amount off \$112,000 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 9) Pioneer Telephone in the amount of \$185,000 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 10) Windstream Communications in the amount of \$250,000 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 11) SMARTnet in the amount of \$400,000 Maintenance of Cisco equipment (funded from 718-OneNet)
- 12) Oracle in the amount of \$170,000 for maintenance of Oracle equipment (funded from 718-OneNet)
- 13) Qwest Communications in the amount \$150,000 for Commodity Internet (funded from 718-OneNet)
- 14) Panhandle Telephone Communications in the amount of \$136,700 for customer and network infrastructure circuit cost (funded from 718-OneNet)
- 15) University of Oklahoma for \$170,000 in the amount 24/7 Help Desk services (funded from 718-OneNet)
- 16) Presbyterian Health Foundation in the amount of \$782,039.59 for lease of office space at 655 Research Parkway Suite 200 for fiscal year 2012 (funded from 210-Core).
- 17) Sungard Higher Ed in the amount of \$104,861 for support for agency accounting and human resources systems (funded from 210-Core)
- 18) Hammond Associates in the amount of \$380,000 for investment consulting. This is paid in arrears on a monthly basis (funded from 707-Endowment Funds)
- 19) U.S. Postmaster in the amount of \$203,000 for annual postage for fiscal year 2012 (funded from 701-OCAP)
- 20) Oklahoma Law Enforcement Retirement System in the amount of \$428,797.50 for lease of office space at 421 NW 13th Suite 250 for fiscal year 2012 (funded from 701-OCAP).
- 21) Sallie Mae Inc. in the amount of \$1,437,754 for use of an integrated software system for administering student loans (funded from 701-OCAP)

- 22) NCO Financial Systems Inc in the amount of \$1,215,788 for the collection and remitting of defaulted loans (funded from 701-OCAP)
- 23) Premiere Credit of North America LLC in the amount of \$810,525 for the collection and remitting of defaulted loans (funded from 701-OCAP)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #10-c:

Contracts and Purchases.

SUBJECT: Scholars for Excellence in Child Care. Approval of contract and contract modification 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.

RECCOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care (SECC) program contract modification, renewing the existing contract for the third term allowable, and the Scholars for Excellence in Child Care Scholarship contract, continuing the scholarship program, in an amount not to exceed \$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 offer specialized academic and support programs and to recruit licensed child care providers that encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the SECC 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 SECC 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 SECC Program has achieved success since its inception. Through Summer 2010, there have been approximately 374 child care providers that have obtained a Child Development Associate, a nationally recognized credential; approximately 2,512 have earned a certificate of mastery and 681 have earned an associate degree through the Scholars program initiative. There have been 188 directors or assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program.

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

Attachments

DIVISION OF CHILD CARE

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

PROFESSIONAL SERVICES CONTRACT

This agreement is entered into the 1st day of July, 2011, by the Oklahoma Department of Human Services (Department), Oklahoma Child Care Services Division (OCCS) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101. OSRHE hereby offers and agrees to administer the Scholars for Excellence in Child Care (Scholars), 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, an associate of arts or science in early childhood education/child development, or a bachelor's degree.

Contract Allowable Cost and Payment schedule

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% must have prior written approval from the Department.

Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-11 and ending 6-30-12. This agreement will be renewable for three one year periods at the level of services outlined in Attachments A and B.

OSRHE Responsibilities

- A. Maintain the Scholars scholarship program as outlined in Attachment B.
- B. Employ staff to administer the scholarship program with qualifications agreed upon by OCCS.
- C. Process scholarship applications within two weeks of receipt.
- D. All employees must meet the responsibilities listed in the current job descriptions as well as any other responsibilities deemed by the OSRHE Special Programs Director.
- E. Maintain program records to include statistical records. On a semester, annual, or as needed basis, the Special Programs Director shall submit reports detailing services and expected outcomes. Contents of the report to be specified by OCCS.
- F. OCCS will have the right of approval of any staff hired during the contract term.
- G. Update the Scholars website within 30 days of significant program changes.
- H. Assure accountability measures through the Scholars program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.

Billing Procedures

Payments will be made in accordance with written authorization by the Department upon receipt of claims. The Department may withhold a part or all of a final payment until disputes of claims are

resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE. OSRHE agrees to reimburse the Department in an amount equal to the disallowance.

Revenues attributed to the scholarship program collected by OSRHE will be maintained within a segregated account by OSRHE. The balance of this accumulation account will be reconciled and offset payment of the final claim.

Invoices should be submitted to the following address:

OKDHS-Oklahoma Child Care Services

P.O. Box 25352

Oklahoma City, OK 73125

The Department will also provide indirect cost in the sum of 13.175% in performance of the contract guidelines to OSRHE.

Terms and Conditions

Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the Department.

Termination

It is agreed by both parties that this agreement maybe terminated by notice in writing by either party 30 days before effective date of termination.

Subcontracting

The service to be performed under this contract shall not be subcontracted in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon

notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

Supporting Documentation

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

Travel

Travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award and shall not be in excess of the rate established by the Oklahoma State Travel Reimbursement Act and OKDHS policy.

Assurances

The Department and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975), and Americans with Disability Act of 1990.

Marketing

The Department retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of the Department.

The Department will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of the Department. The Department and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of the Department. The Department agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of the Department, or paid by the Department, will be furnished to the Department prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of the Department.

Data Security

The OSRHE agrees to comply with all applicable federal and state law and the OSRHE's policies concerning information security risk assessments, confidential information and data security.

Howard Hendrick, Director
Oklahoma Department of Human Services

Glen D. Johnson, Chancellor
Oklahoma State Regents for
Higher Education

Date: _____

Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND MODIFICATION OF NO. _____

Purchase Authorization 09001088

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 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, on or about July 22, 2010, the Department and the OSRHE entered into, a Second Renewal and Modification which renewed the Agreement for the second of three one-year renewals 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 third of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2011 and ending June 30, 2012.

Except as expressly amended and modified by the Third Renewal and Modification, all provisions of the Agreement and First and Second Renewals and Modifications 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
May 27, 2011

AGENDA ITEM #10-d:

Contracts and Purchases.

SUBJECT: Approval of ACT Agreement for 2011-2012.

RECOMMENDATION:

It is recommended that the State Regents approve the 2011-2012 ACT Agreement for the period from July 1, 2011 through June 30, 2012 in the amount, which will not exceed, \$750,000.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (OK EPAS) as a student preparation initiative since 1993. In the 2010-2011 academic year the EXPLORE assessment was taken by 43,797 eighth grade students and 42,647 students took the tenth grade PLAN assessment. This is an increase of 2,982 students being served than the previous year. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 97 percent of Oklahoma's public schools, 65 private schools and two Bureau of Indian Affairs schools; 98 percent of Oklahoma public school eighth graders and 99.5 percent of tenth graders attend a school that participates in EPAS.

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 the 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, 2011 through June 30, 2012

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, 2011 to June 30, 2012.

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, 2011 through June 30, 2012, 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 1, 2012, 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, 2011 through June 30, 2012 will not exceed \$750,000.

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, 2010.

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
Vice President, Educational Services

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 _____, 2011.

ACT, INC.

OSRHE

By: _____
Jon Whitmore
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
May 27, 2011

AGENDA ITEM #11:

Master Lease.

SUBJECT: Master Lease Purchase Real Property Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2011A Real Property Master Lease Series. The total projects from 12 entities amount to approximately \$100.1 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute.

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued.

POLICY ISSUES:

The recommendation is consistent State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution's fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2011A series for real property includes 12 system institutions with an estimated total of approximately \$100.1 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was

submitted for legislative review as required by statute in February 2011 and were considered approved due to no action taken. A legislative review hearing on the project was conducted on March 7, 2011.

Institution	Total Amount to be Financed in July Issue
Connors State College	\$9,673,000
Eastern Oklahoma State College	5,500,000
Northeastern OK A&M College	3,075,000
Northeastern State University	6,000,000
Northwestern OK State University	400,000
Oklahoma Panhandle State University	900,000
Oklahoma State University	13,000,000
OSU Institute of Technology (Okmulgee)	12,000,000
Rogers State University	8,000,000
Tulsa Community College	1,500,000
University of Central Oklahoma	28,439,000
University of Science and Arts of Oklahoma	11,565,000
Total for July Issue	\$100,052,000

Connors State College – Wastewater Treatment Facility	\$673,000
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The project will include analysis and determination of the best alternative available for the disposal of wastewater. The project may include the construction of a total retention lagoon or a land application system. The evaluation will include flow monitoring and assessing the Connors State College and Warner sanitary sewage lagoons. Debt service repayment will be provided from Section 13 Offset.

Connors State College – Millers Crossing Student Housing	\$9,000,000
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Refunding and acquisition of student housing facilities originally financed with the issuance of \$9,810,000 Student Housing Revenue Bonds Series 2001A and 2001B Bonds by Rural Enterprises of Oklahoma, Inc. The purchase will pay off the 2001 bonds and result in a debt savings for Connors. Debt service repayment will be provided from student housing rental income.

Eastern Oklahoma State College – Comprehensive Facility Improvements	\$5,500,000
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Proceeds will be used for construction of student housing, remodel student affairs, financial aid offices, registrar's offices, human resources offices, alumni/development and business office areas; address ADA issues, elevator installations, asbestos abatement and demolition of three buildings, updates to science labs, parking lot repairs and construction and facility upgrades to 11 campus buildings. Debt service repayment will be provided through Section 13 Offset and auxiliary enterprises revenue.

Northeastern OK A&M College -- Student Union Upgrades	\$3,075,000
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This project involves the renovation and remodel to bring the Union facility to current code and allow for student government and student affairs offices to be housed in the facility. Debt service repayment will be provided from Student Union fee revenue

Northeastern State University – Events Center	\$6,000,000
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This project involves the construction of a facility to include 4,000 retractable seats, locker rooms, concession areas, classroom/meeting rooms, event staging, storage space, multi-media and sound system

and kitchen facility. The Center will be constructed to comply with FEMA regulations as a certified storm shelter. Debt service repayment will be provided from an existing athletic facility fee and auxiliary rental income.

Northwestern OK State University – Athletic Facility Enhancements	\$400,000
This project is to purchase new lighting for the Ranger Stadium, Myers Baseball Complex and intramural fields. Debt service repayment will be funded through Section 13, New College, rental fees and auxiliary income.	
Oklahoma Panhandle State University – Sewer Lagoon	\$900,000
This project is the renovation of the lagoon facility to include lining two cells, new pump station and two land application circular sprinklers. Debt service repayment will be provided from student housing revenues.	
Oklahoma State University – Parking Garage Construction	\$7,000,000
This project is construction of a new parking garage for students, faculty and staff use. Proceeds will finance the facility construction, as well as all electrical and mechanical systems and related improvements. Debt service repayment will be provided from the parking systems revenue.	
Oklahoma State University – Colvin Center Annex	\$4,000,000
This project includes renovation of the student recreation facility to include reconfiguration of the interior space, roof repairs, HVAC, electrical, plumbing and associated mechanical systems and related improvements. Debt service repayment will be provided from Colvin Center recreational fee revenue.	
Oklahoma State University – Multispectral Research Laboratories	\$2,000,000
Bond Proceeds will be used for building renovations for a portion of Research East Building to provide additional research and office space. Improvements will include HVAC, electrical, mechanical and plumbing systems, and related improvements. Debt service repayment will be provided through grants and contracts revenue.	
OSU Institute of Technology -- Student Housing Acquisition	\$12,000,000
Refunding and acquisition of student housing facilities originally financed with the issuance of \$15,795,000 Student Housing Revenue Bonds 2000A and 2000B by Rural Enterprises of Oklahoma, Inc. The purchase will pay off the 2000 bonds and result in debt service savings. Debt service repayment will be provided from student housing revenues.	
Rogers State University -- Student Dining Facility	\$4,000,000
This project is the construction of dining facility, parking lots, lighting and landscaping. Debt service repayment will be provided through auxiliary income.	
Rogers State University – Athletic Facility Enhancements	\$4,000,000
The project includes addressing three components to include (1) construction of building to house press boxes, meeting rooms, offices, concessions, bleachers, storage, restrooms, locker rooms, practice facility	

with parking lot, lighting and landscaping; (2) soccer and cross country team locker facilities, and (3) installation of artificial turf. Debt service repayment will be provided from student facility fee revenue.

Tulsa Community College – Energy Performance Contract	\$1,500,000
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The project encompasses replacement of facility systems such chillers, air handling units, cooling towers and a boiler. Debt service repayment will be through guaranteed energy savings and Section 13 Offset.

University of Central Oklahoma – Wellness Center	\$8,300,000
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The project is to finance the existing student facilities bonds to provide debt service savings. Debt service repayment will be provided by an existing facility fee.

University of Central Oklahoma -- University Commons	\$12,400,000
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The project is for refunding and acquisition of the University Commons from the Collegiate Housing Foundation for an amount equal to that necessary to refund the Series 1998A Student Housing Bonds issued by the Edmond Economic Development Authority. Debt service repayment is to be provided from residential and rental income from the property.

University of Central Oklahoma – Sports Complex Improvements	\$704,000
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The project includes the replacement of turf and repair of brick field wall in the Wantland Stadium. Debt service repayment will be provided by an existing facility fee.

University of Central Oklahoma – Oklahoma Hardware Building	\$7,035,000
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The project is the purchase of the facility in Bricktown as the current and future location of UCO's Academy of Contemporary Music. Debt service repayment will be provided through student tuition and fees.

University of Science and Arts of Oklahoma – Lawson Court Apartment Refunding	\$11,565,000
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The project is the refinancing of the Lawson Court Apartments that is currently projected to provide approximately \$1 million in debt service savings for the University over the life of the issuance. Debt service repayment will be provided through residential and rental income from the property.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #12-a:

New Programs.

SUBJECT: East Central University. Approval of request to offer the Bachelor of Science in Athletic Training.

RECOMMENDATION:

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

- **Bachelor of Science in Athletic Training.** Continuation beyond Fall 2016 will depend upon:
 - Majors enrolled: a minimum of 50 students in Fall 2015; and
 - Graduates: a minimum of 8 students in 2015-16.

BACKGROUND:

Academic Plan.

ECU's Academic Plan lists the following institutional priorities:

- Improve the quality of all undergraduate and graduate degree programs;
- Improve student retention rates and increase the number of undergraduate degrees awarded;
- Infuse academic programs with appropriate electronic technology and update equipment as needed;
- Maintain high quality library services in support of academic instruction and student learning; and
- Expand academic involvement with the external university community.

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

8	Degrees and/or certificate programs deleted
6	Degrees and/or certificate programs added

Program Review. ECU offers 41 degree and/or certificate programs as follows:

0	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
32	Baccalaureate Degrees
9	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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 ECU'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. ECU's faculty developed the proposal, which was reviewed and approved by institutional officials. ECU's governing board approved delivery of the Bachelor of Science in Athletic Training at the January 2011 meeting. ECU requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Athletic Training

Program purpose. The purpose of this degree program is to provide students with the knowledge and skills required to become a Certified Athletic Training (ATC) by preparing candidates for the Board of Certification (BOC) examination, for entry into graduate or professional programs, and for entry-level employment within a culturally diverse society. The curriculum is designed to encompass the educational objectives outlined in the Commission on Accreditation of Athletic Training Education's (CAATE) Standards.

Program rationale and background. In 2003, in order to satisfy initial accreditation standards established by the Commission on Accreditation for Allied Health Education Programs (CAAHEP), ECU moved an existing Athletic Training concentration from the Bachelor of Science in Education to an option within the Bachelor of Science in Kinesiology. Initial program accreditation was granted in 2003. When the CAATE was formed, along with revised and updated accreditation standards, CAAHEP was abandoned as the accrediting body. Program reaccreditation through CAATE was granted in 2009 through 2013, with the impending standard requirement that all accredited athletic training education programs be a stand-alone major program by 2013-2014. Therefore, in order to maintain its CAATE accreditation status, ECU must delete Athletic Training as an option within the Bachelor of Science in Kinesiology and secure the approval of the free-standing Bachelor of Science in Athletic Training degree program.

Employment opportunities. Athletic Training is a rapidly emerging field as the national health care debate continues, particularly regarding the rising costs of health care and the ensuing shortage of an aging allied health workforce. In recent years, Athletic Trainers have become recognized providers of many preventative and rehabilitative health services, as indicated by receiving their own billing codes within Medicare/Medicaid and private insurance companies. Only candidates who graduate from a

CAATE accredited educational program are eligible to sit for the BOC examination. This requirement drives entry-level employment for the program. Within the past three years, there have been 21 students graduating from the athletic training program at ECU and have secured employment in graduate assistant athletic training positions and other related fields in orthopedic clinics, high schools, and college/university athletic and/or kinesiology departments. Since this is a transition of an existing academic offering into an independent degree program, ECU is confident its graduates will continue to find employment.

Student demand. The proposed new degree program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	50	Fall 2015
Minimum Graduates from the program	8	2015-16

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

Institution	Existing Program
Oklahoma State University	Bachelor of Science in Athletic Training (434)
Southwestern Oklahoma State University	Bachelor of Science in Athletic Training (143)

A systemwide letter of intent was communicated by email on March 16, 2011. Neither Oklahoma State University nor Southwestern Oklahoma State University notified the State Regents' office of a protest to the proposed degree program. Due to the distance between institutions, accreditation requirements, and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 124 total credit hours as shown in the following table. Three new courses will be added (Attachment A).

Content Area	Credit Hours
General Education	32
Major Courses	67
Related Work	22
Electives	3
Total	124

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

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

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Athletic Training are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
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	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000
<i>Narrative/Explanation: In FY 11, 45 percent of ECU's E&G, Part I budget came from State Appropriations. The Kinesiology Department budget in FY 11 was \$1,486,377, of which approximately \$668,696 (45 percent) came from State Appropriations. Based on current records, about 18 percent (approximately \$120,000) of that amount is dedicated to the Athletic Training program. Assuming no increase in State Appropriations for the foreseeable future, ECU is using this figure for existing state resources.</i>					
State Resources Available through Internal Allocation and reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$197,411	\$216,878	\$232,680	\$239,655	\$246,660
<i>Narrative/Explanation: The estimated student tuition was determined based upon the estimated number of program majors multiplied by the 30 credit hours multiplied by tuition and fees. This Year 1: 45 students x 30 credit hours x \$146.23 = \$197,411. The number of students increases each year according to the estimated majors headcount and tuition and fee increases are estimated at 3 percent each year.</i>					
TOTAL	\$317,411	\$336,878	\$352,680	\$359,655	\$366,660

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff:					
Administrative/Other Professional	\$19,020	\$19,020	\$19,020	\$19,020	\$19,020
Faculty	\$174,685	\$174,685	\$174,685	\$174,685	\$174,685
Graduate Assistants	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Student Employees	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The administrative expense for the program is 25 percent of the Program Director's FTE. The remaining 75 percent of his FTE, along with the FTE's of two faculty are utilized for program faculty expenses. Additionally, the program has two graduate assistant positions dedicated to the program (\$5,400 per position). Includes salaries of all listed above. No salary increases are assumed.</i>					
Equipment and Instructional Materials	\$3,000	\$3,000	\$4,000	\$4,000	\$5,000
Library	\$828	\$828	\$900	\$900	\$900
<i>Narrative/Explanation: The FY 11 library budget allocation for the Department of Kinesiology is \$8,281. The above expenses are 10 percent of the department's library budget allocation</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0

Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$1000	\$1000	\$1000	\$1000	\$1000
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$209,333	\$209,333	\$210,405	\$210,405	\$211,405

Attachment

**EAST CENTRAL UNIVERSITY
BACHELOR OF SCIENCE IN ATHLETIC TRAINING**

Degree Requirements	Credit Hours	
General Education	32	
BIOL 1314, CHEM 1114, KIN 2122, and PSYCH 1113 are counted in major requirements and related work		
Major Courses	67	
KIN 2122	Choices in Wellness	2
*ATEP 2123	Introduction to Athletic Training	3
ATEP 3113	Therapeutic Modalities for Athletic Training (and lab)	3
ATEP 3223	Evaluation Lower Extremity (and lab)	3
ATEP 3333	Clinical Athletic Training I	3
ATEP 3443	Evaluation Upper Extremity (and lab)	3
ATEP 3553	Clinical Athletic Training II	3
ATEP 3623	Therapeutic Exercise (and lab)	3
*ATEP 4123	General Medicine and Pharmacology	3
ATEP 4523	Clinical Athletic Training III	3
ATEP 4634	Clinical Athletic Training IV	4
ATEP 4643	Advanced Athletic Training	3
KIN 1962	Introduction to Kinesiology	2
KIN 2222	Sports Nutrition	2
KIN 2272	First Aid	2
KIN 2413	Applied Anatomy	3
KIN 2713	Care and Prevention of Athletic Injuries	3
KIN 3352	Research and Evaluation in Kinesiology	2
KIN 3612	Motor Learning	2
KIN 3723	Biomechanics	3
KIN 3733	Physiology of Exercise	3
KIN 4623	Exercise Testing and Prescription	3
*KIN 4223	Strength and Conditioning	3
KIN 4153	Organization and Administration	3
Related Work	22	
BIOL 1314	General Zoology	4

CHEM 1114	General Chemistry I	4
PSYCH 1113	General Psychology	3
BIOL 2184	Human Anatomy	4
BIOL 3634	Human Physiology	4
HIM 2113	Medical Terminology	3
Electives		3
Total		124

*Asterisks denote new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #12-b:

New Programs.

SUBJECT: Northeastern State University. Approval of request to offer the Master of Science in Occupational Therapy and the Master of Science in Natural Science.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University's (NSU) request to offer the Master of Science in Occupational Therapy and the Master of Science in Natural Science with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Science in Occupational Therapy.** Continuation beyond Fall 2017 will depend upon:
 - Majors enrolled: a minimum of 25 students in Fall 2016; and
 - Graduates: a minimum of 7 students in 2016-17.

- **Master of Science in Natural Science.** Continuation beyond Fall 2015 will depend upon:
 - Majors enrolled: a minimum of 15 students in Fall 2014; and
 - Graduates: a minimum of 5 students in 2014-15.

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; and
- 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:

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

Program Review. NSU offers 84 degree and/or certificate programs as follows:

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

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.

Program Development Process. NSU's faculty developed the proposal, which was reviewed and approved by institutional officials. NSU's governing board approved delivery of the Master of Science in Occupational Therapy and the Master of Science in Natural Science at the April 15, 2011 meeting. NSU requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Science in Occupational Therapy

Program purpose. The purpose of this new graduate degree program is to train highly qualified occupational therapists for employment in the rural region of Eastern Oklahoma. The program will be offered on the Muskogee campus and will provide students with cultural sensitivity education to the American Indian population served in the area. The program is designed to meet all the standards and criteria for accreditation set forth by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.

Program rationale and background. The proposed graduate degree program directly addresses NSU's mission and operational philosophy by contributing to addressing healthcare workforce shortage needs that are vital to the economic health and resident well-being of the region and state, implementing academic programming focused toward serving the needs of the residents of the region and state, and providing high-quality, graduate level programming in response to workforce demands in Eastern Oklahoma.

Employment opportunities. Based on the “Staffing Needs Assessment: 2008 Survey” (April 2009) and the “Hospitals Gave \$30 Million to Education, 2005-2007” report (2008), both produced by the Oklahoma Healthcare Workforce Center (OHCWC), Oklahoma will have a shortage of nearly 200 Occupational Therapists by 2012. Additionally, data from OHCWC’s “Report on the Eastern Regional Health Care Summit of September 2010,” reveals that the current vacancy rate for Occupational Therapist positions within Oklahoma is 75 percent. Furthermore, the Oklahoma Department of Labor has projected a 13 percent increase in the need for new Registered and Licensed Occupational Therapy practitioners through 2016. NSU reports that these shortages are greatly understated for underserved regions of the state, such as in Eastern Oklahoma counties. For employment at the national level, the United States Bureau of Labor Statistics has identified that job opportunities for Occupational Therapists should increase by nearly 26 percent over a 10-year period. Cumulatively, the data supports that there will be a significant ongoing and increasing employer demand for Occupational Therapist; both locally and nationally, well into the future.

Student demand. The proposed degree program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2017
Minimum Graduates from the program	7	2016-17

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

Institution	Existing Program
University of Oklahoma Health Science Center	Master of Occupational Therapy (028)

A systemwide letter of intent was communicated by email on March 16, 2011. The University of Oklahoma did not notify the State Regents’ office of a protest to the proposed program. Due to the distance between institutions, anticipated workforce shortages, and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 81 total credit hours, as shown in the following table. Thirty-five new courses will be added (Attachment A).

Content Area	Credit Hours
Core Courses	81
Total	81

Faculty and staff. Occupational Therapy degree programming does not currently exist at NSU. A program director (Doctoral level; Occupational Therapist, Registered/Licensed) for the Master in Science in Occupational Therapy will be hired in early Fall 2011. Two additional resident faculty at the Masters/Doctoral level, Occupational Therapist, Registered/Licensed, and a Clinical Coordinator will be hired during the balance of the 2011-2012 academic year. Adjunct Clinical Assistant/Associate professors will be hired as necessary during the 2012-2013 implementation year.

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

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Occupational Therapy are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$250,000	\$170,000	\$0	\$0	\$0
<i>Narrative/Explanation: Directed federal funding secured in the FY2012 federal appropriations omnibus bill will provide for start-up expenses to fund the program in year 1 and partially in year 2 of the program. Additional and continued federal directed funding is anticipated for year 3 and 4 but has not been identified in this proposal.</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: A consortia \$20 million dollar cooperative Tulsa Community College Health Services and Resource Administration (HRSA) Grant is pending in support of expanding Rehabilitative Sciences emphases on the Muskogee campus. Dollars identified in the grant are to be expended on both equipment and operational funding for Occupational Therapist, Physical Therapist Assistant, Occupational Therapist Assistant, and Physical Therapist education. The grant is pending. Additional workforce support grants will be submitted to offset expense and expand the program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$0	\$83,839	\$194,340	\$58,110	\$24,567
<i>Narrative/Explanation: NSU is undergoing a comprehensive academic prioritization initiative to identify programming that does not best serve the needs of the institution and could provide resources to be put toward the development of needed and prioritized new initiatives. Resources garnered from appropriate programming reallocations will be targeted toward sustaining the Master of Science in Occupational Therapy.</i>					
Student Tuition	\$40,572	\$91,981	\$160,353	\$258,411	\$304,254
<i>Narrative/Explanation: Graduate-level tuition and fees for the Master of Science in Occupational Therapy program is consistent with the tuition and fees for the Master of Science in Nursing Education (149) at NSU. The tuition is estimated at approximately \$239.00 per credit hour and includes a \$45.00 per credit hour health professions surcharge. Tuition calculation was prorated on a 5 percent increase of a 2010 base year.</i>					
TOTAL	\$290,572	\$345,820	\$354,693	\$316,521	\$328,821

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$100,500	\$104,520	\$108,701	\$113,049	\$117,570
Faculty	\$120,000	\$179,800	\$186,992	\$194,472	\$202,251
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$3,100	\$3,224	\$3,353	\$3,487	\$3,627
<i>Narrative/Explanation: Administrative salaries include a Program Director (\$75,000) and an Administrative Assistant (\$22,500). Faculty salaries include a Clinical Coordinator (\$65,000) and a faculty member (\$55,000) in Year 1 of the</i>					

program and an additional faculty member (\$55,000) in Year 2 of the program. One institutional student employee (\$3,100) is requested to work in the program office. Salaries are incremented at 4 percent annum.

Equipment and Instructional Materials	\$40,000	\$50,000	\$50,000	\$0	\$0
<i>Narrative/Explanation: Equipment required to support two laboratories for instruction in the first second and third year of the program. Without the equipment, the program cannot be offered. Federal Funding has been secured to acquire the equipment.</i>					
Library	\$5,000	\$5,150	\$5,300	\$5,460	\$5,620
<i>Narrative/Explanation: American Association of Occupational Therapy electronic database access for periodical publications employed in the classroom and laboratory instruction.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$5,000	\$4,500	\$2,500	\$2,500	\$2,500
Printing	\$3,000	\$1,000	\$1,000	\$1,000	\$1,000
Telecommunications	\$1,500	\$1,000	\$1,000	\$500	\$500
Travel	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Commodities include office supplies, copy paper, copy cost and routine operational items. Printing includes marketing brochures and recruitment materials. Telecommunications includes phone acquisition and line charges for faculty and staff. Travel is to be used for the coordination of clinical sites and to support recruitment initiatives.</i>					
TOTAL	\$281,600	\$352,694	\$362,346	\$323,968	\$336,568

Master of Science in Natural Science

Program purpose. The purpose of this new graduate program is to provide students with multi-disciplinary training in the Natural Sciences beyond that of the baccalaureate degree. Additionally, the program will provide students with advanced training and education for expanding current scientific knowledge and skills through the experience of designing, executing and reporting of scientific research. A central goal of the program is to prepare students for doctoral programs and/or employment in the natural sciences or advancement in their current profession.

Program rationale and background. Many of the issues our society faces today are multi-disciplinary in nature, and scientists who have the ability to approach these issues from a multi-disciplinary perspective will be very valuable. The curriculum designed for this graduate program will provide students the skills needed to understand and appreciate multi-disciplinary approaches to problem solving in science, without sacrificing the deeper understanding of specific disciplines in science. The program is to be delivered on the Tahlequah and Broken Arrow campus locations.

Employment opportunities. Due primarily to its broad scope, contemporary natural science offers employment opportunities in rapidly growing technical fields, such as alternative energy, materials science, biotechnology, and pharmaceutical science. Graduates with a master's degree in natural science can optimally prepare to enter or advance in any of these fields. Based on employment data collected in a 2008 United States Department of Labor's Bureau of Labor Statistics study, nationwide projections indicate an increase of 1.5 to 5 times the current level for job categories requiring significant education in the natural sciences, including professional biological and chemical scientists, as well as natural science managers. Similar trends can be identified at the state level as well. Students completing the Master of Science in Natural Science at NSU will most effectively compete for careers in academic, industrial, and governmental natural science positions, both inside and outside the Northeast Oklahoma region.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2014
Minimum Graduates from the program	5	2014-2015

Duplication and impact on existing programs. The proposed degree program would not duplicate any existing program, but shares some content with the following existing programs:

Institution	Existing Program
University of Oklahoma	Master of Natural Science (181)
Oklahoma State University	Master of Science in Environmental Science (091)

A systemwide letter of intent was communicated by email on March 16, 2011. Neither the University of Oklahoma nor Oklahoma State University notified 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 36 total credit hours, with options in Physics, Chemistry and Biology, as shown in the following table. Sixteen new courses will be added (Attachment B).

Content Area	Credit Hours
Core Courses	12
Option Courses	12
Research Courses	6
Thesis	6
Total	36

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

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

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Science in Natural Science are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: There are currently no federal funds available for the proposed program. However, faculty will seek funding to provide funds for graduate assistantships and lab equipment.</i>					
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	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400
<i>Narrative/Explanation: Reallocation will release 18 credit hours of adjunct teaching load to the proposed program per year. Adjunct faculty are paid \$800 per credit hour. Eighteen credit hours x \$800 per credit hour = \$14,400.</i>					
Student Tuition	\$6,480	\$12,960	\$19,440	\$19,440	\$19,440
<i>Narrative/Explanation: Graduate student tuition is \$144.00 per credit hour. A full-time graduate student load is 9 credit hours. For the first year of the program, student enrollment will be 5 students (5 graduate students x 9 credit hours x \$144.00 per credit hour = \$6,480.) For the second year student enrollment will be 10 graduate students (10 graduate students x 9 credit hours x \$144.00 per credit hour = \$12,960.) In subsequent years, the student enrollment will be 15 students (15 graduate students x 9 credit hours x \$144.00 per graduate credit hour = \$19,440).</i>					
TOTAL	\$20,880	\$27,360	\$33,840	\$33,840	\$33,840

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$14,400	\$14,400	\$14,400	\$14,400	\$14,400
Graduate Assistants	\$0	\$10,500	\$10,500	\$10,500	\$10,500
Student Employees	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Adjunct faculty salaries will be available from reallocation. Adjunct faculty will provide 18 credit hours per year (\$800 per credit hour x 18 credit hours per year = \$14,400.) Graduate assistances will be paid \$3,500 for teaching 6 credit hours and working in a lab for 25 hours per week per semester. Three graduate students x \$3,500 = \$10,500. As faculty receive grants to fund graduate assistants, the need for adjunct faculty will diminish.</i>					
Equipment and Instructional Materials	\$5,000	\$1,000	\$5,000	\$5,000	\$5,000
<i>Narrative/Explanation: Some funds will be needed for graduate research materials. Additional research equipment will be provided by securing research grants.</i>					
Library	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Current library resources are adequate for the needs of the program.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$500	\$500	\$500	\$500	\$500
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: The only additional costs will be for printing brochures to advertise the program.</i>					
TOTAL	\$19,900	\$26,400	\$30,400	\$30,400	\$30,400

Attachment

ATTACHMENT A

**NORTHEASTERN STATE UNIVERSITY
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

Degree Requirements		Credit Hours
Required Courses		81
*OCTH 5023	Human Anatomy	3
*OCTH 5013	Introduction to Occupational Therapy Profession	3
*OCTH 5122	Occupational Therapy: Theory and Practice	2
*OCTH 5121	Professional Relations and Communication	1
*OCTH 5133	Occupations: Analysis and Adaption I	3
*OCTH 5812	Clinical Practicum I	2
*OCTH 5153	Developmental Life Span	3
*OCTH 5173	Neuroscience	3
*OCTH 5222	Cultural Competency: Contexts of Occupation	2
*OCTH 5233	Facilitating Physical Performance	3
*OCTH 5231	Physical Performance Lab	1
*OCTH 5821	Clinical Practicum II	1
*OCTH 5253	Role of Psychiatric Disorders on Physical Performance	3
*OCTH 5272	Occupations: Analysis and Adaption II	2
*OCTH 5322	Assessing Physical Performance	2
*OCTH 5332	Plan Development for Physical Performance	2
*OCTH 5311	Service Management	1
*OCTH 5357	Practice Models in Occupational Therapy	7
*OCTH 5832	Clinical Practicum III	2
*OCTH 5322	Global Cultural Perspective: Evidence-Based Practice	2
*OCTH 5846	Fieldwork I	6
*OCTH 5411	Management Skills	1
*OCTH 5902	Introduction to Research	2
*OCTH 5711 OR *OCTH 5722	Special Topics in Occupational Therapy Practice	2
*OCTH 5442	Clinical Reasoning: Case Based Studies	2
*OCTH 5853	Fieldwork II – Part I	3
*OCTH 5552	Clinical Reasoning: Population Based	2

*OCTH 5863	Fieldwork II – Part II	3
*OCTH 5632	Technical Writing	2
*OCTH 5901	Seminar	1
*OCTH 5623	Professional Responsibilities in Practice	3
*OCTH 5642	Community Service Needs	2
*OCTH 5912	Research Practicum	2
*OCTH 5722	Special Projects	2
Total		81

*Asterisks denote new courses

ATTACHMENT B

**NORTHEASTERN STATE UNIVERSITY
MASTER OF SCIENCE IN NATURAL SCIENCE**

Degree Requirements	Credit Hours
Common Courses	12
*SCI 5502 Research Rotation	2
*SCI 5803 Topics in Natural Science	3
*SCI 5511 Research Seminar	1
Choose one of the following Math Courses	
*PHYS 5123 Mathematical Methods for Physics and Chemistry	3
*MATH 5533 Statistics for the Natural Sciences	3
Research and Thesis Requirement	12
*SCI 5533 Research in the Natural Sciences (may be repeated)	6
*SCI 5900 Thesis	6
Physics Option	12
*PHYS 5613 Classical Mechanics	3
*PHYS 5623 Electrodynamics	3
*PHYS 5633 Quantum Mechanics	3
*PHYS 5643 Thermodynamics and Statistical Mechanics	3
Chemistry Option	12
*CHEM 5123 Spectroscopic Methods in Chemistry (required)	3
Select three of the following	
*CHEM 5253 Separations	3
*CHEM 5213 Biochemistry	3
*CHEM 5523 Physical Chemistry	3
CHEM 5663 Chemistry Teaching Labs: Design, Implementation and Maintenance	3
CHEM 5713 Electrochemistry	3
CHEM 5513 Medicinal Chemistry	3
CHEM 5223 Polymer Chemistry	3
CHEM 5233 Bioinorganic Chemistry	3
CHEM 5243 Materials Science	3

CHEM 5113	Advanced Organic Chemistry	3
CHEM 5360	Special Topics in Chemistry	3
Biology Option (select from the following)		12
*BIOL 5200	Advanced Topics in Biology	3
BIOL 5103	Developmental Biology	3
BIOL 5114	Systematic Botany	4
BIOL 5133	General Virology	3
BIOL 5164	Medical Microbiology	4
BIOL 5213	Ethnobotany	3
BIOL 5214	Animal Parasitology	4
BIOL 5234	Mammalogy	4
BIOL 5264	Ornithology	4
BIOL 5324	Principles of Fisheries and Wildlife Management	4
BIOL 5354	Immunology	4
BIOL 5500	Selected Topics in Biology	1-3
BIOL 5502	Selected Topics in Molecular Biology	2
BIOL 5514	Histology	4
BIOL 5522	Ecological Methods	2
BIOL 5543	Molecular Biology	3
BIOL 5554	Limnology	4
BIOL 5562	Limnological Methods	2
Total		36

*Asterisks denote new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #12-c:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of request to offer the Associate in Applied Science in Contemporary Music Business.

RECOMMENDATION:

It is recommended that the State Regents allow the University of Central Oklahoma's (UCO) to exercise its limited function to offer associate degrees as approved, to allow UCO to offer a third associate in applied science degree program, and to approve UCO's request to offer the Associate in Applied Science in Contemporary Music Business with the stipulation that continuation of the function option and offering the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below. This approval is based on the specialized nature of the program, the demand for the program, and the documented cost coverage.

- **Associate in Applied Science in Contemporary Music Business.** Continuation beyond Fall 2013 will depend upon:
 - Majors enrolled: a minimum of 70 students in Fall 2012 and
 - Graduates: a minimum of 40 students in 2012-13.

BACKGROUND:

Academic Plan

UCO's Academic Plan lists the following institutional priorities:

Academic Long-Term Goals

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

APRA Implementation

In August 1991, the State Regents launched the Academic Planning Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and

activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

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

56	Degrees and/or certificate programs deleted
16	Degrees and/or certificate programs added

Program Review

UCO offers 96 degree and/or certificate programs as follows:

1	Certificates
0	Associate of Arts or Sciences Degrees
2	Associate of Applied Science Degrees
62	Baccalaureate Degrees
31	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process. UCO’s faculty developed the proposal, which was reviewed and approved by institutional officials. UCO’s governing board approved delivery of the Associate in Applied Science in Contemporary Music Business at the January 12, 2011 meeting. UCO requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

The State Regents’ *Functions of Public Institutions* policy executes Article XIII-A, Section 2 of the Constitution of Oklahoma, which directs the State Regents to “*determine the function and courses of study*” in each of the institutions of the State System. Institutional functions designate the level at which an institution operates; the spectrum of educational offerings; the geographic area of institutional responsibility; and the extent to which the institution is engaged in research, public service, and extension activities. UCO is designated as a regional university. Regional Universities’ current function statement allows the offering of a) both lower-division and upper-division undergraduate study in several fields leading to the baccalaureate degree, b) a limited number of programs leading toward the first-professional degree when appropriate to an institution’s strengths and the needs of the state, c) graduate study below the doctor’s level, primarily in teacher education, but moving toward limited comprehensiveness in fields related to Oklahoma’s manpower needs, d) extension and public service responsibilities in the geographic regions in which it is located, e) responsibility for institutional and applied research in those areas related closely to its program assignments, f) responsibility for regional programs of economic development, g) associate and certificate programs as authorized, and h) other special functional or programmatic responsibilities as authorized by the State Regents. At the February 12, 2009 State Regents’ meeting, UCO was granted authorization to offer two associate in applied science degrees as allowed in UCO’s regional university function statement. This proposed function change is to extend this authorization to

include a third associate in applied science degree based on the specialized nature of the program, the demand for the program, and the documented cost coverage.

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

ANALYSIS:

Function issues. UCO's request to extend its function authorization to include a third AAS degree reflects stipulations for UCO's franchise agreement with the Academy of Contemporary Music in Guildford, England to offer this academy in the United States. The function authorization to offer the AAS degree will be reviewed for continuation in terms of productivity, academic quality, student outcomes, and fiscal viability in Fall 2012, in tandem with the final review of the original two AAS programs approved February 12, 2009. UCO has met the stringent requirements – declared during the function moratorium – that regional university approvals to offer additional associate level degrees must include documentation of demand for the program and full cost coverage.

Associate in Applied Science in Contemporary Music Business

Program purpose. The purpose of the proposed degree program is to provide students with an intensive, practical, industry-related program, concentrating on the skills needed to begin a career in the music industry. The proposed degree program will provide an opportunity for musicians to develop industry contacts, music industry management experience, as well as acquiring business and practical skills.

Program rationale and background. In 2009, UCO entered into a franchise agreement with the Academy of Contemporary Music (ACM) in Guildford, England (ACM/England) to establish a similar academy in the United States. As winner of the "Queen's Innovation Award," the ACM/England has been recognized as one of the world leaders in music industry education. Since its founding in 1996 in Guildford, the ACM/England degree programs have been accredited by Middlesex University of England. The concept of the ACM at UCO (ACM@UCO) emerged from the Oklahoma's 2008 "Year of Creativity" initiative. Combining the concepts of creativity, commerce, and education, the ACM@UCO, to be located in Oklahoma City's Bricktown, has been targeted as a "business incubator" for the music industry by the Oklahoma Department of Commerce. Since the commencement of the current ACM@UCO programs in Fall 2009, 420 students have enrolled with a first year retention rate of 82%. The proposed degree program is a key component for the ACM@UCO as it provides an academic bridge for students who wish to explore the world of contemporary music, and those who wish to expand that role into the professional music business industry.

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

Student demand. The 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	70	Fall 2012
Minimum Graduates from the program	40	2012-2013

Duplication and impact on existing programs. There are no associate in applied science degree programs in Contemporary Music Business offered in Oklahoma. A systemwide letter of intent was communicated by email on January 27, 2011. None of the State System institutions notified the State Regents’ office of a protest to the proposed degree program. Based on the lack of a similar program, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 66 total credit hours as shown in the following table. Nine new courses will be added (Attachment A).

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

Faculty and staff. Faculty for the program will be a mix of academics, performers, experienced music business professionals, and entrepreneurs. Existing full-time faculty with the appropriate credentials and rank from UCO’s College of Fine Arts and Design, School of Music will hold primary responsibility for the program. Qualified part-time adjunct instructors will supplement the faculty. Each adjunct will hold an academic credential of a baccalaureate degree or higher and/or professional equivalency. Adjunct faculty will be evaluated annually and required to participate in discipline-specific pedagogical training and will be invited and encouraged to participate in UCO’s faculty professional development activities.

Support services. The library, facilities and equipment are adequate to support the program

Financing. The proposed degree program will be supported through the current tuition and fee structure, as well as reallocation of existing funds from Academic Affairs and Health Professions’ budgets. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Contemporary Music Business are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Other Non-State Sources	\$9,996	\$20,147	\$26,805	\$34,006	\$41,789
<i>Narrative/Explanation: These are projected revenues from merchandising sales and other income sources.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$0	\$0	\$34,100	\$34,100	\$34,100
<i>Narrative/Explanation: Reallocation of existing funds of Academic Affairs and Health Professions budgets.</i>					
Student Tuition	\$180,000	\$220,500	\$330,750	\$382,024	\$437,580
<i>Narrative/Explanation: Student tuition is projected at \$130.45 per credit hour + \$18.05 mandatory fees per credit hour + \$70.00 per credit hour course fee = \$218.50 in the first year. A request for an increase to \$81.00 per credit hour has been submitted to OSRHE.</i>					
TOTAL	\$189,996	\$240,647	\$391,655	\$450,130	\$513,469

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff:					
Administrative/Other Professional	\$0	\$0	\$0	\$0	\$0
Faculty	\$50,000	\$60,000	\$80,000	\$80,000	\$93,450
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Faculty costs are budgeted at \$890.00 per credit hour. Faculty costs are computed on 15 hours per 18 students. Includes salaries of all listed above.</i>					
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$60,000	\$70,000	\$100,000	\$110,000	\$120,000
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$5,000	\$5,800	\$7,400	\$9,000	\$10,600
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: Adjunct costs and other support costs</i>					
TOTAL	\$115,000	\$135,800	\$187,400	\$199,000	\$224,050

Attachment

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
ASSOCIATE IN APPLIED SCIENCE IN CONTEMPORARY MUSIC BUSINESS**

Degree Requirements	Credit Hours
University Core	18
ENG 1113 English Composition	3
MCOM 1113 Fundamentals of Speech	3
POL 1113 American National Government	3
HIST 1483 OR History of the US to 1877 OR HIST 1493 History of the US since 1877	3
Select 6 hours of the following	
ART 1153 Survey of Art History I	3
BIO 1114 General Biology	4
FMCD 2213 Child Development	3
HLTH 1112 Healthy Life Skills	2
LEAD 2213 Theories of Leadership	3
MUS 2213 Music Appreciation	3
MUS 2623 Music History Survey I	3
NTRN 1483 Personal Nutrition	3
PHY 1114 General Physics I and Lab	4
PSY 1103 General Psychology	3
SFTY 2343 Safety Education	3
Music Business Requirements	48
ACM 1132 Music Culture	2
ACM 1212 Music Industry Studies	2
ACM 1422 Freelance World	2
ACM 1322 Stylistic Awareness	2
*ACM 1xx3 Introduction to Artist Development	3
MCOM 2063 Introduction to Brand Communication/Advertising	3
*ACM 1xx3 Introduction to New Media and Music	3
ISOM 2012 Personal Computer Productivity	2
ACCT 2223 Survey of Accounting	3
MCOM 1103 Introduction to Mass Communication	3
*ACM 2xx3 Introduction to Concert and Tour Management	3
*ACM 2xx3 Music Marketing, Merchandising, and Retail I	3

*ACM 2xx3	Music Business Project I	3
*ACM 2xx3	Music Business Project II	3
*ACM 2xx3	Artist Management	3
*ACM 2xx3	Record Label Operations and Management	3
*ACM 2xx3	Music Marketing, Merchandising, and Retail II	3
DES 2102	Graphic Design for Non-Majors	2
Total		66

*Asterisks denote new courses

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AGENDA ITEM #12-d:

New Programs.

SUBJECT: Langston University. Approval of request to offer the Bachelor of Science in Accountancy in Tulsa.

RECOMMENDATION:

It is recommended that the State Regents approve Langston University's (LU) request to offer the Bachelor of Science in Accountancy to be offered in Tulsa with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Science in Accountancy.** Continuation beyond Fall 2014 will depend upon:
 - Majors enrolled: a minimum of 40 students in Fall 2013; and
 - Graduates: a minimum of 8 students in 2013-14.

BACKGROUND:

Academic Plan.

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

- Increase the use of technology in academic programs, as follows:
 - Continue to provide technology training for students to enhance teaching and learning.
 - Continue the development of online-courses.
 - Continue to provide technology training to assist faculty in increasing technology use in the classroom.
 - Review and redesigned courses in selected disciplines to address the learning styles of a diverse student body.
- Academic priorities relationship to high priority programs:
 - The integration of technology in academic programs provides varied modes of delivery to meet the learning styles of diverse learners and flexibility for students to take online courses. Courses that have been redesigned aid in retaining students in critical programs such as nursing, physical therapy and mathematics and science programs by providing multiple modes of learning thereby producing positive learning outcomes.
 - Faculty teaching in high priority programs are encouraged to become engaged in scholarly activities to satisfy the guidelines of their accrediting agencies (i.e. physical therapy and nursing and business). Science, technology and mathematics (STEM) programs are involved in research and grant activities which provide hands-on research and learning opportunities for undergraduate students majoring in STEM disciplines.

- The School of Business anticipates revising the curriculum for all the program offerings within the school.
- Monitor and improve Academic Assessment Plans, as follows:
 - Improve communication to students concerning the need for assessment.
 - Collect, analyze and store pertinent data for availability to relevant faculty.
 - Continue to improve the activities provided as part of assessment day.
 - The assessment plan provides feedback to the professor so the students' areas of weakness can be identified, discussed, and changes made to improve the student's knowledge base. Assessment is vital to the success of academic programs and student achievement.
- Develop a continuing education program, as follows:
 - Complete a survey of university constituents and community needs in the Oklahoma City and Tulsa areas.
 - Analyze and select topics for presentation.
 - Select presenters for the topics.
 - Develop a public relation campaign to publicize course offerings.
- Promote scholarly activities among faculty and students, as follows:
 - Present research at local and national conferences.
 - Publish research in Peer Review Journals.
 - Continue to mentor student research activities.
 - Continue to provide a forum for student research presentations and publications.

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

17	Degrees and/or certificate programs deleted
14	Degrees and/or certificate programs added

Program Review. LU offers 38 degree and/or certificate programs as follows:

0	Certificates
6	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
26	Baccalaureate Degrees
4	Master's Degrees
0	Doctoral Degrees
1*	First Professional Degrees

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 LU'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. *LU offers one content area (Doctor of Physical Therapy) as a first professional degree with two delivery methods found in the Unitized Data System (UDS).

Program Development Process. LU’s faculty developed the proposal, which was reviewed and approved by institutional officials. LU’s governing board approved delivery of the Bachelor of Science in Accountancy at the October 22, 2010 meeting. LU requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Accountancy

Program purpose. The purpose of the proposed degree program is to equip students with the knowledge, skills, and competencies required for gainful employment in industry and government, as well as for advanced studies. Students will gain quality academic training needed to be responsive to the needs of corporate and public accounting and will exhibit the ethical, moral, and legal guidelines of the accounting profession.

Program rationale and background. The program will be offered on the Tulsa campus and is a conversion of the existing accounting option in the Bachelor of Business Administration in Business Administration (009) into a stand-alone degree program. This program has shown strong productivity at LU (on all 3 campuses). Graduate numbers show 73 graduates in the 2008-2009 academic year, with a five-year average of 80 graduates per year (2004-2009). Majors in the program have totaled 407 for the 2008-2009 academic year, with a five-year average of 451 majors per year (2004-2009). LU will continue its accreditation from the Accrediting Council for Business Schools and Programs (ACBSP) and will seek more rigorous accreditation from the Association to Advance Collegiate Schools of Business (AACSB), similar to the business accreditation the University of Oklahoma, Oklahoma State University, and Southeastern Oklahoma State University have achieved.

Employment opportunities. Information from the *2009 Trends in Accounting* indicates placement of new accounting graduates is dominated by public practice firms, and in 2008-2009, such firms with 50 to 200 accountants increased their hiring by 7 percent. In a review of Oklahoma Employment Security Commission’s *Occupational Outlook, 2006-2016* for the Tulsa Workforce Investment Area, accountant and auditor occupations are expected to increase in total openings by 740 jobs or 15.23 percent. The average hourly wage for such positions in Tulsa is \$25.91 per hour for baccalaureate prepared accountants. Individuals working as Financial Analysts are expected to earn \$30.53 per hour and see an increase of 150 jobs or 24.59 percent. It is anticipated that LU graduates will continue to find employment in the accounting profession comparable to and possibly exceeding those graduates of the existing Bachelor of Business Administration in Business Administration (009), Accounting Option from previous years.

Student demand. The new proposed degree program is expected to meet the enrollment and graduate standards by the established deadline prior to State Regents’ final approval as shown in the following table:

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	40	Fall 2013
Minimum Graduates from the program	8	2013-14

Duplication and impact on existing programs. Most Oklahoma universities offer a degree program in accounting or business administration with some emphasis on accounting. The University of Oklahoma, Oklahoma State University, Cameron University, East Central University, Northeastern State University, Northwestern Oklahoma State University, Oklahoma Panhandle State University, Southeastern Oklahoma State University, and the University of Central Oklahoma all have similar programs.

Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this degree program has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with the *Academic Program Approval* policy and includes consideration of student and employer demand, demand for services or intellectual property of the program, and alternative forms of delivery (i.e. consortia or joint programs). In keeping with the OSRHE plan for review of Tulsa area programs where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether or not it is a new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

Since this program is a conversion from LU’s long standing Accounting Option within the Bachelor of Business Administration in Business Administration (009) degree program and has demonstrated strong productivity, approval will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the State System currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as a part of the annual Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

Systemwide letters of intent for this Bachelor of Science in Accountancy and the future Master of Accountancy were communicated by email on June 11, 2010. Currently, LU is the only institution offering an accounting content area in Tulsa. The University of Oklahoma requested a copy of the proposed Master of Accountancy program and OSRHE staff are working with OU and others in the review of the proposal.

Curriculum. The proposed degree program will consist of 125 total credit hours as shown in the table below. No new courses will be added (Attachment A). LU has ensured it will meet ACBSP accreditation requirements for the program and that the curriculum meets requirements for the Oklahoma Society of Certified Public Accountants licensure. Once approved, LU will seek AACSB accreditation.

Content Area	Credit Hours
General Education	50
Business Core Courses	45
Program Core Courses	18
Guided Electives	6
Free Electives	6
Total	125

Faculty and staff. In order to maintain accreditation from the ACBSP, LU will hire two doctoral prepared faculty members and one professionally qualified (non-doctoral) faculty member to support this program and in anticipation of its future plans to develop the Master of Accountancy. These two new

faculty positions will support the program in Tulsa, and will be supplemented by appropriately credentialed faculty from the main campus. Funding to support these two new faculty is expected to come from use of LU’s endowment funds, as detailed in the “Financing” section below.

Support services. The facilities are adequate for the proposed degree program. LU indicates it will dedicate funds for online library resources appropriate to the program content and purchase technology equipment for classrooms. This dedicated funding will also allow for the purchase of computers and furniture for new faculty offices and other maintenance costs as needed. These expenses are to come from the endowment funds, as detailed in the “Financing” section below.

Financing. The proposed degree program will be funded through a one-time draw down from the endowment earnings, as well as cost savings from a reorganization of the School of Business and the current tuition and fee structure. Additionally, LU will discontinue offering its Bachelor of Science in Computer Science (045) in Tulsa to reallocate those funds to this program. These resources are expected to be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Science in Accountancy are shown in the following tables:

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
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	\$244,640	\$299,580	\$303,665	\$267,256	\$197,636
<i>Narrative/Explanation: A one-time draw will be made from endowment earnings, supplemented with redirected funds from deleted and/or suspended programs.</i>					
Student Tuition	\$21,360	\$52,320	\$73,960	\$100,120	\$184,760
<i>Narrative/Explanation: Tuition is calculated at \$113.50 per credit hour and fees are estimated at \$700 per student per year by projected annual enrollment.</i>					
TOTAL	\$266,000	\$351,900	\$377,625	\$367,376	\$382,396

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Staff:					
Administrative/Other Professional	\$0	\$0	\$0	\$0	\$0
Faculty	\$163,000	\$262,500	\$275,625	\$289,406	\$303,876
Graduate Assistants	\$0	\$0	\$0	\$0	\$0

Student Employees	\$0	\$0	\$0	\$0	\$0
<i>Narrative/Explanation: There is a need for two doctoral qualified faculty and one professionally qualified for the Bachelor of Science in Accountancy program in the first two years. LU currently has two full-time instructors at a combined salary of \$87,000. By eliminating one of these two positions LU can hire one new doctoral qualified Assistant Professor at \$87,000, a new doctoral qualified Associate Professor at \$103,000. The retained faculty is professionally qualified by AACSB standard and is retained at a salary of \$60,000. The School of Business intends to pursue accreditation by the AACSB as soon as LU has the required faculty. The first year budget is derived as follows: Total faculty salaries (\$87,000 + \$103,000 + \$60,000) less current total accounting faculty salary (\$87,000) = \$163,000 in new funds requested for salaries for year 1.</i>					
Equipment and Instructional Materials	\$95,000	\$12,000	\$12,000	\$12,360	\$12,360
<i>Narrative/Explanation: This will cover technology purchases for classrooms, computers for faculty offices, desks and shelves for new faculty offices for year 1, and maintenance expenses for years 2-5.</i>					
Library	\$12,000	\$12,000	\$12,000	\$12,360	\$12,360
<i>Narrative/Explanation: License for on-line library resources and databases. There is a 3% increase for years 4 and 5.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$14,000	\$15,000	\$15,000	\$15,450	\$16,000
Printing	\$15,000	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$30,000	\$48,000	\$60,000	\$36,000	\$36,000
<i>Narrative/Explanation: Tuition waivers at \$1,200 per student per year for 25, 40, 50, 30, and 30 students each year respectively</i>					
TOTAL	\$329,000	\$349,500	\$374,625	\$365,576	\$380,596

Attachment

**LANGSTON UNIVERSITY
BACHELOR OF SCIENCE IN ACCOUNTANCY**

Degree Requirements	Credit Hours
General Education	50
Business Core Courses	45
AC 2103 Principles of Accounting I	3
AC 2203 Principles of Accounting II	3
EC 2023 Principles of Microeconomics	3
EC 2013 Principles of Macroeconomics	3
FN 3303 Business Statistics	3
FN 3313 Financial Management	3
MIS 3503 Microcomputer Applications in Business	3
MIS 3563 Introduction to Management Information Systems	3
MG 3703 Fundamentals of Management	3
BA 3623 Business Communications	3
BA 3683 Introduction to Management Science	3
MG 3753 Production and Operations Management	3
BA 3633 Business Law I	3
MG 3763 Principles of Marketing	3
MG 4703 Business Policy and Strategy	3
Program Core Courses	18
AC 3103 Intermediate Accounting I	3
AC 3113 Intermediate Accounting II	3
AC 3123 Managerial Accounting	3
AC 3143 Income Tax Accounting	3
AC 4113 Auditing	3
AC 4103 Advanced Accounting	3
Guided Electives (select 6 credit hours from the following)	6
AC 3133 Accounting Information Systems	3
AC 3223 Cost Accounting	3
AC 3153 International Accounting	3
AC 4013 Internal Auditing	3

AC 4023	Management Control Systems	3
AC 4123	Advanced Income Tax Accounting	3
AC 4133	Government and Nonprofit Accounting	3
AC 4143	Accounting Theory	3
AC 4163	Professional Accounting Review	3
FN 3353	Financial Derivatives and Risk Management	3
FN 4343	Equity Analysis	3
FN 4353	Fixed Income Analysis	3
FN 3363	Financial Statement Analysis I	3
BA 4653	Research Methods	3
Free Electives		6
Total		125

*Asterisks denote new courses

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AGENDA ITEM #13:

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:

University of Oklahoma (OU) requests authorization to delete the Certificate in Human Resource Development (340).

Cameron University (CU) requests authorization to delete the Bachelor of Science in Human Ecology (390).

POLICY ISSUES:

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

ANALYSIS:

OU requests authorization to delete the Certificate in Human Resource Development (340). OU reports that this program has not had any enrollments in the past five years. No courses will be deleted and no funds are available for reallocation.

CU requests authorization to delete the Bachelor of Science in Human Ecology (390) and all options. CU reports that all faculty who regularly taught Human Ecology courses have retired and the number of majors and graduates in the program is small. There are currently 3 students enrolled in the program with an expected graduation date of May 2011. All students have completed major requirements and lack only general education and elective courses. No courses will be deleted as none of the courses required for this program were offered solely for the Human Ecology program. No funds are available for reallocation.

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AGENDA ITEM #14-a:

Policy.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents approve the English as a Second Language Program (ESLP) at Oklahoma City Community College for five years and the ELS Language Centers (ELS) at Oklahoma City University for five years.

BACKGROUND:

English language centers have been reviewed through the State Regents' *Intensive English Program Approval and Review* policy, since 1980 (formerly *Policy Statement on Admissions of Students for Whom English is a Second Language*). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

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

ESLP at Oklahoma City Community College (OCCC) and ELS Language Centers (ELS) at Oklahoma City University were reviewed by the following evaluators:

- **Dr. Mary Reeves**, Senior Accreditation Consultant, Commission on English Language Program Accreditation.
Credentials: Doctor of Philosophy in Educational Leadership and Policy Studies from the University of Oklahoma, Norman, Oklahoma; Master of Arts in English, Emporia State University, Emporia, Kansas; Master of Science in Education from Emporia State University, Emporia, Kansas; Bachelor of Arts in English from Emporia State University, Emporia, Kansas.
- **Ms. Carol Qazi**, Director and PDSO, International Student Center, Mission College.
Credentials: Master of Arts in English as a Second Language from Arizona State University, Tempe, Arizona; Bachelor of Arts in History from Northern Illinois University, DeKalb, Illinois.

English as a Second Language Program (ESLP)	
Date of Visit:	February 21-22, 2011
Evaluators’ Recommendation:	Approval without qualification with reexamination in five years
Summary of Evaluators’ Report:	<ul style="list-style-type: none"> • The integration of instruction and services for both international and resident non-native English speaking students is successfully accomplished. • Program strengths include the well-qualified, committed coordinator and faculty, both full-time and adjunct. It was evident from classroom observations and student and faculty interviews that significant learning is taking place. Faculty-student interaction supports students’ development as students and is infused throughout the program. • Support from OCCC administration is enthusiastic and concrete, and senior administrators, including the President, appear to knowledgably support the program and its development. Other units particularly the International Student Services and the World Languages and Culture Center and their personnel are clearly dedicated to the students and extend the range of successful student support services. The World Languages and Culture Center and the Communications Lab, among others, enrich the student learning experience. • Classroom space and instructional resources are above average, well maintained, and pleasant. • The Coordinator and her colleagues are receptive to and encourage new methodologies and approaches to further improve instruction. • While the 2011 Team enthusiastically supports the Regents’ approval of another five years, it does, nevertheless, offer the program some suggestions to increase its quality even more. Areas include: improving procedures to

English as a Second Language Program (ESLP)	
	<p>align the curricular objectives to assessment at the course level; offering off-campus professional development opportunities to adjunct as well as full-time faculty; and encouraging increased cooperation and planning between the program, International Student Support Services and administration in international student enrollment management, given the College's and program's potential for unanticipated international growth.</p> <p>Detailed information on the recommendations is included in the full report.</p>
Center's Staff Objection	None

ELS Language Centers (ELS)	
Date of Visit:	February 23-24, 2011
Evaluators' Recommendation:	Approval without qualification with reexamination in five years.
Summary of Evaluators' Report:	<ul style="list-style-type: none"> • The ELS Oklahoma City program is strong in all areas reviewed under these guidelines. The program benefits from a knowledgeable and competent administrative team, structured but creative academic systems and oversight both from a central office and by the local academic director, robust student services with good attention to the needs of academically bound students, and enthusiastic and qualified faculty who are invested in their students' success and who feel respected as Teachers of English to Speakers of Other Languages professionals. Through the English for Academic Purposes (EAP) program track, the center produces students who have English language and academic study skills necessary to underpin university success. As one program in the ELS system, the Oklahoma City center adheres to well-developed business, personnel and academic policies established by a central office; these policies appear to be appropriate to conducting and supporting the center and its EAP while also permitting local autonomy where useful and beneficial to students. Students express satisfaction with the academic program and with student services. The program's host campus, Oklahoma City University (OCU), is an active long-term partner committed to the success of international students as part of its overall mission; ELS students comprise a significant portion of the OCU international student population. Administrative and admissions relationships between OCU and the ELS center are collaborative, serve the missions of both entities, and benefit students. • The 2006 report noted three areas warranting monitoring: faculty workload, heavily combined levels, and the face validity of external proficiency tests administered at level 109 and 112. <ul style="list-style-type: none"> ○ Regarding faculty workload, approximately half of the instructional staff voluntarily teach more than the 20 hours per week marking full-time status, teaching between 25 – 30 hours per week. Though comparable to some other programs in the area and field, a teaching workload of more than 20 hours per week is above the industry average. Several factors convincingly mitigate the major concerns this raises. The structured nature of the curriculum and program-provided course/level materials limit preparation time, some class assignments (e.g., Language Teaching Center and Bonus Hours) require no out-of-class prep and are typically

ELS Language Centers (ELS)	
	<p>part of the course mix for faculty with 20+ teaching loads, and assignment of the same courses/content from session to session reduces multiple preparations.</p> <ul style="list-style-type: none"> ○ Regarding the promotion of and placement testing for 12 levels of instruction, followed by combining adjacent courses, this practice was an artifact of low enrollments. With a current enrollment of 110 students, such combining is no longer problematic. Should levels be occasionally combined (a common and occasionally necessary practice in multi-level ESL programs), such combining is done within established level modules and in consideration of the students who are in the combined levels. In future reviews, if the program is managing low enrollments that require combining levels, the program should explain how this is managed without a negative impact on the students' progression through the established sequenced learning outcomes. ○ Regarding the validity of the Secondary Level English Proficiency and Michigan test packages relative to the 109 and 112 levels respectively, the program has undertaken review and revision of the course objectives and evaluation criteria for each level, to ensure that when students are tested by the standardized tests at levels 109 and 112, the language objectives achieved at earlier levels culminate in the language skills necessary to perform well on the standardized tests. It appears that this concern is being satisfactorily addressed. <p>At the time of the site visit, ELS Oklahoma City had 114 students, 80 of which were in the full-time intensive English for Academic Purposes program.</p> <p>Detailed information on the recommendations is included in the full report.</p>
Center's Staff Objection	None

State Regents' staff concurs with these recommendations.

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AGENDA ITEM #14-b:

Policy.

SUBJECT: Posting of revisions to the *Academic Program Review* policy.

RECOMMENDATION:

It is recommended that the State Regents post the revised policy as described below.

BACKGROUND:

Revisions to the *Academic Program Review* policy adopted by the State Regents in previous years are summarized below:

- October 23, 1985 – The adopted policy established criteria for program evaluation on a five-year cycle for the purposes of maintaining and enhancing the quality of instruction, research, and public service, responding to social and economic needs, and utilizing the state's and the institution's resources effectively and efficiently.
- January 26, 1996 – Added statements on the institution's mission, quality indicators, effective use of program resources, role of the governing board, and program review by State Regents' staff. Additionally, minimum productivity standards were established.
- September 5, 1997 – Added provisions for technology and unnecessary program duplication.
- January 29, 1999 – Added a category for program suspension.
- June 29, 2006 - Moved some procedural information to the *Procedures Handbook*.

In Spring 2009, a committee of internal staff crafted the first draft of the policy. Subsequently, the Council on Instruction Academic Program Review Committee began revisions to the policy. Over the course of two years, State Regents' staff continued to provide input during committee meetings as the draft moved through various versions. Policies from surrounding states were reviewed to guide the revision process.

The Academic Program Review Committee posted the policy at the February 2011 full Council on Instruction meeting and the Council on Instruction approved it at the March 2011. The Council of Presidents approved it at the May 4, 2011 meeting.

POLICY ISSUES:

Program review is the method by which the State Regents and the institutions evaluate proposed and existing programs. The *Academic Program Review* policy sets the definitions, criteria and guidelines to assist institutional officials in making informed decisions related to program initiation, expansion, contraction, consolidation and termination as well as reallocation of resources.

The program review cycle is a calendar year. However, once the proposed changes are considered and approved by the State Regents, they may be implemented effective in the Fall 2011 semester at the discretion of the institution.

ANALYSIS:

It is important to note that in addition to updating, restructuring, and expanding sections of the policy, technical-occupational certificates and associate in applied science degree programs were added to the policy due to the February 7, 2008 State Regents' discontinuation of approval status with the United States Department of Education for these types of programs and subsequent deletion of the *Technical-Occupational Program Evaluation* policy.

Summary of proposed changes:

- | | |
|---|--|
| 3.7.2 – Definitions | Changes include adding definitions for Academic Plan, External Review Team, Internal Review Team, and Low Producing Programs. |
| 3.7.4 – Criteria for Evaluation | Changes include renaming section to “Program Review Principles” and expanding section adding language pertaining to the review of certificate programs embedded and not embedded in associate degree programs. |
| 3.7.5 – Program Review Criteria | Changes include adding this section to provide sufficient flexibility to accommodate the differences existing among Oklahoma’s public institutions, strengthening quality indicators that provides evidence of student learning and teaching effectiveness, providing criteria for an institution’s program review self-study, establishing recommendations for program review results, which may include modifying, suspending, or deleting programs, as set forth in this policy, and establishing minimum standards for degree program productivity averaged over five years. |
| 3.7.6 – Uniqueness of the Program | Changes include renaming section “Low Producing Review Process,” establishing a process for external review of programs not meeting productivity standards, and establishing criteria for continuation of low producing programs. |
| 3.7.7 – Content of Program Review Reports | Changes include renaming section “Program Review Reports” and providing guidelines on the format of the report. |

Attachment

3.7 ACADEMIC PROGRAM REVIEW

3.7.1 Purpose

In carrying out constitutional responsibilities within the framework of 70 O.S. §3208 (2001), the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in functions and educational programs. Each institution has a distinct mission, academic expertise and understanding of its own programs; ~~the institution's own~~ institutionally developed review reports will be the foundation of the statewide review process. It is therefore both desirable and necessary that institutions provide leadership in developing processes and criteria for the review of educational programs and functions at the campus level. The results of institutions' review of educational programs in connection with this policy will be utilized at the campus level to make determinations about the quality and efficiency of instructional programs. Also, the outcomes of such program review will assist the State Regents in decision making at the state level with regard to educational programs and functions.

Program review is the method by which the State Regents and the institutions evaluate proposed and existing programs. The primary purposes of program review are:

- A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.
- B. To respond to existing and emerging social, cultural, technological, scientific, and economic needs (including addressing the needs of business/industry).
- C. To provide to citizens a variety of high-quality opportunities for intellectual growth.
- D. To make programs commonly accessible to academically qualified citizens of the state.
- E. To utilize the state's and the institution's resources effectively and efficiently.

Informed decisions related to program initiation, expansion, contraction, consolidation and termination as well as reallocation of resources are among those that may result from the program review process.

The policy that follows strikes a balance between legitimate needs for program improvement, public accountability and institutional autonomy in matters of internal management. Further, it recognizes the roles as defined by tradition and statute of institutions and their governing boards, and the State Regents. ~~And, finally, it~~ is knowledge-based rather than opinion- and intuition-based; it requires ~~that~~ conclusions be based on analysis and assessment of qualitative and quantitative factual information and developed through analysis and assessment reviewed and summarized in a written report by an internal or external team as defined in policy.

At the community colleges, programs culminating in associate in arts and associate in science degrees ~~are to~~ may be reviewed collectively instead of individually when there is no substantive major field of study.

3.7.2 Definitions

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

“Academic Plan” is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution’s accomplishments, priorities and aspirations about current and future plans including technology, academic efficiencies, learning sites, strategic plan, academic priorities and enrollment projects.

“External Review Team” refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the academic program being reviewed. The peer evaluators will be made aware of the academic department’s mission and the academic program’s scope prior to the evaluation.

“Internal Review Team” refers to academic peer evaluators from within the institution who do not teach in the same program being reviewed.

“Low Producing Programs” do not meet the criteria measures specified in this policy.

“Program” is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

3.7.3 Institutional Autonomy and Responsibility

The philosophy of the State Regents supports institutional autonomy in matters of internal management. Therefore, each institution should assume primary responsibility for the review of proposed and existing programs consistent with governing board guidelines. This central role of the institutions is based on the concept that self-studies, reviews and evaluations, and subsequent recommendations must provide for institutional participation and be sensitive to institutional needs, e.g., accreditation requirements, internal plans, program improvement decisions, resource allocation patterns, etc. The process of review is also an institutional prerogative within the framework of the components specified in this State Regents' policy and general procedures.

3.7.4 ~~Criteria for Evaluation~~ Program Review Principles

All degree programs in the State System are scheduled for review on a five-year cycle. The review ~~of programs~~ will encompass all levels of degree programs. Certificates embedded in a degree program will be included in the associated degree program review. Certificates not embedded in a program will be reviewed independently. Institutions that have programs with special accreditation status may request the program review coincide with the accrediting body’s review cycle. The institution must provide documentation

from the accrediting body to set the review cycle. Research institutions may request an alternative review schedule.

At the core of the review process is the selection of criteria to be used in the evaluation. Both qualitative and quantitative criteria must be included in the review process. Careful collection and analysis of data is essential to the review process. The various criteria may be weighted differently for each program depending upon its objectives; the evaluation should make clear the relative weight given to the criteria by the institution.

3.7.5 Criteria for Evaluation Program Review Criteria

Analysis and assessment of program review should be determined from an institutional perspective using the Program Review Criteria. The outcome of the qualitative and quantitative program review analysis shall be used to improve program quality and student learning as outlined in this policy. ~~guidelines~~ This section is designed to provide sufficient flexibility to accommodate the differences ~~which~~ existing among Oklahoma's public institutions while ensuring their program review processes ~~have certain common characteristics and products~~ meet consistent measures. Recommendations may include: modifying, suspending, or deleting programs, as set forth in this policy.

The criteria listed below are designed to facilitate the analytical evaluation of the present goals and objectives, activities, outcomes, strengths and identify areas of ~~needed~~ improvement for ~~at~~ the program. These criteria will form the basis for an institution's program review self-study. Each criterion should be applied to the program under review and addressed by whatever process the institution identifies as appropriate (i.e., internal or external review process).

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis ~~will be made~~ as to the centrality of the program ~~on~~to the institution's mission and ~~as reflected by~~ in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution. Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional integrity and development. ~~An assessment will be made as to the centrality of the program to the institution's mission and as reflected by the institution's academic plan.~~

B. Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1. Program Objectives and Goals

Objectives should be written so that the need they address is clear; program outcomes can be assessed; and program clientele are specified. Program objectives and goals are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning.

2. Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services. As appropriate, institutions should evaluate the program against industry or professional standards for state-of-the-art technology utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The program values and supports effective teaching.
- The program creates effective learning environments.
- The program's learning resources support student learning and effective teaching.
- The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

3. Minimum Productivity Indicators

~~These are designed to provide sufficient flexibility to accommodate the differences which exist among Oklahoma's public institutions while~~

~~ensuring that their program review processes have certain common characteristics and products.~~

~~All programs in the State System are scheduled for review on a five year cycle. The review of programs will encompass all levels of degree programs.~~

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be triggered for identified for early review as low producing programs. based on the following minimum productivity standards (totals per year averaged over five years). Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Degrees conferred:

Associate in Arts and Associate in Science	5
Associate in Applied Science	5
Baccalaureate Level	5
Master's Level	3
Doctoral Level	2

b. Majors Enrolled:

Associate in Arts and Associate in Science	25 head count
Associate in Applied Science	17 head count
Baccalaureate Level	12 head count
Master's Level	6 head count
Doctoral Level	4 head count

4 Other Quantitative Measures

2)a. ~~A list of the~~The number of courses taught specifically exclusively for these major program for each of the last five years and the size of classes (sections in these courses for the five year period). for each program level listed below:

Associate in Arts and Associate in Science
Associate in Applied Science
Baccalaureate Level
Master's Level
Doctoral Level

3)b. ~~Student credit hours by level generated in all major courses taught by the department with primary responsibility for the that make up the degree program for all available years up to five years.~~

4)c. Direct instructional cost for the program for the review period.

- 5)d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.
- 6)e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.
- 7)f. If available, information about employment or advanced studies of graduates of the program over the past five years. ~~employment in the degree or occupational field, compared to graduates in similar programs for all institutions in the state, region, or nation.~~
- 8)g. If available, information about the success of students from this program who have transferred to another institution.

The ~~service~~ comprehensive support function of the courses supporting the degree program may be used to determine ~~if whether or not~~ an early program review is warranted. ~~Criteria for Evaluation (see previous section) Other factors outlined below may also be considered. See 3.7.6.A for details.~~

~~Because each institution has a distinct mission, academic expertise and understanding of its own programs, the institution's own review reports will be the foundation of the statewide review process.~~

25. Duplication and Demand for the Program

Given the fiscal constraints on Oklahoma higher education and the desire to use limited resources wisely, the elimination of unnecessary program duplication is a high priority of the State Regents. In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. Not all duplication is undesired or unnecessary. Normally, similar undergraduate programs in the core areas of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a ~~more~~ specific concern in vocational/technical, occupational, ~~and~~ graduate and professional programs that meet special manpower needs. ~~However,~~ ¶There are cases where student demand or the economic development needs of the state are sufficient to warrant the existence of similar programs at different institutions. There is also a vital synergy between undergraduate and graduate education and some graduate programs may be needed to help sustain the quality of the related undergraduate programs. This synergy may be addressed through sharing institutional resources. Program sharing among institutions is encouraged and should be noted in the report.

An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of

people for what the program has to offer and the needs of individuals and society to be served by the program.

Consistent with the *Academic Program Approval Policy* and the historical place of the program in the institution's mission, the following criteria will be used to evaluate the degree to which similar programs are unnecessarily duplicative:

~~1. Demand for the Program~~

~~The demand for the program should be evaluated in the following categories:~~

- a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.
- b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.
- c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.
- d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

~~2.e. Alternative Forms of Delivery. The process of program review should address meeting demands for the program through alternative forms of delivery including electronic and on-site delivery of the program or portions of the program by other institutions.~~

36. Effective Use of ~~Program~~ Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. Resources include financial support (State funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services; appropriate use of technology in the instructional design and delivery processes; and the human resources of faculty and staff. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

3.7.6.C. Uniqueness of the Program-Low Productivity Review Process

Annual reports on low producing programs will be generated and sent to institutions. Programs that do not meet the minimum productivity standards

listed in Section 3.7.5.B.3 will be identified for external review as detailed below. Programs identified for low productivity must be reviewed within one year of State Regents' notification of the required review. State Regents' staff will review and determine exceptions for low-producing programs based on the institution's report.

Programs may be triggered for early review based on the following productivity standards (totals per year averaged over five years) identified for external review must be granted an exception or be reviewed by an external review team as outlined below. Programs justified through either process will be placed back into the five year cycle. Institutions will be notified of programs not meeting either one of the two standards listed below:

A. Exceptions for Low Producing Programs

Continuation of low producing programs can may be unique justified because of the subject matter treated, the students served, the educational methods employed, and the effect of the program's achievements of the program on other institutions or agencies. Such programs may be maintained at an institution even though high costs and/or low enrollments are experienced if acceptable justifications are made. Exceptions for low productivity will be based on the categories listed below. Institutions must provide adequate data and narrative to support the rationale to allow an exception to productivity requirements.

1. New Programs. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.
2. Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.
3. Offline Programs. Programs scheduled for deletion or suspension.
4. Restructured Programs are expected to meet minimum productivity within a given time period.
5. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).
6. Data Discrepancies. This includes other factual issues that can be verified.

7. No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3.

B. External Review Process

The site visit or paper review process identified below will guide the external review of low producing programs not granted an exception:

1. Team Selection. A minimum of two academic peer reviewers from outside the institution will be selected by the chief academic officer, from a list of nominees provided by the department head, after consulting with the program faculty and the appropriate academic officer. Nominees must be from high quality, respected peer programs with proficiency in the areas of specialization that are important to the academic program being reviewed. Institutions must ensure the absence of conflicts of interest by the evaluators selected.
2. Review Schedule. Opportunities should be arranged for team members to communicate with faculty members of the department and chairs of related programs in person or by technological means. The review schedule should be arranged to accommodate the reviewers' need to have time to work individually and as a team.
3. Materials. At least four weeks prior to the visit, the following information will be provided to each member of the external review team. Additionally, a copy of this material will be available to the unit undergoing the review and to the central administration review group:
 - a. Team Charge. The team will validate and evaluate the extent to which the program meets policy criteria. The team will make and substantiate recommendations to suspend, modify, continue or delete the program. Recommendations to suspend or modify the program will follow procedures outlined in the team report.
 - b. Self Study. The institution's program review/self-study report addressing all criteria in policy 3.7.5. The appropriate academic officer and faculty for the program may include areas of emphasis for review (e.g., review of labs, major courses, resource for the program, etc.).
 - c. Previous Reviews/Findings. Previous program review reports and any subsequent reports related to previous recommendations will be made available to the team.
 - d. Review Schedule and Report. A preliminary schedule for the review (with the understanding that the team may

request additional or follow-up interviews or may otherwise choose to modify the proposed schedule), a timeline for submission of the team's preliminary report (including an opportunity for factual changes), and final report with recommendations will be determined by the team chair and academic vice president.

4. Team Report. A preliminary draft of the team's report will be provided to the appropriate academic officer for review of factual errors. A final report will be provided to the chief academic officer by the review team within the agreed upon time after the conclusion of the visit. Copies of the final report will be sent to members of the program faculty and administrators after conclusion of the review. The team will recommend actions that include the following: suspend, modify, delete, or continue the program. If the recommendation includes suspending or modifying the program, the team will state measurable goals required for the program to meet policy requirements and will include a timeline for monitoring the program in one-, two-, three-, or four-year increments. Policy requirements related to program suspension and modification apply.
5. State Regents' Review and Action. The team report and institutional response to the recommendations will be sent to the Chancellor by the President with proposed action, e.g., suspend, modify, delete, or continue. If the recommended action includes suspend or modify the program to meet policy requirements, the recommendations and detailed information about the timeline for monitoring the program will be included in the information that is forwarded to the State Regents. Following State Regents' action, recommendations must be implemented by the institution within one year. Suspended or modified programs with a specified time period recommendation will be monitored by State Regents' staff accordingly.

3.7.5—Review and Productivity of the Program

~~These guidelines are designed to provide sufficient flexibility to accommodate the differences which exist among Oklahoma's public institutions while ensuring that their program review processes have certain common characteristics and products.~~

~~All programs in the State System are scheduled for review on a five year cycle. The review of programs will encompass all levels of degree programs.~~

~~Programs may be triggered for early review based on the following minimum productivity standards (totals per year averaged over five years). Institutions will be notified of programs not meeting either one of the two standards listed below:~~

~~A.——Degrees conferred:~~

~~Associate in Arts and Associate in Science—————5~~

Associate in Applied Science	5
Baccalaureate Level	5
Master's Level	3
Doctoral Level	2

B. ~~Majors Enrolled:~~

Associate in Arts and Associate in Science	25.0 head count
Associate in Applied Science	17.5 head count
Baccalaureate Level	12.5 head count
Master's Level	6.0 head count
Doctoral Level	4.5 head count

~~The service function of the courses supporting the degree program may be used to determine if an early program review is warranted. Criteria for Evaluation (see previous section) may also be considered. Programs triggered for early review must be reviewed within one year of State Regents' notification of the required review.~~

~~Because each institution has a distinct mission, academic expertise and understanding of its own programs, the institution's own review reports will be the foundation of the statewide review process.~~

3.7.67. Content of Program Review Reports

Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive analysis and assessment ~~evaluation~~ should be possible within ten or fewer pages. Each program review ~~summary~~ report must be submitted to the institutional governing board prior to submission to the State Regents and will include the following:

A. Institutional Review Process Report Format

1. Introduction. This section should reference the general process of the review, including a list of ~~those who participate~~ ants (internal or external reviewers) in the review process and any unique features of the review, such as the use of outside consultants or ~~the conduct of~~ conducting the review in relation to an accreditation visit.

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

2. Executive Summary. The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

3. Analysis and Assessment. This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

B. ~~Program Objectives~~

~~Objectives should be written so that the need they address is clear; program outcomes can be assessed; and program clientele are specified. Program objectives are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning.~~

C. ~~Review of Duplicated Programs~~

~~Given the fiscal constraints on Oklahoma higher education and the desire to use limited resources wisely, the elimination of unnecessary program duplication is a high priority of the State Regents. In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. Not all duplication is undesired or unnecessary. Normally, similar undergraduate programs in the core areas of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs that meet special manpower needs. However, there are cases where student demand or the economic development needs of the state are sufficient to warrant the existence of similar programs at different institutions. There is also a vital synergy between undergraduate and graduate education and some graduate programs may be needed to help sustain the quality of the related undergraduate programs.~~

~~Consistent with the *Academic Program Approval Policy* and the historical place of the program in the institution's mission, the following criteria will be used to evaluate the degree to which similar programs are unnecessarily duplicative:~~

1. ~~Demand for the Program~~

~~The demand for the program should be evaluated in the following categories:~~

- a. ~~Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.~~
- b. ~~Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.~~
- c. ~~Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.~~

d. ~~Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.~~

2. ~~Alternative Forms of Delivery~~

~~The process of program review should address meeting demands for the program through alternative forms of delivery including electronic and on-site delivery of the program or portions of the program by other institutions.~~

D. ~~Analysis and Assessment~~

~~This section should be developed from an institution-wide perspective and may address part or all of the criteria for evaluation listed in Section 3.7.4.~~

1. ~~Regional and Research Institutions~~

~~Conclusions should be supported by the factual information considered in the review, specifically including:~~

a. ~~Program quality as reflected by its regional or national reputation, faculty qualifications, and the documented achievements of graduates of the program.~~

b. ~~The appropriateness of the program to the institution's mission and academic plan.~~

~~Quantitative Data (may be included as an appendix)~~

e. ~~The number of majors (head count and FTE) in the instructional program for the last five years.~~

d. ~~Courses taught specifically for this program for each of the last five years and the size of classes (sections) in these courses for the five-year period.~~

e. ~~Direct instruction cost of the above courses for the review period.~~

f. ~~Roster of faculty members.~~

g. ~~The number of graduates from the program in each of the last five years, and, if available, the total number of program graduates in similar programs for all institutions in the state, region, or nation.~~

h. ~~Student credit hours by level generated in all courses taught by the department with primary responsibility for the program for all available years up to five.~~

2. ~~Community Colleges~~

Conclusions should be supported by factual information developed by a data base to evaluate quality, need, and cost which may include the following information:

- a. ~~Program quality as reflected by community input such as provided by employers, graduates, and advisory committees and the documented achievements of program graduates. Also, program quality as reflected by specialized accreditation and success on licensing examinations;~~
- b. ~~The appropriateness of the program to the institution's mission and academic plan.~~
- c. ~~Special services provided to the students and/or community.~~

Quantitative Data (may be included as an appendix)

- d. ~~The number of majors (head count and FTE) in the instructional program during each of the last three years and projections for the next two years.~~
- e. ~~The size of specialized classes (sections) identified as integral elements in the program during the last three years.~~
- f. ~~Instructional cost, including efficiencies and improved learner outcomes achieved through the use of any technology.~~
- g. ~~The number of full-time equivalent faculty in the specialized courses within the curriculum;~~
- h. ~~Projected job market for graduates in occupational programs during the next two years.~~
- i. ~~The success of transfer students based upon grade point average comparisons.~~

~~E. 4. Institutional Program Review Recommendations. This section should start with a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations; for example, expand program, maintain program at current level, reduce program in size or scope, merge or consolidate program, reorganize program, suspend program or ~~terminate~~ delete program.~~

~~A program may be placed on suspension. Consistent with its inactive status, no students will be recruited or admitted to the program, and the program will not be listed in the college/university catalog. The program will be reinstated or deleted within three years or other specified period designated when placed on suspension.~~

Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes. For example, if the program is recommended for expansion and will require additional resources, a the institution will develop a plan for the acquisition or allocation of such resources should be included. If the program is recommended for ~~termination-deletion~~, What are the institution will include strategies for dealing with a plan that outlines the following: personnel matters, with number of students enrolled in the program and plans to accommodate them, and with physical identify resources and the amount that will now be free available for reallocation to other programs.

~~A program may be placed on~~ If the program is recommended for suspension. Consistent with its it will be placed in an inactive status, with no students ~~will be~~ recruited or admitted to the program, and the program will not be listed in the college/university catalog. The program will be reinstated or deleted within three years or other specified period designated when placed on suspension.

~~This section of the report also should include, where appropriate, a discussion of such items as anticipated changes in program objectives, organizational realignments, faculty turnover and renewal, changes in curriculum, changes in clientele, changes in support, integration of technology, and possible requests for changes of role and mission statements.~~

FB. State Regents' Review and Action by the State Regents' Staff

The State Regents' staff will review the respective institutions' program reviews. The staff may request additional information or evidence at this time from the ~~home~~ institution. Following the completion of the State Regents' staff review, the staff will provide an informational summary of the report and recommendations to the State Regents. State Regents' action ~~An appropriate response will be made conveyed~~ in writing to the institution's president.

GC. Monitoring the Review Process

Each institution will monitor the program review process and modify internal procedures to improve its effectiveness. The State Regents' staff will monitor the overall process and suggest improvements as appropriate. Detailed procedures for program review reporting are in the State Regents' *Academic Affairs Procedures Handbook* and are available upon request.

Approved October 23, 1985. Revised January 26, 1996; September 5, 1997; January 29, 1999, and June 23, 2011.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #15:

Oklahoma Tuition Aid Grant.

SUBJECT: Award Schedule for 2011-2012.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2011-2012 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. The program currently serves about 24,000 students with a total budget of nearly \$20 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

The federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs have provided supplemental matching funds when the state's allocation is sufficient to meet minimum "maintenance of effort" requirements. In 2010-2011, the state was awarded \$455,497 in LEAP funding and \$455,572 in SLEAP funding. State funds provided in the amount of \$18,927,327 met the matching requirements for the LEAP and SLEAP awards. Based on recent federal budget actions, it is anticipated that the federal grant funds of about \$900,000 will not be available in 2011-2012.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students and is consistent with State Regents' policy.

ANALYSIS:

As shown in the attached document, the proposed award schedule reflects the following:

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of \$1,700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay "out of pocket" toward the student's college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5273, which is consistent with eligibility for federal Pell Grants in 2011-2012.

- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through March 15. This date can be extended if funds are sufficient.
- The maximum award level will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained \$1,000 since 1982.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.

Attachment

**OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2011-12 AWARD PAYMENT SCHEDULE**

EFC-DRIVEN NEED ANALYSIS FORMULA

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining OTAG award eligibility. The Oklahoma State Regents for Higher Education set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75 percent of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status (full-time or part-time) to determine the maximum OTAG award amount.

Maximum Award Amount is 75 percent of Enrollment Costs, not to Exceed \$1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or \$1,300 for Students Attending Non-Profit Private Colleges and Universities

EFC RANGE	% OF ENROLLMENT COSTS
0 –1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 - 5273	45%

- Shaded area represents initial 2011-2012 funding cutoff for non-renewal applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5273 are ineligible in 2011-2012.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2011-2012 Awarding Priorities:

Only undergraduates will be considered for awards in 2011-2012.

1. Undergraduate applications with receipt dates of March 15 or earlier and EFC's from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC's from 0 through 1700 received through March 15, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond March 15 and/or the EFC cutoff may be extended above 1700.
3. If, after all Fall and Spring disbursements have been paid, funds remain available, the State Regents may authorize the payment of awards for Summer enrollments. If the State Regents determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

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AGENDA ITEM #16:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma two-year 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 two-year college Scholars for Excellence in Child Care (SECC) Program 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 in the total amount of \$1,500,103.

BACKGROUND:

Since June 2000, the State Regents and the Department of Human Services have contracted to allow two-year State System colleges to participate in the SECC program. All twelve two-year colleges and Oklahoma State University-Oklahoma City have a SECC 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 and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the two-year college SECC program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY12:

College	Amount
Carl Albert State College	\$107,344
Connors State College	\$83,505
Eastern Oklahoma State College	\$69,999
Murray State College	\$105,431
Northeastern Oklahoma A&M College	\$70,635
Northern Oklahoma College	\$119,814
Northern Oklahoma College	\$117,248
Oklahoma City Community College	\$80,892
Oklahoma State University-OKC	\$71,610
Redlands Community College	\$106,406

Rose State College	\$138,418
Seminole State College	\$85,990
Tulsa Community College	\$187,830
Western Oklahoma State College	\$124,972
Mid Year Allocation, if needed	\$30,009
TOTAL:	\$1,500,103

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AGENDA ITEM #17:

Commendations.

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Connie Arneson**, GEAR UP trainer/coordinator, was recently recognized by the Oklahoma Division of Student Assistance (ODSA) as a 2010-2011 ODSA Hall of Fame Honoree. This recognition was the result of Ms. Arneson's efforts in the Student Support Services program at Southeastern Oklahoma State University where she served as an academic coordinator and advisor from 2002 through 2010, counseling students on coursework to complete their undergraduate degrees.
- **Dr. Debbie Blanke**, associate vice chancellor for academic affairs, was the introductory speaker for the 2011 Robert. B. Kamm Lecture in Higher Education Luncheon at Oklahoma State University. This was a facilitated luncheon discussing higher education issues impacting the state of Oklahoma. Prior to the luncheon, **Stephanie Beauchamp**, director of academic programs, and Dr. Blanke were recognized at the 2011 Robert B. Kamm Lecture in Higher Education as "Robert B. and Maxine Kamm Distinguished Graduate Fellows." The Kamm Fellows are doctoral students in higher education administration selected by the OSU College of Education's Higher Education faculty. Ms. Beauchamp was the 2010 Kamm Fellow; Dr. Blanke was the 1997 Kamm Fellow.
- **Dr. Cindy Brown**, director of student preparation, has been elected to the position of vice president of Oklahoma Commission on Education Administration, Inc. for the 2011-2012 year. OCEA includes twenty state education organizations including parents, students, teachers, administrators and universities as well as the three state education agencies.
- **Dr. Houston Davis**, vice chancellor for academic affairs and **Gina Wekke**, assistant vice chancellor for academic affairs, attended a North Central Association Higher Learning Commission meeting in Chicago in which collaborations between Oklahoma, Indiana, Illinois, and Ohio were further explored.
- **Rick Edington**, OCAP executive director, has been elected to the position of chair-elect for 2011-2012 for the National Council of Higher Education Loan Programs (NCHELP). He will serve as chair of the 2012-2013 NCHELP Board and will participate on the Executive Committee for the next three years. NCHELP represents a nationwide network of guaranty agencies,

secondary markets, lenders, loan servicers, collection agencies, postsecondary schools and other organizations involved in the administration of federal, state and private education loan programs. NCHELP represents its members on public policy and regulatory issues to the legislative and executive branches of the federal government.

- **Tony Hutchison**, associate vice chancellor for strategic planning and analysis, participated in the 28th annual Southwest Business symposium, College of Business Administration at the University of Central Oklahoma.
- **Chancellor Glen D. Johnson**, spoke at Oklahoma State University Spring Faculty Meeting in Stillwater; spoke at the investiture of Oklahoma City University President Robert Henry in Oklahoma City; presided as moderator for a panel at Oklahoma City University titled “Education and the Law” in Oklahoma City; served as the presenter for the Oklahoma Commission on the Status of Women’s Hall of Fame induction of President Cindy Ross in Oklahoma City; spoke at the Promoting Undergraduate Research Conference in Oklahoma City; spoke to the Oklahoma Professional Economic Development Council in Oklahoma City; spoke at the Annual Governor’s Cup event in Oklahoma City; met with Governor Mary Fallin to discuss Higher Education issues; spoke at the Annual EPSCoR Conference in Norman; met with the Council of Presidents’ Funding Formula Taskforce in Oklahoma City; was interviewed on the Oklahoma News Report on OETA; attended the Senate Confirmation Hearing of State Regent Toney Stricklin at the Capitol; spoke at the Claremore Chamber of Commerce event at the Capitol; spoke at the Economic Development Conference in Seminole; met with the Office of State Finance concerning the Chief Information Officer legislation in Oklahoma City; met with Attorney General Scott Pruitt concerning Higher Education issues in Oklahoma City; met with the Council of Presidents, Speaker of the House Kris Steele and the House leadership to discuss Higher Education issues in Oklahoma City; spoke at University of Central Oklahoma’s retirement reception for President Roger Webb in Edmond; attended the Business Roundtable in Oklahoma City; was interviewed for the Oklahoma Forum on OETA on Higher Education issues; met with the Council of Presidents to formulate a plan to visit the Capitol to discuss Higher Education’s budgetary issues; met with Secretary Glenn Coffee to discuss Higher Education’s budget; met with Representative Earl Sears to discuss Higher Education’s budget; met with Senator David Myers to discuss Higher Education’s budget; met with Senator Brian Bingman to discuss Higher Education’s budget; served as Commencement Speaker for the University of Oklahoma College of Law in Oklahoma City.
- **Connie Lake**, assistant vice chancellor for workforce and economic development, **Emelia Ross**, communications specialist, and **Renee Brill**, staff assistant, developed and coordinated the 2011 Partnership Recognition Program at Seminole State College.
- **Kermit McMurry**, vice chancellor for student affairs, was selected for the Outstanding Tiger Alumni Award for 2011 from his alma mater Cowley College in Kansas.

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AGENDA ITEM #18:

Executive Session.

SUBJECT: 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.

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AGENDA ITEM #19-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)
 - 25 degree program requirement changes
 - 1 degree program name change
- Oklahoma State University (OSU)
 - 2 degree program option deletions
- Cameron University (CU)
 - 1 degree program requirement change
- Northeastern State University (NSU)
 - 2 degree program name change
 - 1 degree program option addition
 - 6 degree program option deletions
 - 5 degree program requirement changes
- Southeastern Oklahoma State University (SEOSU)
 - 1 degree program option addition
 - 7 degree program requirement changes
- Southwestern Oklahoma State University (SWOSU)
 - 1 degree program requirement change
- Oklahoma City Community College (OCCC)
 - 1 degree program option name change
 - 1 degree program name change
- Oklahoma State University – Oklahoma City (OSU-OKC)
 - 1 degree program name change
 - 2 degree program option deletions
 - 1 degree program requirement change

Redlands Community College (RCC)
1 degree program name change
3 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Doctor of Philosophy in Cellular and Behavioral Neurobiology (363)

Doctor of Philosophy in Ecology and Evolutionary Biology (355)

Doctor of Philosophy in Zoology (230)

Degree program requirement changes

- Delete ZOO 6102.
- The proposed change eliminates duplication of course content that is currently provided through other departmental mechanisms.
- No courses will be added or deleted.
- Total credit hours required for the degree will not change.
- No new funds are requested from the State Regents.

OU – Doctor of Philosophy in Computer Science (133)

Degree program requirement change

- Remove CS 4413, CS 5823, CS 5433, CS 5813, CS 5413, CS 4323, CS 4613, CS 5113, CS 5133, CS 5163, CS 4013, CS 4513, CS 5033, CS 5053, CS 5213, CS 5743, CS 5753, and CS 5443.
- Add requirement of 6 credit hours of graduate level “Systems” courses from an approved list.
- Add requirement of 6 credit hours of graduate level “Theory” courses from an approved list.
- Add requirement of 6 credit hours of graduate level “Applications” courses from an approved list.
- The proposed changes permits the school to maintain the list of allowed courses and gives way for changes to be more easily made as courses are added or removed.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Doctor of Philosophy in Geography (090)

Degree program requirement change

- Remove GEOG 5610 and GEOG 5650.
- Reduce 9 credit hours of graduate level Geography courses to 6 credit hours.
- Add the Graduate Record Examination (GRE) as an admission requirement. No minimum score is required, adding the GRE as an admission requirement will add an additional tool to help screen applicants.
- The proposed changes will allow graduate students to customize their course work to their research focus by enrolling in more electives.
- No courses will be added or deleted.
- Total credit hours for degree will not change
- No new funds are requested from the State Regents.

OU – Master of Accountancy (265)

Degree program requirement change

- Add ACCT 5100.
- The proposed change will provide students with an understanding of the professional aspects of the accounting profession and expose them to current issues and topics within the field of accounting.
- One new course will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Science in Knowledge Management (347)

Degree program requirement change

- Add KM 5063 to “Required Courses” and increase credit hour requirement for “Required Courses” from 12 credit hours to 15 credit hours.
- Remove 3 credit hours of “Information Technology” guided electives requirement.
- Reduced “Guided Electives” requirement from 15 credit hours to 12 credit hours.
- The proposed new course provides students with course content in the role of information technology in society and provides a baseline for technical application in other courses and eliminates the need for an “Information Technology” elective.
- One new course will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Library and Information Studies in Library and Information Studies (151)

Degree program requirement change

- Add LIS 5063 to “Required Courses” and increase credit hour requirement for “Required Courses” from 12 credit hours to 15 credit hours.
- Remove 3 credit hours of “Information Technology” guided electives requirement.
- Reduced “Guided Electives” requirement from 15 credit hours to 12 credit hours.
- The proposed new course provides students with course content in the role of information technology in society and provides a baseline for technical application in other courses and eliminates the need for an “Information Technology” elective.
- One new course will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Arts in International Studies in International Studies (337)

Degree program requirement changes

- For both “Global Studies” and “Area Studies” options:
 - Delete BAD 5033 and add BAD 5001 and 5112.
 - The proposed change removes a course that is no longer offered.
- One course will be deleted.
- No new courses will be added.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Science in Zoology (229)

Degree program requirement change

- Delete ZOO 6102.
- The proposed change eliminates duplication of course content that is currently provided through other departmental mechanisms.
- No courses will be added or deleted.
- Total credit hours required for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Arts in Geography (089)

Degree program requirement change

- Remove GEOG 5610 and GEOG 5650 from required courses.
- Reduce the requirement for graduate seminars in Geography from 9 credit hours to 6 credit hours.
- Increase elective credit hours for the thesis option from 6-8 credit hours to 12-14 credit hours.
- Add an admission requirement of the Graduate Record Examination as an additional tool to screen applicants.
- The proposed changes will allow students to specialize in their graduate program by taking electives of their choice.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Master of Science in Management Information Systems in Management Information Systems (341)

Degree program requirement change

- Reduce the credit hour requirement for “Graduate Business Electives” from 3 credit hours to 2 credit hours.
- The proposed change reflects course availability for evening students and allows students to more efficiently complete their degree.
- Total credit hours for the degree decrease from 33 credit hours to 32 credit hours.
- No courses will be added or deleted.
- No new funds are requested from the State Regents.

OU – Master of Science in Computer Science (132)

Degree program requirement change

- Remove CS 4413, CS 5823, CS 5433, CS 5813, CS 5413, CS 4323, CS 4613, CS 5023, CS 5113, CS 5123, CS 5133, CS 5143, CS 5153, CS 5163, CS 5633, CS 6143, CS 4013, CS 4513, CS 5033, CS 5043, CS 5083, CS 5053, CS 5213, CS 5513, CS 5613, CS 5743, CS 5753, and 3 credit hours of “Any CS graduate level class.”
- Add requirement of 6 credit hours of graduate level “Systems” courses from an approved list.
- Add requirement of 6 credit hours of graduate level “Theory” courses from an approved list.
- Add requirement of 6 credit hours of graduate level “Applications” courses from an approved list.
- The proposed changes allow the approved list of courses for the three fields to be maintained by the graduate liaison of the department.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.

- No new funds are requested from the State Regents.

OU – Bachelor of Arts in International and Area Studies (018)

Degree program requirement changes

- For the “Asian Studies,” “European Studies,” “Latin American Studies,” and “Middle Eastern Studies” options:
 - Add IAS 2003 to “Major Support Requirements.”
 - The proposed change provides an introductory class for International and Area Studies students and is already a requirement in the other options.
- Nine new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Fine Arts in Dance in Dance (042)

Degree program requirement changes

- For the “Modern Dance Performance” option:
 - Delete DANC 1911 and DANC 3743 from “Additional Course” requirements and decrease credit hour requirement from 20-21 credit hours to 16-17 credit hours.
 - Add DANC 3743 to “General Education Humanities” requirement.
 - Total credit hours for the option will decrease from 74-75 credit hours to 70-71 credit hours.
- For the “Ballet Pedagogy” option:
 - Add DANC 3272 and delete DANC 1911, DANC 2632, DANC 3232, and DANC 3252 from “Additional Course” requirements and decrease credit hour requirement from 24-25 credit hours to 19-20 credit hours.
 - Total credit hours for option will decrease from 68-69 credit hours to 63-64 credit hours.
- For the “Ballet Performance” option:
 - Delete DANC 3232 and DANC 3252 and add DANC 3272 and DANC 4241 (for two semesters) to “Additional Course” requirements.
 - Total credit hours for option will not change.
- The proposed changes will provide consistency in all undergraduate dance programs.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Arts in Mathematics (299)

Degree program requirement change

- Add “no more than six (6) hours from the courses MATH 4733, MATH 4743, MATH 4753, and MATH 4793” to the “twelve additional hours of math at the 3000-level or higher” requirement.
- The proposed change will require students to complete a broader cross-section of course work in statistics.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Arts (BA) in Geographic Information Science (367)

Bachelor of Science (BS) in Geographic Information Science (368)

Degree program requirement changes

- For both degrees:

- Remove GEOG 2453, GEOG 3001, GEOG 3023, GEOG 3924, GEOG 3213, GEOG 4453, GEOG 4133, GEOG 4233, GEOG 3243, GEOG 4553, and GEOG 4953 from “Core Requirements.”
- Add new “Core Requirements” of GIS 2013, GIS 2453, GIS 4200, GIS 4453, GIS 4653, and GIS 4953.
- Add 6 credit hours of “Remote Sensing” elective requirement of GEOG 4133, GEOG 4233, GIS 4970, and GEOG 4393.
- Add 3 credit hours of “Writing” elective requirement of ENGL 3113, ENGL 3153, EXPO 1213, and EXPO 1233.
- Add 12 credit hours of “Cognate” requirement.
- For the BA degree:
 - Remove the 30 credit hours of “College Required Courses.”
 - Add 3 credit hours of “Statistics” elective requirement of ANTH 4713, ECON 2843, GIS 3923, PSC/SOC 3123, PSY 2003, and PSY 2113.
 - Add 6 credit hours of “Computer-Related” elective requirement of AVIA 1003, MIS 2113, and MIS 3013.
 - Remove the 8 hours of “Free Electives” courses.
 - Add 12 credit hours “Advisor Approved Electives” requirement.
- For the BS degree:
 - Remove 12 credit hours of “Free Elective” courses.
 - Add 3 credit hours of “Statistics” elective requirement of ANTH 4713, ECON 2843, ECON 4223, ECON 4233, GIS 3923, MATH 4753, METR 4313, PSC/SOC 3123, PSY 2003, and PSY 2113.
 - Add 6 credit hours of “Computer-Related” elective requirement of AVIA 1003, CS 1323, MIS 2113, and MIS 3013.
 - Remove 3 credit hours of “Humanities” elective and 4 credit hours of “Natural Science” elective from “Major Support” requirements.
- The proposed changes reflect the move of the program to a new academic unit, Geoinformatics, in the Department of Geography and brings the programs in line with a more focused approach to the discipline.
- No courses will be deleted.
- Six new courses will be added.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Arts in French (084)

Degree program requirement change

- Remove advisor approved 3000-level French course from “Major Requirements.”
- The proposed change will align the number of required credit hours for the French major with the number of required credit hours in other language majors at OU.
- Total credit hours for the major will decrease from 39 credit hours to 36 credit hours.
- No courses will be added or deleted.
- No additional funds are requested from the State Regents.

OU – Bachelor of Arts in Geography in Geography (328)

Bachelor of Science in Geography in Geography (289)

Degree program requirement changes

- Delete GEOG 3001 and GEOG 3930.
- Add GEOG 4893 and 1 credit hour of elective.

- The proposed changes deletes two courses that are no longer pedagogically effective and add one course that will provide students the research tools needed to be successful in their projects.
- Two courses will be deleted.
- One new course will be added.
- Total credit hours for the degree will not change.
- No additional funds are requested from the State Regents.

OU – Bachelor of Science in Meteorology in Meteorology (165)

Degree program requirement change

- Remove the required 3 credit hours of “Math” elective and 12 credit hours of “Science” electives.
- Add 15 credit hours of “Free electives” with at least 3 of the 5 courses at the 3000 or 4000 level.
- The proposed changes will provide students more flexibility in fulfilling requirements and improve career preparation.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No additional funds are requested from the State Regents.

OU – Bachelor of Business Administration in Economics (277)

Degree program requirement change

- Remove the list of required 12 credit hours of “Economic” electives.
- Add 12 credit hours of “Upper Division Economics Electives.”
- The proposed changes will provide students more flexibility in selecting major electives.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Science in Environmental Science in Environmental Science (075)

Degree program requirement change

- Delete CEES 4863.
- The deleted course is no longer taught.
- One course will be deleted.
- No courses will be added.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Arts in Film and Video Studies (316)

Degree program name change

- Change program name to “Bachelor of Arts in Film and Media Studies.”
- The proposed change better reflects industry language and is consistent with similar programs at other intuitions.
- The proposed change will also allow students to better market themselves for careers in a variety of media industries.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

OU – Bachelor of Fine Arts in Drama (330)

Degree program requirement change

- Remove DRAM 1133, DRAM 2343, DRAM 2153, DRAM 2223, and DRAM 3353 from “Core Requirements” and add DRAM 2013.
- Decrease “Core Requirements” from 35 credit hours to 29 credit hours.
- Increase option credit hour requirements from 51 credit hours to 57 credit hours.
- The proposed changes are designed to increase the rigor and opportunities of course selection within a student’s area of interest, as well as meet the demands of the current market in the commercial theatre industry.
- No courses will be deleted.
- Nine courses will be added.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

OU – Graduate Certificate in Management Information Systems (378)

Degree program requirement change

- Delete list of courses from “4-6 credit hours of additional courses to meet 12 credit hours.”
- Add “4-6 credit hours chosen from the following: SCM 5502 and MIS Graduate Electives.”
- The proposed changes reflect the correct courses allowed to fulfill certificate requirements.
- No courses will be added or deleted.
- Total credit hours for the certificate will not change.
- No new funds are requested from the State Regents.

OSU – Doctor of Philosophy in Educational Psychology (070)

Degree program option deletions

- Delete options “Student Personnel Administration” and “Special Education.”
- There are currently no students enrolled in these options.
- These options were suspended in 2005 and are no longer offered.
- No courses will be deleted.
- No funds are available for reallocation.

CU – Master of Education (MEd) in Education (650)

Degree program requirement change

- For all options, change the admission criterion of “To be admitted to the MEd program, students must possess a current teaching certificate” to “To be admitted to the MEd program, the applicant should hold a Bachelor’s degree in education, hold a teaching license or should have passed the Oklahoma General Education Test (OGET) and the Oklahoma Subject Area Test (OSAT).”
- For all options, change the admission criterion of “Provide evidence of holding a teaching license or certificate to the MEd Graduate Advisor” to “Provide evidence of holding a Bachelor’s degree in education, or a teaching license or certificate, or evidence of passing the OGET and OSAT to the MEd Graduate Advisor.”
- The proposed changes will allow potential students who don’t hold a teaching license but are interested in gaining knowledge in education pedagogy for other educational careers to be considered for admission.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

NSU – Master of Science in Higher Education Administration and Services (052)

Degree program option deletions, degree program name change, and degree program requirement change

- Delete options “College Student Personnel Services” and “Higher Education Administration.”
 - There are currently 9 students enrolled in the “College Student Personnel Services” option and 8 students enrolled in the “Higher Education Administration” option.
 - Students will be accommodated on an individual basis until their degree is completed.
 - The proposed change reflects the outcome of a 2008 program review, which determined the degree needed to have a single focus instead of two options.
 - There are no funds available for reallocation.
- Change program name from “Higher Education Administration Services” to “Higher Education Leadership.”
 - The proposed change reflects the outcome of a needs assessment during a program review and better aligns the name of the program with the program’s mission and goals, as well as with NSU’s mission, core values, and goals.
- Remove HIED 5263, HIED 5623, HIED 5633, EDUC 5753, HIED 5843, HIED 5343, PSYC 5163, PSYC 5413, PSYC 5283, PSYC 5443, and PSYC 5043.
- Add EDUC 5743, EDUC 5730, EDUC 5373, EDUC 5763, and EDUC 5253.
- Increase practicum credit hour requirement for EDUC 5880 from 1 credit hour to 3 credit hours.
- Change thesis credit hour requirement for EDUC 5910 from 1 – 6 credit hours to 3 credit hours.
- Four new courses will be added.
- No courses will be deleted.
- Total credit hours required for the degree will decrease from 42 to 36 credit hours.
- No new funds are requested from the State Regents.

NSU – Master of Science in Industrial Management (096)

Degree program name change and degree program requirement change

- Change program name from “Industrial Management” to “Environmental, Health and Safety Management.”
- Remove INDM 5003, INDM 5093, INDM 5013, INDM 5053, INDM 5063, INDM 5113, INDM 5173, INDM 5183, and 6 credit hours of “Electives.”
- Add EHSM 5243, EHSM 5023, EHSM 5513, EHSM 5523, MBA 5213, and MBA 5533.
- Students currently enrolled in the program will be accommodated through course substitutions and allowed to complete their degree.
- The proposed changes reflect recommendations received during a program review, as well as changes in the industry and will also better serve students who wish to pursue further graduate level education in the discipline and seeking careers in the environmental, health, and safety career field.
- Four new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

NSU – Master of Education in Teaching (124)

Degree program requirement change

- For the “Special Learning Populations” option:

- Change admission criteria to “The student will hold a standard teaching certificate, license, or endorsement in early childhood, elementary, middle school, or special education.”
- Add SPED 5563 (Field Study: Introduction to Braille), SPED 5563 (Field Study: Mobility), and SPED 5453.
- Remove EDUC 5403, EDUC 5463, and EDUC 5733.
- The proposed changes will allow students to complete course work required for the Certificate in Visually Impaired Education (122) while also meeting requirements for the Master of Education in Teaching.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

NSU – Bachelor of Arts in Psychology (072)

Degree program option deletions and degree program requirement change

- Delete options “General Psychology,” “Human Resource Development,” “Developmental Psychology,” and “Mental Health.”
- There are currently 13 students enrolled in the “Human Resource Development” option, 50 students enrolled in the “Developmental Psychology” option, and 180 students enrolled in the “Mental Health” option.
- Courses meeting the requirements for all options will continue to be offered to ensure all students will be allowed to complete their curriculum.
- Students enrolled in the “General Psychology” option will continue with the same curriculum.
- Add PSYC 3213 as an elective and replace PSYC 3573 and PSYC 3581 with one course, PSYC 3574.
- Add requirement of: “A minimum grade requirement of C or better in core courses: Grades lower than a C in NSU or transfer core courses will not apply for major credit.”
- The proposed grade requirement change will add rigor and strengthen the program.
- No courses will be deleted.
- Two new courses will be added.
- Total credit hours for degree will not change.
- No funds are available for reallocation.
- No new funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Business Administration (012)

Degree program requirement change

- Add BADM 4911.
- Reduce the credit hour requirement of “Business Elective” under “Business Administration Major” from 3 credit hours to 2 credit hours.
- The proposed changes add a capstone class in which the faculty can assess the learning outcomes for the major.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are available for reallocation.
- No new funds are requested from the State Regents.

NSU – Bachelor of Science Education in Science Education (120)

Degree program option addition

- Add option “Earth/Space Science.”
- The proposed change will provide an option for teacher candidates who wish to teach science in grades 7 – 12 but do not wish to teach Biology or Chemistry and will prepare students to teach General Science, Physical Science and Earth/Space Science electives.
- The proposed curriculum is aligned with the National Science Teacher Association Standards.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No funds are available for reallocation.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Arts in Music (036)

Degree program requirement change

- Remove MUS 1123 from “Music History” requirement.
- Add MUS 3113, MUS 2341, and MUS 2441.
- Increase “Applied Music” requirement from 8 credit hours to 12 credit hours with a minimum of 4 at the 4000-level and remove “Two Piano Classes” requirement.
- Add 6 credit hours of electives from courses designated with an MUS prefix, excluding ensembles.
- Add MUS 1123 and 3 credit hours of Foreign Language as “Required General Education.”
- Add ORIE 1002 and an additional 3 credit hours of foreign language as “Required Program Support Courses.”
- Add MUS 1400, which must be successfully completed 4 times, as required “Recital Attendance.”
- Decrease “Liberal Arts and Sciences” credit hour requirement from 25 to 9 credit hours.
- Remove THTR 2613 from “Liberal Arts and Sciences” and add THTR 1183 and THTR 2183.
- The proposed changes are based on recommendations from a re-accreditation consultation, faculty review and alignment with peer institutions.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Arts in Theatre (060)

Degree program requirement change

- For the “Musical Theater” option:
 - Remove THTR 4013, THTR 4232, and THTR 4980 (3 credit hours) from “Required Courses.”
 - Add “Eight upper level hours from the following:” and include THTR 3432, THTR 3510, THTR 4013, THTR 4172, THTR 4222, THTR 4232 and THTR 4980 (3 credit hours).
- The proposed changes are based on an external program review and create more consistency among program options.
- No courses will be added or deleted.
- Total credit hours for the option will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Science in Biology (006)

Degree program requirement change

- For the “Botany” option:
 - Remove BOT 4274.

- The proposed change is due to low demand for the course and allows students to complete an elective of their choice.
- No courses will be added or deleted.
- Total credit hours for the option will decrease from 19 credit hours to 15 credit hours.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Science in Chemistry (010)

Degree program requirement change

- Increase credit hours for CHEM 2112 for 2 credit hours to CHEM 2113 for 3 credit hours.
- In the “Major-Minor” area:
 - Move the new CHEM 2113 from elective courses to required courses.
 - Reduce the credit hour requirement for CHEM 4215 from 5 credit hours to 3 credit hours.
 - Total credit hours required for the option will increase from 57 credit hours to 60 credit hours.
- In the “Major” area:
 - Remove CHEM 1315 and increase elective hours of chemistry from 17 credit hours to 21 credit hours.
 - Add “Specified General Education Requirements” of CHEM 1315 and MATH 2214 or MATH 2143.
- The proposed changes are based on program review recommendations and are consistent with the Department of Chemistry, Computer and Physical Sciences advancing toward an American Chemical Society certified degree in Chemistry.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Science in Computer Science (052)

Degree program requirement change

- Remove CS 4413 and add CS 4323.
- The proposed changes reflect a review of course requirements and will better meet student needs.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Science in Occupational Safety and Health (058)

Degree program requirement change

- Add MATH 1513 or MATH 1543 as a “Specified General Education Requirement.”
- The proposed change is based on the Accreditation Board for Engineering and Technology requirements and enhances the transition from the Bachelor of Science to the Master of Science degree.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Music Education in Music Education (037)

Degree program option addition and degree program requirement change

- Add option “Piano/Vocal.”

- The proposed option will allow all choral music education students to study with an emphasis in piano.
- No new courses will be added.
- For all options:
 - Remove MUS 3201 and MUS 3213 from “Music Core” requirements.
 - Add MUS 1400, which must be successfully completed 4 times, as required “Recital Attendance.”
 - Add ORIE 1002 and an additional 3 credit hours of foreign language as “Required Program Support Courses.”
- For the “Instrumental” option:
 - Add MS 3332 and MUS 3182.
 - Decrease credit hours for MUS 2402 from 2 credit hours to 1 credit hour and for MUS 2412 from 2 credit hours to 1 credit hour.
 - Add “Seven credit hours of major ensemble.”
 - Total credit hours for option increase from 25 to 36.
- For the “Vocal” option:
 - Add MUS 2472, MUS 3192, and MUS 3362.
 - Remove ORG 1512 and ORG 3510.
 - Remove “Applied Music for Piano or Organ Majors” and all requirements listed within this section.
 - Add “Seven credit hours of major ensemble.”
 - Total credit hours for option increase from 23 credit hours to 38 credit hours.
- The proposed changes are based on recommendations from a re-accreditation consultation, faculty review and alignment with peer institutions.
- No courses will be deleted.
- Two new courses will be added.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

SWOSU – Master of Education in Special Education (081)

Degree program requirement change

- Remove COUN 5513, EDPSY 5723 and PSYCH 3323.
- Add RDGN 5413 and RDGN 5463.
- Change ECED 5162 from 2 credit hours to ECED 5163 for 3 credit hours.
- The proposed changes will reflect the move from a counseling-based content toward content courses that will better prepare teachers for the classroom.
- The proposed changes will also align the graduate level ECED course with the National Council for Accreditation of Teacher Education accreditation approved undergraduate ECED 3 credit hour course.
- No courses will be added or deleted.
- Total credit hours for the degree will change from 32 to 33 credit hours.
- No new funds are requested from the State Regents.

OCCC – Associate of Applied Science in Computer Aided Technology (011)

Degree program option name change

- Change the “Multimedia” option name to “Digital Media Design.”
- The proposed name change reflects recommendations from industry professionals and an advisory board to use current industry language.
- No courses will be added or deleted.

- No funds are requested from the State Regents.

OCCC – Certificate in Multimedia (117)

Degree program name change

- Change the certificate name from “Multimedia” to “Digital Media Design.”
- The proposed name change reflects recommendations from industry professionals and an advisory board to use current industry language.
- No courses will be added or deleted.
- No funds are requested from the State Regents.

OSU-OKC – Associate of Applied Science in Engineering Technology in Occupational and Environmental Safety (052)

Degree program name change, degree program option deletion and degree program requirement change

- Change program name from “Occupational and Environmental Safety” to “Occupational and Environmental Health and Safety.”
 - The proposed name change reflects current job description standards.
- Delete options “Environmental Technology” and “Occupational Safety.”
 - There are 20 students enrolled in “Environmental Technology” and 22 students enrolled in “Occupational Safety.”
 - Students will be able to complete their degree as the two options were identical except for 6 credit hours of electives.
 - Two courses will be deleted.
 - The proposed change reflects a review of the curriculum and determination the options were too similar to support both and therefore eliminates redundancy.
 - No funds are available for reallocation.
- Add FPST 1313, FPST 2263, FPST 2143, and FPST 2403 to “Technical Occupational Safety” required courses and remove FPST 2223, FPST 2313, FPST 2323, FPST 2423, and FPST 2963.
- Remove CHEM 1104, CHEM 1314, 3 credit hours of CIS elective, and 9 credit hours of approved course work from “Support and Related Courses.”
- Add ARCH 1103 and 3 credit hours of FPST elective to “Support and Related Courses.”
- Remove HIST 1483 and 3 credit hours of approved elective from “General Education Requirements” and add STAT 2013.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

RCC – Associate in Art in Business Administration (005)

Degree program requirement change

- Remove BUS 2513 and BUS 2163 from “Business” electives and reduce this requirement from 6 credit hours to 3 credit hours.
- Add ECON 1353 to “Economics” requirements and increase this requirement from 6 credit hours to 9 credit hours.
- Add a “Math” requirement of 3 credit hours and add MATH 2103.
- Remove the 3 credit hour “Management” and 3 credit hour “Marketing” requirements and all courses within these requirements.
- Add 3 credit hours of “Business Electives” and include BUS 1353, BUS 2093, BUS 2163, MGMT 2033, MGMT 2108, MGMT 2143, and MRKT 2323.

- The proposed change will be more reflective of transferable credits needed for entry to a four-year institution.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

RCC – Associate in Art in Pre-Criminal Justice (044)

Degree program name change

- Change name of program to “Associate in Art in Criminal Justice.”
- The proposed change eliminates student misunderstanding that the curriculum was not a complete criminal justice degree.
- No courses will be added or deleted.
- Total credit hours for degree will not change.
- No new funds are requested from the State Regents.

RCC – Associate in Applied Science in Business Administration Technology (058)

Degree program requirement change

- For the “Accounting” option:
 - Add ACCT 1073 and ECON 2203.
 - Remove ACCT 2101 and BUS 2513.
 - Total credit hours for option increase from 31 credit hours to 33.
- For the “Administrative Assistant” option:
 - Add ACCT 1073, BUS 1353, and BUS 2163.
 - Remove ACCT 1063, ACCT 2213, AMT 1043, CMSC 1372, CMSC 2213, and MGMT 2353.
 - Total credit hours for option will not change.
- The proposed changes will provide students with a better foundation for success in the two options.
- One new course will be added.
- No courses will be deleted.
- No new funds are requested from the State Regents.

RCC – Associate in Applied Science in Criminal Justice (045)

Degree program requirement change

- Remove HLS 1013, HLS 1113, HZMT 1013 and WMD 1013 from “Core Technical-Occupational Courses.”
- The proposed changes will remove courses that are not offered regularly.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

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AGENDA ITEM #19-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:

Oklahoma State University (OSU) requested authorization to suspend the Graduate Certificate in Family Financial Planning (441).

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:

OSU requested authorization to suspend the Graduate Certificate in Family Financial Planning (441). OSU reports that program has had low enrollment since it was approved in 2003. Suspension of the graduate certificate will allow the College of Human Environmental Studies to evaluate the graduate certificate and conduct a needs assessment. OSU will reinstate or delete the program by February 21, 2013.

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

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AGENDA ITEM #19-b:

Electronic Media.

SUBJECT: Northeastern State University (NSU). Approval of request to offer an existing degree program via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve NSU's request to offer the Master of Education in Science Education (139) via electronic media.

BACKGROUND:

NSU is currently approved to offer the following degree programs via electronic media:

- Bachelor of Science in Nursing
- Bachelor of Science in Human and Family Science – Early Care

NSU's governing board approved electronic delivery of the Master of Education in Science Education degree at the April 2011 meeting and NSU requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This policy allows institutions with approved electronic media delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the President to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and student demand, and 5) cost and financing.

ANALYSIS:

NSU satisfactorily addressed the policy requirements in the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy as summarized below.

Master of Education in Science Education

Demand. NSU maintains that there is a national, statewide, and local shortage of qualified science teachers. The United States Department of Labor employment projections indicate that by 2018 there will be a need for an additional 450,800 secondary teachers. To help alleviate the shortage, the Oklahoma State Department of Education has issued a total of thirty-two emergency certifications for secondary science since July 2008, of which ten have been since July 1, 2010. Additionally, the Oklahoma State Regents for Higher Education awards Teacher Quality Grants for the professional development of teachers in discipline areas facing a critical shortage, which includes science education.

Delivery method. NSU will utilize the Blackboard learning and course management system. The course instructor and students will have access to assignment drop boxes, discussion boards, online live chats, and video conferencing. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

Funding. No new funding will be required to deliver the degree program electronically. The programs will be funded through existing allocations, program fees and tuition.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve NSU's request to offer the Master of Education in Science Education via electronic media online delivery as described above.

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AGENDA ITEM #19-c:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University-Oklahoma City's request for a cooperative agreement, as described below.

BACKGROUND:

In 1988, the State Regents approved the *Cooperative Alliances Between Higher Education Institutions and Technology Center* policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 375 cooperative agreements (involving 127 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTCs) within Oklahoma.

At the January 24, 1997 meeting, the State Regents approved revisions to the Cooperative Agreement policy that allows high school students meeting specified requirements to enroll in cooperative agreements.

At the March 31, 2005 meeting, the State Regents approved three pilot sites to operate as Alliance partners and begin enrolling students in Fall 2005 with an approved an exception for concurrent enrollment in the *Institutional Admission and Retention* policy for high school students enrolling in technical programs and courses. The policy exception allowed an eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school to be admitted to a college or university in the State System that offers technical associate in applied science (AAS) and certificate programs and enroll in technical courses only if the student meets one of the following minimal standards: ACT/SAT in the 42nd percentile or an ACT PLAN score that predicts such student performance OR a high school GPA of 2.5.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy, outlined the rationale behind the formation of Cooperative Alliances, added definitions pertinent to the policy, requirements for cooperative agreement programs regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

Oklahoma State University – Oklahoma City (OSU-OKC) requested authorization for a cooperative agreement with Metro Technology Centers (MTC) to allow students to receive college credit for coursework completed at the technology center toward the AAS in Early Care Education (081).

POLICY ISSUES:

These actions are consistent with the State Regents' *Cooperative Alliances Between Higher Education Institutions and Technology Center* policy.

ANALYSIS:

OSU-OKC requested authorization for a cooperative agreement with MTC to allow students to receive up to 21 hours of college credits for the AAS in Early Care Education (081).

It is understood that general education courses required for this degree program will not be offered at the technology centers as part of this agreement and high school students will be permitted to enroll in accordance with State Regents' policy exception.

OSU-OKC and MTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreement. The committees will meet at least annually to review course content, relevance and instructional methods as related to the established course and program competencies.

Approval was granted by the Chancellor. State Regents' ratification is requested.

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AGENDA ITEM #19-d:

Program Reinstatement.

SUBJECT: Ratification of approved institutional request to reinstate suspended degree program.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as described below.

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requested authorization to reinstate the Master of Education in Special Education (081), which was suspended in February 2009.

In accordance with policy, no students were recruited or admitted to the program during suspension, and the program was not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the State Regents' *Academic Program Review* policy, which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

The Master of Education in Special Education (081) at SWOSU was suspended at the April 2, 2009 State Regents meeting based on a letter of request from SWOSU. SWOSU suspended the program while the Bachelor of Science in Special Education (053) was modified for National Council for Accreditation of Teacher Education (NCATE) accreditation. The baccalaureate program has been approved by NCATE and SWOSU is prepared to resume the graduate program. The reinstatement of the program will meet student needs and adhere to the intentions of SWOSU for the program.

It is understood that with this action, SWOSU is authorized to recommence program advertising, recruitment, and admission. Consistent with its classification and status, this program will be placed on the regular program review cycle.

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

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AGENDA ITEM #19-e:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised FY11 budgets for institutions.

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the changes to Educational and General, Part I Budget allocations as requested and approve the revised budgets.

BACKGROUND:

Changes to the allocation of Revolving Funds for the 2011 fiscal year in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 24, 2010. Evidence of the change in revenues, not previously taken into account, has accompanied the institution's request.

POLICY ISSUES:

This action is in accordance with State Regents Policy 4.14 (I.)

ANALYSIS:

Carl Albert State College has requested that the allocation for the current year's E&G Budget be increased from \$12,515,993 to \$13,040,993, an increase of \$525,000. The supplemental funding for the increase will be funded from revenues to offset reduction in state revenue. The supplemental funding will be used for property, furniture and equipment.

Southeastern Oklahoma State University has requested that the allocation for the current year's E&G Budget be decreased from \$43,436,588 to \$42,648,965, a decrease of \$787,623. The decrease was applied in personnel services and supplies and other operating expenses. The decrease is a reflection of the reduction in student tuition and fee revenue.

Connors State College has requested that the allocation for the current year's E&G Budget be increased from \$10,844,090 to \$11,537,090, an increase of \$653,000. The supplemental funding will be used for property, furniture and equipment.

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AGENDA ITEM #19-f:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2011.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 17, 2011, through May 5, 2011.

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 March 17, 2011, through May 5, 2011, 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 \$1,319,997 representing \$1,309,997 in State funding and \$10,000 in Section 13/New College Funds.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS (For the Period of March 17, 2011, through May 5, 2011) Section 13, New College, and State Funding Sources						
Institution	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Northeastern State University	600-Section 13	Fine Arts Building Renovation	4/ 18/ 2011	10,000		
		Total		10,000		10,000
East Central University	295-State	Campus Telephone System	4/ 11/ 2011		50,000	
		Total			50,000	50,000
Southeastern OK State University	295-State	Native American Resource Center	5/ 2/ 2011		60,000	
		Total			60,000	60,000
Oklahoma City Community College	295-State	Irrigation/ Landscape Improvements	3/ 29/ 2011		300,000	
	295-State	Parking Lots/ Roads, Expansion/ Replacement/ Repair	3/ 29/ 2011		373,997	
	Total				673,997	673,997
Rogers State University	295-State	Vehicles	4/ 8/ 2011		76,000	
		Total			76,000	76,000
Quartz Mountain Arts & Conf. Cntr	295-State	Infrastructure Improvements	4/ 4/ 2011		200,000	
	295-State	Trails System	4/ 4/ 2011		250,000	
	Total				450,000	450,000
SYSTEM TOTALS				10,000	1,309,997	1,319,997

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AGENDA ITEM #19-g:

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 2012 in the amount of \$51,065.64 annually.

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. From 2004 to 2010, the Office of the Attorney General assigned AAG Gretchen Harris. Ms. Harris retired in 2010. Since then, the Office of the Attorney General has assigned AAG Regina Switzer. Ms. Switzer is a former Associate General Counsel for the State Regents, and is therefore familiar with the agency and the Oklahoma State System of Higher Education. She has served in the Office of the Attorney General for approximately two years.

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. Switzer's prior experience is especially relevant to the State Regents' needs with respect to both the agency and the State System.

The annual cost of the contract is \$51,065.64 annually, and will be billed at \$4,255.47 per month. This includes Ms. Switzer's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2011 was \$59,791.68. The Office of the Attorney General has advised that the decrease in annual cost is due to AAG Switzer's annual salary being less than AAG Harris' annual salary. 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 2012**

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, § 181.

3. CONTRACT DURATION:

This Agreement commences July 1, 2011, and covers fiscal year 2012, ending June 30, 2012.

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 \$51,065.64 annually, with monthly payments in the amount of \$4,255.47. 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 (50%) 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**

By: _____
Glen D. Johnson
Chancellor

DATE: _____

OFFICE OF THE ATTORNEY GENERAL

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

DATE: 03/11/11

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #19-h:

Non-Academic Degree.

SUBJECT: Langston University.

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degree as listed below:

BACKGROUND:

Langston University made a request to award a Bachelor of Business Administration degree posthumously to Mr. Jerrod K. Reese, who passed away recently from complications of a stroke. At the time of his death, Mr. Reese was within nine hours of completing his degree.

The OSU/A&M Board of Regents approved the awarding of this degree at their regular meeting on April 22, 2011.

POLICY ISSUES:

This request is consistent with State Regents' policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diploma for the posthumous degree is attached for State Regents' ratification.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Acting Through

LANGSTON UNIVERSITY

have admitted

JERROD K. REESE

To the degree of

BACHELOR OF BUSINESS ADMINISTRATION

Posthumously Awarded

and all the honors, privileges and obligations belonging thereto, and in witness thereof has authorized the issuance of this diploma duly signed and sealed.

Issued at Langston University at Langston, Oklahoma on the fourteenth day of May, two thousand and eleven

FOR THE STATE REGENTS

SEAL

Chairman

Secretary

Chancellor

FOR THE UNIVERSITY

SEAL

Chairman, Board of Regents

President of the University

Registrar

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-a:

Programs.

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, 2010 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 (2010-2011).

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
May 27, 2011

AGENDA ITEM #20-b (1):

Annual Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Research shows that good teaching matters. College going rates are influenced by knowledgeable teachers who know the art of teaching and use it to motivate students. Since 2001, Oklahoma consistently has ranked in the top fifteen in Improving Teacher Quality in the *Education Week Quality Counts Report*. In the 2011 report, in *The Teaching Profession* category, Oklahoma was ranked 9th in the nation.

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

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

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

In April 2010, the need for question 4, “grade inflation in the field of education,” was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Pre-Professional Skills Test (PPST). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade ‘inflation’ was more the result

of these criteria than from any other source. Thus, the report now answers 6 questions instead of 7 (omitting question 4).

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the thirteenth annual report, covers the 2009-2010 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation (OCTP). In fact, much collaboration was done in the Summer of 2009 between the two agencies in order to streamline the reporting from the institutions.

POLICY ISSUES:

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

ANALYSIS:

Almost 20 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Dr. Lisa Holder is the Director of Teacher Education and meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year's compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2009-2010, East Central University admitted the most candidates 'conditionally' – 472. This number is due to a stringent writing test the candidates must pass before being fully admitted.
- The 12 universities constantly examine elementary education requirements. In 2009-2010, most colleges of education reported adjusting the curriculum to ensure candidates have an acceptable knowledge base in phonics to meet the requirements of the new state reading test.
- All colleges of education report investing in instructional technology in varying amounts for a variety of needs, ranging from computers and software to SMART Boards and video/audio recording devices.
- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities as well as attended and presented at state and national conferences. Grant-writing and technology education sessions were also highlighted by several campuses. Additionally Oklahoma State Regents for Higher Education policy directs that each faculty member spend a minimum of 10 clock hours in the public schools to meaningfully interact with P-12 students, teachers, and administrators.
- All 12 colleges of education report strong interaction with arts and sciences (A and S) faculty. One of the primary methods mentioned by most universities includes participation by A and S faculty on a variety of committees in the teacher education college. The ongoing NCLB grants provide models of arts and science faculty, teacher education faculty and K-12 teacher collaborations

2011 REPORT ON RECOMMENDATIONS:

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

Number of Graduate Students Admitted Conditionally	
Universities	Admitted Conditionally
Cameron University (CU)	27
East Central University (ECU)	472
Langston University (LU)	4
Northeastern State University (NSU)	0
Northwestern Oklahoma State University (NWOSU)	2
Oklahoma Panhandle State University (OPSU)	NA
Oklahoma State University (OSU)	0
Southeastern Oklahoma State University (SEOSU)	14
Southwestern Oklahoma State University (SWOSU)	6
University of Central Oklahoma (UCO)	15
University of Oklahoma (OU)	29
University of Science and Arts of Oklahoma (USAO)	NA

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

Dr. Lisa Holder has served as Director of Teacher Education and the Minority Teacher Recruitment Center since August 2008. Prior to her hiring, Ms. Kyle Dahlem served as the Director from January 2000 to July 2008.

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

Cameron University (CU)

Elementary education faculty have made the following changes to strengthen the elementary education program: 1) Adjusted the curriculum to ensure candidates have an acceptable knowledge base in phonics to meet the requirement of the new required state reading test; and 2) Added content of accommodations and modifications to Practicum course.

East Central University (ECU)

The Education Department faculty who teach in the elementary education program are currently reviewing and revising assessments for that program to better align the assessments to the national SPA standards. Since several of the courses in that program are also part of the early childhood and special education programs, all three program assessment plans are being reviewed by a team of program coordinators and the department chair. Those meetings will lead to revised assessment strategies to reflect a common core of data that are available across all three programs.

Langston University (LU)

Elementary education majors wishing to become dually certified must complete additional coursework and pass the subject area state test in either special education or early childhood

education. The courses to be completed have to be approved by the Academic Policy and Curriculum Committee and the OCTP. Due to the retirement of the Director of Teacher Education, Certification and Field Experiences and the Dean of the School of Education and Behavioral Sciences taking a position in another state, these changes are were completed.

Northeastern State University (NSU)

During the year, elementary program faculty reviewed the results of the first cohort to take the pre-post test and evaluated questions for face validity and reliability. They then revised questions as needed for use in subsequent years. Program faculty also prepared program review documents for Association for Childhood Education International (ACEI) submission and discussed potential curricular and programmatic changes to implement in the 2010-2011 academic year.

Northwestern Oklahoma State University (NWOSU)

The elementary education program coordinator creates a list of all candidates who have not passed the OSAT after each set of test results are reported. An explanation of techniques and assistance is provided in preparation for taking the next OSAT test and sent to the Director of Teacher Education. Course requirements that include examples of Constructed Responses are included in many elementary courses and professional education courses. Writing is a weakness that we are striving to strengthen. Course syllabi are examined each year by the entire Education Division as a group to see that ACEI standards are being addressed and assessed. Rubrics for the Elementary Education SPA have been examined for alignment with assessments and ACEI standards. OSAT competencies are listed on the syllabi. The 2008-2009 OSAT average results for sub-area 1 were 243; for sub-area 2, 250. In 2009-2010 OSAT mean results for sub-area 1 were 242 (a one point decrease) and in sub-area 2 the average was 259 (a nine point increase). Continuing this practice, we expect to see more tutoring sessions for OSAT preparation, more class and syllabus design to enhance the scores, and an overall increase in average sub-area 1 and 2 scores.

Oklahoma Panhandle State University (OPSU)

OPSU is working on adding Early Childhood as an option within the Elementary Education degree program. A program review submission is planned for 2011.

Oklahoma State University (OSU)

In order to address low student performance on the OSAT subtest on social studies, the social studies faculty examined the test and student performance. This examination revealed that a significant portion of the test dealt with topics typically covered in an early western civilization course. Thus, Hist 1613: Western Civilization to 1500 was added to the degree sheet as a required class in the 4x12. Based on feedback from students, the senior capstone course format and content were modified slightly. In an effort to get candidates into their student placements during the first week of classes, the format was modified to meeting with the students on campus for two days and then out in the schools for 6 days and then back on campus for two days. Additionally, the candidates returned to campus for 3 other Fridays and during Finals week. This change in format allowed faculty to have more meaningful discussions with the candidates. For example, while they take a classroom management class during their program when the reality of implementing classroom management techniques hits them they have many questions, OSU brings in a guest speaker who specializes in classroom management techniques to address the candidates' questions and concerns. Based on feedback from candidate and faculty discussions, the course expectations for CIED 4041 were modified and the curriculum development project changed to meet the needs of students and expectations from faculty. Changes to the literacy sequence went into effect.

Southeastern Oklahoma State University (SEOSU)

No significant changes were made in elementary education during the 2008-2009 year.

Southwestern Oklahoma State University (SWOSU)

Articulation agreements have been negotiated between SWOSU and Western Oklahoma State College (WOSC) in Altus and Redlands Community College in El Reno that will enable candidates in Elementary Education, Special Education, and Early Childhood to complete all course requirements (except student teaching) on those respective campuses. SWOSU Department of Education will offer all professional education courses via Interactive Television. The only time WOSC and Redlands students will be required to be in attendance on the Weatherford campus is during the 4-week block courses during the student teaching semester.

Split student teacher assignments are made when possible to give candidates experience in lower and upper elementary classrooms.

University of Central Oklahoma (UCO)

An assessment plan that disaggregates data of certification-seeking and non-certification seeking candidates in the graduate-level elementary education program has been developed by the program faculty. This assessment plan provides a better mechanism for tracking candidates. Candidates are required to complete all coursework and assessment artifacts for certification as well as those required for the master's degree. Data collection that disaggregates the data according to master's degree + certification or master's degree only is at the beginning stages. The master's degree courses are offered in a two-year rotation, thus a complete cycle of data collection will take a full two years to complete. Program faculty continue to refine elements within the program to ensure that the assessment plan is effective in data collection, analysis, and program improvement.

University of Oklahoma (OU)

The four-year program was implemented this fall in place of the former four and a half year program. The changes implemented reflect the input received from elementary majors, public school teachers and public school administrators.

University of Science and Arts of Oklahoma (USAO)

A faculty member was involved in the preparation of the reading assessment that is now administered to all Early Childhood, Elementary, and Deaf Education majors as a program requirement. Elementary, Early Childhood, and Deaf Education majors are now required to earn a "C" or better in major area courses.

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

In 1996-1997, the State Regents funded more than \$1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses, technology upgrades.

CU

\$10,024.29 was spent on instructional technology in the academic year. Three Star Boards, 2 laptops, 2 flip cameras and 1 web camera, and a document camera were purchased. CU is now able to demonstrate and allow students to interact with the same technology they will encounter in the public schools. The laptops are used for students to search class schedules before advisement and for faculty to use when presenting research at conferences. The Flip video cameras are used for instructors to video lectures for online courses and for faculty research. Video cameras are also available for students to use to video their own teaching for self-analysis as required in various classes.

ECU

A total of \$35,316 was allocated and spent for instructional technology in the academic year by the education unit. The Education Department Computer Lab had a budget of \$15,500. An additional \$7,200 was allocated and spent by the Education Department Media Lab and \$3,116 was expended for technology for the HPER education computer lab used by teacher education students in the HPER education programs. An additional \$9,500 was spent in the College for technology by the three departments in the unit through equipment line-items.

LU

Through Title II and additional grant monies, a total of approximately \$30,000 was expended on technological equipment. Another regular classroom was remodeled to create a new smart classroom that has an instructor station, equipped with a computer and a document camera, enabling faculty and candidates to enrich their lectures and/or presentations with rich media, such as videos, overhead displays, DVD and VHS playback, a smart-board, power point presentations, and more, all displayed via a video projector onto a screen. Smart carts, mobile multimedia instructional workstations which can be moved from classroom to classroom, are also made available to faculty.

LU's computer laboratory for candidates and the Resource Center maintains 14 new desktop, 14 new computer chairs and a updated printer to handle the printing load of candidates. All computers in the education laboratory are networked and have access to local, state and national resources. This networking capability allows candidates and faculty access to any technological resource for research and publications. This continues to allow candidate to prepare their presentation projects using video projection technology.

Eight laptop computers with wireless capability, printer, scanner and instructor desktop computer for student and faculty use were purchased and installed in the School of Education Resource Center. These computers are frequently used by candidates to practice certification tests. Consequently, more faculty members are using instructional technology in their teaching, with a noted increase in the number of class presentations and projects being assigned as part of course requirements. Additional funding was used for the maintenance of existing computers and other technological equipment. All the computers in the education computer laboratory are networked and have access to local, state, and national resources. This networking capability allows candidates and faculty access to any technological resource for research and publications.

NSU

During the academic year, the College of Education (COE) spent \$114,367 for technology purchases compared to \$92,655 during the previous academic year. Technology funds come from the college's portion of student technology fees as well as other funds distributed at the institutional level. These funds supported instruction directly and included the purchase of Promethean Boards, response systems, slates, webcams, and camcorders and specialized equipment and software for elementary, instructional technology, and physical education.

Productivity purchases included laptops, scanners, and specialized software. These purchases enhance learning of teacher candidates and provide opportunities for faculty to model effective use of technology in K-12 classrooms.

NWOSU

Similar to expenditures made in 2008-2009, instructional technology money spent in 2009-2010 amounted to \$300,000 compared to last year's amount of \$302,180. This money was spent finishing the ITV upgrades including SMART Boards, projectors, and other necessary equipment. \$80,000 was spent on lab computer replacements on a rotation. An additional two classrooms in the Education Center (EC 202 and EC 204) installed SMART Boards, along with two projectors with the necessary wiring, and two desk top computers which did not have to be purchased, just installed, to use in these classrooms. The amount spent was \$8,100.

OPSU

\$5,786 was spent on resources to support instructional technology during the academic year. This was used to replace printers, desktops, and light bulbs in projectors. All equipment is relatively new and in excellent working condition. New SMART Boards were installed in two classrooms.

OSU

COE Technology currently provides technology services in support of the College in the areas of Technical Support, Instructional Support, and Administrative Applications.

COE Computer Support - \$222,016

The COE Technical Support area is responsible for support of COE hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The COE Technical Support area provides not only technology resources in terms of hardware and software, but it also provides support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintain computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

Changes to technology resources that have occurred within the academic year are as follows:

- Scheduled replacement of computers in Willard 012 computer classroom;
- Scheduled replacement of computers in Willard 007A computer lab;
- Scheduled replacement of computers in Colvin 190 computer lab ;
- Deployment of SMART Boards in twelve Willard classrooms;
- Conversion of Willard 104 classroom to distance learning facility; and
- Scheduled replacement of faculty and staff computers.

COE Instructional Support - \$446,344

COE Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students, and with traditional media and

equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the Fall and Spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the COE. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, and 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

COE Administrative Applications - \$47,081

The Administrative Applications area of COE Technology is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of COE administrative functions and in streamlining and automating day-to-day COE operations. This area also manages the collection of information, encompassing all COE activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the COE and its dissemination through the internet and other media, the development of online calendars for COE activities, and development and design of web pages to promote COE events and course offerings.

Agricultural Education - Unit resources were used to purchase a “wireless slate” (~\$340.00) to be used by student teachers who were presenting micro-teaching lessons in a classroom that did not have an interactive whiteboard to project visual text and images or to provide access to the Internet for instructional purposes. Using the wireless slate enabled students to overcome those deficits of instructional technology.

The Department of Communication Sciences and Disorders spent \$32,000 for telePractice, and virtual instruction. Additionally, \$18,000 was obtained from the A and S “tech fee” to purchase digital recording equipment, headphones, WAV pedal equipment, a printer, and an Otoacoustic Emissions hearing screener.

Human Environmental Services - \$1,000 was used to purchase flip cameras. These are used by candidates for self-evaluation as well as peer review activities. Cameras are used three times during their course of study and the candidates can see their own growth as an educator over that period of time.

SEOSU

Expenditures for education technology are estimated at \$195,000 for the 2009-2010 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, purchase SMART Boards for classrooms, and purchase computer/media managers for each classroom on the 2nd floor of the Morrison building.

SWOSU

The 2009 SRA 6 Report to the OSRHE listed \$50,125 - ITS Allocation to the Education Department. Additionally, over \$20,000 in department funds were spent on technology purchases. This included two SMART Boards (interactive whiteboards) that were purchased during the Summer of 2010 for use in the Media and Technology course and other courses required for all teacher education majors. The software was also installed on the personal workstations of several faculty. This software allows students and faculty to create interactive lessons and presentations for use on the SMART Boards. Some faculty received new office workstations (laptop/desktop combination) and all faculty members received external hard drives, flash drives, wireless mice and netbook computers. Five iPads, 19 digital camcorders, 1 high definition 40" monitor and a 32 pad Classroom Performance Student Response System were also purchased primarily for use in the Media and Technology course.

UCO

The unit spent approximately \$67,355.79 during the reporting period. It should also be noted that the unit spent technology funds on the pilot 21st century classroom, and the cost of that classroom is not reflected in the figure mentioned in this section.

OU

The amount spent was \$458,701. This was for tech staff salaries, training, and supplies and equipment for classrooms, labs and checkout.

USAO

Due to budget concerns, technology expenditures were quite a bit less than the previous year. Expenditures are listed below:

• Three OKI Laser Printer	\$ 445.37
• Two Hitachi LCD Projector	\$ 2,095.88
• Three Gyration Air Mouse	\$ 275.73
• SMART Board (77")	\$ 1,298.37
• SunGard SCT software	\$ 13,583.50
• Extreme Network Equipment	\$ 3,533.49
• Telephone Equipment	\$ <u>3,113.15</u>
Total	\$24,345.49

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

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students as well as to mentor student teachers and serve on Resident Year Teacher Committees (RYTC). Serving on the RYTC gives faculty an opportunity to observe, assess and model best practices. *Please note – in Spring 2010, the legislature placed a moratorium on the Residency Year program.

CU

CU co-sponsored an Early Childhood Education Best Practices Fair with Lawton Public Schools that served as professional development for district K-3 teachers as well as students in the early childhood education program at CU.

ECU

ECU faculty are active in seeking professional development and they model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit annually and systematically evaluates faculty performance and facilitates professional development. Almost all of the unit faculty have undergone dozens of hours of professional development in the Blackboard delivery system, and they have attended numerous hours of training at the university's Center for Excellence in Teaching and Learning. In the 2009-2010 academic year alone, over one hundred hours of professional development have been made available to unit faculty through university programs such as the Center for Excellence in Teaching and Learning (CETL). Regular university sponsored professional development activities are provided on campus during the academic year. As a part of the Faculty Evaluation process, all faculty must demonstrate evidence of professional development. The annual university evaluation process requires faculty to note specific activities accomplished during the calendar year and promotion and tenure decisions, and annual cost-of-living and merit pay allocations are based on those accomplishments. In 2009-2010, in the Education Department, 636 documented instances were noted in formal university faculty evaluation documents for the areas of scholarship and Creative Activity and Contributions to the Institution and Community. These professional activities have encouraged faculty to use new strategies in their classrooms and thus the professional activities have strengthened the academic offerings of the institution since, for example, a majority of all classes offered by the unit now employ some phase of Blackboard assignments.

LU

Faculty in Teacher Education are required to participate in faculty development to assure that they are modeling the best practices and to remain abreast of current developments in the field. They are highly qualified and fully trained in their area of expertise, and are able to assess their own effectiveness as it relates to candidate performance. The majority of the faculty has public school teaching experience and holds the terminal degree. The Unit has the opportunity to partake of the university faculty development activities, as well as those sponsored by the School of Education and Behavioral Sciences. The university sponsors monthly presentations for the entire faculty. Topics that have been presented are "Using Rubrics to Improve Learning," "Improving Learning with Technology," "Strategies for Avoiding Plagiarism," "The Nuts and Bolts of Developing Online Classes," "Overcoming Student Apathy," "How to Get a Grant Funded," and "Energizing and Inspiring Experienced Faculty." Scheduled training workshops are also presented by the Computer Technology Integration department. Such technological topics as "D2L Training," "Power Point Basics," "Excel," "Windows 2007," and "Microsoft Outlook." The School of Education's faculty development activities and programs are on topics as suggested by members to the Faculty Development Committee. Presentations have been given of "National Council for the Accreditation of Teacher Education (NCATE) Updates," "Program Review," "National Certification," and "Innovative Technology Used in Public Schools." Faculty also receive staff development by attending professional conferences, such as the Oklahoma Association of Colleges of Teacher Education (OACTE)/Oklahoma Association of Teacher Education (OATE) annual conference, Service Learning/Teaching Methodology Conference, Teacher Work Sample Conference, and National Aeronautics Space Administration Pre-Service Teacher Conference. Additionally, faculty are encouraged to attend professional conferences specific to their area of expertise.

NSU

Teacher education faculty had the opportunity for professional development through college-sponsored activities, experiences supported through the NSU Center for Teaching and Learning, and professional workshops and conferences at state and national levels. A college focus on technology includes use of new distance-learning applications such as Wimba, as well as sessions on assessment and student learning. Faculty also experience professional learning opportunities at conferences and workshops. They then bring back the knowledge to share with colleagues during departmental, college, and “brown bag” meetings.

NWOSU

A group of five education faculty members presented a workshop at OACTE Fall Conference on the topic of using technology to improve instructional skills. Demonstrations about the use of videos to improve students’ reflective abilities concerning their teaching skills were part of the presentations. Group discussions, inquiry and modeling were topics discussed in the presentation. On Assessment Day professional development workshops were offered to the faculty across campus while students were being tested. The education faculty provided three workshops on Bloom’s Taxonomy in effective teaching in the college classroom; using Bloom’s in writing objectives and lesson plans; and using Bloom’s with effective inquiry methods. Education faculty who were not presenting these workshops were in attendance for their own professional development. The OACTE Fall Conferences and SPA training were attended by the Teacher Education Faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended American Association of Colleges for Teacher Education (AACTE)/NCATE Conferences in the Fall and Winter. Other conferences attended were the Oklahoma Reading Conference, Oklahoma School Counselors Association, National Science Academy, State Math Workshops, Council for Exceptional Children state meeting, Board of Education training, Student Oklahoma Education Association State and National Conferences.

OPSU

Every member of the education faculty presented at the annual OACTE/OCTP/OATE conference in November 2010. One faculty member attended a national conference on brain research, two others attended a national conference on autism. One faculty member had an article published. Several on-campus professional development activities have taken place during the year—we have implemented a “brown-bag Friday” open to the campus about once every two months to present programs dealing with student learning and technology.

OSU

Oklahoma State University provides on campus professional development opportunities for its faculty that address effective teaching, communication and research topics. Additionally, within each department, faculty are provided financial support to attend professional conferences, workshops and other events that facilitate professional development.

Topics provided on campus included:

- Preparing Online Instructors
- Audio Conference: Writing Successful Proposals: What is Working Lately and What is not?
- TechKnowledge Series: OSU Resources and Open Source for Online Surveys
- Instructional Design: Engaging students through higher order thinking
- TechKnowledge Series: Incorporating Library Resources Into Your Course and D2L
- Difficult Dialogue Series: Queer conversations in the classroom

- OSU Research on the Effect of Programs on Cultural Awareness
- ADVANCE: Collaboration and Building Research Teams in Science
- Training for CEAT TAs on Being More Effective TAs
- Identifying and Reaching Unprepared Students: Strategies for creating success in the college classroom
- Difficult Dialogue Series PANEL: Religion
- Difficult Dialogue Series PANEL: Discussing Race and Cultural Issues in the Classroom

Grants/Contracts received 2009-2010 academic year or continuing into 2009-2010 academic year.

- Project Co-director, United States Department of State, Bureau of Educational and Cultural Affairs, Citizens' Exchange Grant for Food Security Fellows, Improving Food Security by Catalyzing Communication Networks between Key Stakeholders: Linking Media, Policies, and Communities in Kenya and Uganda. Craig Edwards (Funded at \$480,734 for two years.)
- Campus Co-coordinator, USDE, Fund for International Post-secondary Education (FIPSE) project, North American Mobility in Higher Education: Building Bridges Through Culture, Cuisine, Agriculture and Tourism. Craig Edwards (Funded FY 2009-12 at \$44,211 including OSU match.)
- Co-Principal Investigator, Manufacturing Innovation and Revitalization Partnerships: Division of Industrial Innovation and Partnerships: Universities, Manufacturers, Government and K-12 Teachers (MIRP). National Science Foundation: Partnerships for Innovation 2010-2014. Susan Stansberry. Funded for \$599,996.
- Collaborative Research in the 21st Century, 10/2005-9/2009, \$155,814, Juliana Utley.
- Exercise as a Recreational Therapy Intervention, 7/1/2006 – Open, Tim Passmore.
- Payne County Youth Services Practicum, 8/18/2009 – 8/16/2009, \$12,000, Barbara Carlozzi.
- Stillwater Domestic Violence Practicum, Carrie Winterrowd.
- Associated Centers for Therapy Practicum, 8/18/2009-8/16/2009, \$6,669, Carrie Winterrowd.
- ADVANCE-Gender Equity, \$37,433, 9/1/08-8/31/11, Marlene Strathe. L. Bailey.
- CEU-OK Parks and Recreation, 2/16/93-OPEN, \$24,085, Jerry Jordan.
- Junior Science and Humanities Symposium, 7/1/2008-8/31/2009, \$9,400, Caroline Beller.
- TERMS (Transitioning Engineering Research to Middle School), \$8,079, Karen High Jean Docker, Juliana Utley.
- Aerospace Academy 2009, 1/1/2007-9/30/2010, \$36,000, Steve Marks.
- ORIMS (Reading Integration in Math and Science), 1/1/2009-6/30/2010, \$81,749, Julie Thomas.
- Gear Up-Year 5, 7/2009-6/2010, \$88,914, Al Carlozzi.
- Teaching American History, 7/1/2008-6/30/2011, \$39,000, Jeff Hawkins
- Stillwater Public Schools, 5/13/2009-6/30/2010, \$25,000, Terry Stinnett
- Associated Therapeutic Services, 8/17/2009-7/31/2010, \$21,139, Barbara Carlozzi
- Payne County Youth Services, 8/17/2009 – 8/15/2010, \$11,977, Carrie Winterrowd
- Associated Centers for Therapy, 8/17/2009-8/15/2010-\$10,570, Al Carlozzi.
- Teacher Mentoring, 7/1/2009-6/30/2010, \$94,120, Susan Stansberry
- Shawnee Public Schools, 8/15/2009-5/15/2010, \$5,550 Gary Duhon
- Career Pathways, 7/30/2009-6/30/2010, \$24,136, Belinda McCharen
- Global Climate Change Literacy (Subaward w/UNL), 6/4/2009-5/3/2011, \$14,910, Julie Thomas
- Red Light, Green Light: Predictors of Young Girls' STEM Interests, 9/1/2009-8/31/2012, \$343,031, Julie Thomas

- Stillwater Public Schools (ARRA Funding), 5/2009-6/2010, \$17, 279, 5/13/2009-6/30/2010, Terry Stinnett
- MTRC-International Fair, 7/1/2009-6/30/2010, \$7,000, Nadine Olson
- APA Education Directorate, 10/16/2002-Open, \$13,500, Sue Jacobs
- Community Education Foundation, 10/01/2003 – Open, \$6,700, Deke Johnson
- Sleep Research – Lady Americana, 3/1/2005-Open, \$26,144, Bert Jacobson
- Teacher induction grant from ODCTE, \$77,500, Mary Jo Self.
- Intervening in Family and Peer Contexts to Decrease Child Overweight: Follow-up and Follow-Forward into 4th Grade. \$15,000, 1/1/2009-12/31/2009, Amanda Harrist and Laura Hubbs-Tait.
- Early Childhood Partnership Project Agreement, \$68,093, 7/1/2009- 6/30/2010, Linda Sheeran and Sue Williams.
- Child, Family, and School Influences on Developmental Outcomes of Young Children with and without Disabilities, \$100,000, 7/1/2009-6/30/2010, Amy Halliburton and Hyunjin Kim.
- Families and Schools for Health: Follow-Up, Follow-Forward, \$45,000, 8/1/2009-7/31/2010, Amanda Harrist and Laura Hubbs-Tait.
- Intervening in Family and Peer Contexts to Decrease Child Overweight: Follow-up and Follow-Forward into 4th and 5th Grade, \$41,664, 8/1/2009-7/31/2010, Amanda Harrist and Laura Hubbs-Tait.

SEOSU

The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2009-2010, twenty-eight (28) teacher education faculty members attended a professional development activity. The following list indicates the types of professional activities in which the faculty had the opportunity to participate:

Video Tools for Teaching and Learning, Society of Philosophy and History of Education, conference, Children's Literature Association annual conference, Service-Learning conference, Oklahoma Higher Education Teaching and Learning Conference, Oklahoma Arts Council, Against all Odds child abuse workshop, Ethics and Supervision workshop, Oklahoma Association for Health, Physical Education, Recreation and Dance Higher Education conference, Counseling Supervision Workshop,

Critical Questions in Education conference, Conference on Advanced Mathematics teaching, College Reading Association conference, Critical New Findings from the Managing Online Education Study, National Reading Conference, Oklahoma Speech Communication and Theatre Association conference, Association of Literacy Educators and Researchers National Conference, Mathematical Association sectional Conference, Cultural Perspectives in Death and Dying seminar, and Supervision Training for Licensed Alcohol and Drug Counselors: Oklahoma Law Procedures, and Ethics.

SWOSU

Professional Development opportunities provided during the 2009-2010 academic year included: Web Page Development to make faculty web pages more informative, Social Networking with Multimedia and Other Resources to Reach Students in the Classroom, Creating Critical Thinkers by Providing Opportunities for Students to Construct Their Knowledge: Theory and Practice, Effectively Teaching with Clickers (student response systems that provide immediate feedback to the instructor and summary of responses) and Video-Streaming for the Academic Classroom.

UCO

Faculty members are required to participate in annual faculty development as part of the promotion, tenure, and post-tenure process. Many professional development opportunities are provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national leaders in education who have served as part of the Educators Distinguished Lecture series. A faculty member in the Special Education program retired at the conclusion of the 2008-2009 school year. Due to the candidate to faculty ratio in the Early Childhood program, the unit head decided to move the faculty line from the Special Education program to the Early Childhood program. This resulted in the successful hiring of a full-time faculty member in Early Childhood.

Beginning in 1998 UCO established a Faculty Enhancement Center (FEC). The initial impetus for the creation of the center came from the Faculty Senate and faculty members who saw a need to assist professors to strengthen their teaching and maximize student learning. This center provides professional development opportunities in many areas including technology, assessment, class organization, various instructional strategies, student learning, transformational learning, and other emerging, relevant topics. Unit faculty have shared their expertise with colleagues in all colleges by presenting concurrent presentations during Faculty Enhancement Day, as well as offering faculty gatherings (brown bags, etc) throughout the year on issues such as cooperative learning, developing course syllabi, infusing technology into the curriculum, and other relevant issues. The FEC, as well as other entities on campus have been responsible for bringing noted educators to campus. In 2008, Dr. Tyrone Hayes, noted biologist from the University of California-Berkley, visited campus and presented to the university faculty on a format he uses in the process of involving students in research. Among other presentations of interest was that of Ron Clark, founder of the Ron Clark Academy in Atlanta, Georgia. Mr. Clark was invited to campus as part of the Especially for Educators annual lecture series co-sponsored by the university as well as other local entities who hold a close interest in education. In 2010, the lecture series hosted Dr. Sally Ries, noted authority on gifted and talented education as well as differentiated instruction, to campus for a day of dialogue and presentation. These events are attended by many unit faculty, candidates, and local school teachers and personnel. The 2011 speaker will be Dr. Daniel Goleman.

The Information Technology Center (ITC) in the COE and Professional Studies continues to provide exceptional technology support for the entire college. A part of that support is to provide training in various uses of technology. The ITC has installed SMART Boards in all classrooms in the Education Building, and training is provided to both faculty and candidates. The ITC selected a classroom in the Education Building and piloted a version of a 21st century classroom. This classroom contains a higher level of instructional technology hardware, mobile tables and chairs, and a laptop computer for every candidate in the room.

Faculty members are required to participate in annual faculty development as part of the promotion, tenure, and post-tenure process. Many professional development opportunities are provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national leaders in education who have served as part of the Educators Distinguished Lecture series.

OU

Faculty members engage in a variety of professional development activities that promote and support effective teaching styles such as inquiry, group discussion and collaborative learning. Specific examples, reflective of many faculty efforts, include the following:

- Co-teaching and otherwise collaborating with doctoral candidates to teach them and model for others what co-teaching and collaboration entail;
- Conducting pilot studies using collaborative and consultative models for undergraduate candidates;
- Mentoring graduate teaching assistants regarding group discussions and collaborative approaches to class meetings;
- Conducting professional development days for public school teachers that demonstrate and model collaboration and co-teaching; and
- Faculty lead initiative to bring in a screening and preview of Race to Nowhere for students, educators and the community. This was the only scheduled showing in the state of this documentary which dealt with issues in education. The screening was followed by a panel discussion

A number of faculty engage in national conferences of their professional associations or other entities to enhance their skills. Examples include:

- Helping to plan and attending the Oklahoma State Regents for Higher Education Reading Conference on 21st Century Learning Environments;
- Attending International Creativity World Forum;
- Attending Global Education Initiative;
- Attending National Council of Teachers of Mathematics Annual meeting, the primary mission of which was the improvement of mathematics teaching at all levels. All of the sessions must address one or more of the goals of the National Council of Teachers of Mathematics for student learning;
- Presenting with doctoral students on the action research undertaken in a classroom at the National Council for the Social Studies;
- Attending the SREB Leadership Forum in Atlanta, Georgia for professional development regarding the use of in-class simulations, enactments and role play as progressive forms of higher education pedagogy in the preparation of school and district leaders;
- Attending the International Reading Association and the National Reading Conference; and
- Attending a two day workshop of the Oklahoma Mentoring Workshop to improve supervision of mentoring of Resident Year teachers.

Other faculty develop and implement professional development activities for others, such as:

- Developing and presenting a workshop for higher education faculty across the state about the Oklahoma Mentoring Network; and
- Developing Get Fit with Norman Public Schools. District wide event where faculty from the College providing professional development to NPS teachers with a full day of training.

Other professional development activities Include:

- Completing SMART Board training at the Oklahoma State Department of Education.
- Attending a supervision and ethics workshop;
- Learning more about cultural issues associated with mental health treatments.
- Participating in a Social Justice Educators Institute that connects facilitators, teachers and trainers of diversity with one another;
- Facilitating a Diversity In-Service for faculty in an Oklahoma City high school.

- Conducting classes such that students can reflect on their learning vis á vis the various learning theories they study; and
- Working with OU's Instructional Development office to explore and try out collaborative activities for classes.

USAO

Professional development opportunities that focused on unit faculty member's ability to model effective teaching styles included institutional offerings such as Druple training on how to create faculty websites for effective teaching, CPR training, Responding to Writing workshop, and an Autism Awareness presentation. Additionally, professional development opportunities specific to the teacher education faculty included a Faculty Development workday, Read Across America opportunities, a PLATO webinar, and monthly Student National Education Association speakers. USAO also provided nationally-known speakers to both faculty and students including James Nachtwey through the Giles Symposium. Additionally, the unit provides financial support for attendance at professional meetings by faculty in order to improve their teaching and model best practices. Specifically, on campus opportunities included:

- Fall Work/Learning Day – 10/23/2009
- Giles Symposium – James Nachtwey – 10/29/09
- Festival of Arts and Ideas – 10/5-4/09; Africa – 3/ 4-5/10
- Autism Awareness – 2/2/2010
- Responding to Writing – 2/26/2010
- 21st century learning movement – 3/25/2010
- Global Education Comparisons – 3/25/2010
- Druple training – throughout March and April 2010
- Emerson/Weir Symposium – Steven Pinker – 4/8/2010

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:

- Oklahoma's 2008-2009 Teacher of the Year – “Keys to Success” – 9/9/2009
- Rehab specialist -- “How to Help Special Education Students” – 10/7/2009
- Director of Education of the OK Museum of History – 11/4/2009
- “First year teacher panel” – 1/18/2010
- National Board Certified teacher – Ag in the Classroom – 2/4/2010
- *Read Across America* in area schools – 3/1/2010
- HS Counselor – “What to Expect after Graduation – 3/3/2010
- USAO program completer and Oklahoma's 2009-2010 Teacher of the Year – “Striving for Success” – 3/10/2010 – KDP initiation
- Student Teacher Panel – 4/7/2010
- Reception for summer reading program participants 7/28/2010

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

The 1996 State Regents' emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. In 2000, NCATE required that teacher candidates have in-depth knowledge of the subject matter that they plan to teach which is assessed with the OGET and the OSAT. Since academic core course work

in elementary, early childhood and special education and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. The ongoing NCLB grants provide models of arts and science faculty, teacher education faculty and K-12 teacher collaborations.

CU

A and S faculty serve on the Teacher Education Council with education faculty and meet monthly. This year, representatives from departments across campus have been working on mid-cycle data collection for new programs so education faculty and arts and sciences faculty have met multiple times throughout the year to ensure data is being collected in meaningful ways and to form advisory committees.

ECU

A and S faculty are heavily involved with the entire program of teacher education. Since all candidates must complete 45 or more hours in general education from the A and S they have regular contact with their faculty. Also, members of all secondary education programs have a representative who serves as the program coordinator and also serves on the Teacher Education Standing Committee. ECU has 19 teacher education programs including secondary education programs in the following areas: Art, Biology, Chemistry, Family and Consumer Science, History, Mathematics, Music, Physics, Spanish, and Speech. Additionally, in the past year the departments from A and S and the Education Department have worked on federal and state grants to enhance teacher education. ECU was just awarded an approximate \$900,000 dollar federal grant to provide financial and other support for prospective math and science teachers. ECU also involves faculty from the Colleges of A and S to supervise student teachers in their respective fields. By involving the A and S faculty in all aspects of our teacher education programs, not only do the A and S faculty have regular opportunities to communicate with Education Department faculty and administrators, they also have opportunities to communicate regularly with K-12 public school teachers and administrators.

LU

Faculty in Arts and Sciences are included on the Teacher Education committee particularly if they have Teacher Education Programs. Those areas are English, Mathematics, Chemistry, Biology, Technology and Physical Education along with faculty from Elementary, Special Education and Early Childhood Education. Faculty serving on this committee oversee the program's policies and procedures, curriculum, admission requirements, candidate dispositions and other areas involving teacher education.

NSU

During the 2009-2010 academic year, arts and sciences faculty and education faculty worked together to prepare state and national program review documents for submission September 15, 2010. This process prompted several discussions about curriculum and key assessments, leading to refinements in courses, assignments, and rubrics. Similar discussions evolved as a result of changes in the general education requirements. Faculty across the unit worked to revise program information to maintain programs within the 124 hour credit limit. As in the past, arts and sciences faculty participated in all aspects of the teacher education unit including unit governance and subcommittee work. Those arts and science faculty who serve as program coordinators for secondary and K-12 programs serve on the Teacher Education Council.

NWOSU

The Education Division and the Math Department collaborated in hiring a presenter for pre-service teachers and teachers in local schools addressing the effective use of SMART Boards in the classroom. Ninety teachers, teacher candidates, and faculty were present. Discussions have occurred with the arts and sciences faculty and the education faculty as the results of the OGET and the OSAT were presented. Collaboration will continue as all faculty assisted candidates in passing these tests and in increasing their content knowledge. The teacher Education Faculty (TEF) consists of education faculty and education representatives from each program which represent the A and S faculty. The TEF meets monthly and makes recommendations to the governing unit, the Teacher Education Committee.

OPSU

Arts and sciences faculty are represented on the OPSU Teacher Education Council and participate during each monthly meeting. Another very significant collaboration has been between the Education department and the Math department as we have worked together for the past four summers to provide professional development activities for the Oklahoma Panhandle teachers of mathematics.

OSU

Arts and Sciences faculty are members of the Professional Education Council, the governing council of the Professional Education Unit. Additionally, an annual retreat is held and program areas are encouraged to invite their program advisory groups. The evening begins with a brief Professional Education Council Meeting followed by the break out advisory group meetings. Advisory groups are comprised of university faculty (this includes Arts and Sciences Faculty), student reps, public school teachers and administrators from both the university and the public schools. Additionally, COE faculty collaborate with A and S faculty on internal and external research and grant projects.

SEOSU

The faculty from the School of Arts and Sciences are included in the Teacher Education Council (TEC) which is the governing body of the teacher education program at Southeastern. The TEC is comprised of one representative from each of the program areas which provide a teacher education program. Six programs are from the School of Education and Behavioral Sciences and eight programs are from the School of Arts and Sciences. Each program has equal representation and opportunity to participate in the development of the teacher education unit. TEC sub-committees are designed to include faculty from both schools and various departments to maintain a balance among the academic units.

SWOSU

Arts and Sciences faculty serving as instructors for teaching methods courses are invited to attend EDU faculty meetings. Some of these faculty members also serve on Admissions/Retention Committee which is responsible for reviewing candidates for admission to teacher education. Collaboration with Department of Mathematics faculty on the Sayre campus resulted in the development of a new math course designed for education majors. Arts and Sciences faculty also comprise 8 of the 14 faculty positions on the Teacher Education Council. The TEC serves as a faculty forum for policy and procedures in teacher education.

UCO

Faculty from the Colleges of Liberal Arts, Math and Science, and Fine Arts and Design continue to participate in unit governance. These faculty hold membership on the Council on Teacher Education and the three committees that make up that Council. Education faculty continue to collaborate with faculty from outside the college through committee work as well as on selected projects. Unit leaders from the COE and Professional Studies and the College of Liberal Arts collaborated on a joint presentation at the 2010 National Conference of Academic Deans in Conway, Arkansas. The presentation was based on the challenges associated with assessment and accountability in higher education.

OU

The Arts and Sciences faculty serve on the Education Professions Division council (EPD). The EPD is responsible for all of the professional certification programs. Emerging issues, problems and changes are dealt with and resolved by the EPD after extensive discussion and deliberation. The Arts and Sciences faculty members on the council play important roles in all of the discussions, deliberations and decisions. Also each certificate committee includes Arts and Sciences faculty. They make significant contributions to our program areas through that kind of involvement. An example of this is their role in discussions with our faculty on course changes to our degree sheets in the move from four and a half to four year programs in all secondary education degrees.

USAO

The Teacher Education Committee with representatives from all certification programs meets monthly. The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music, and Physical Education are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 12 hours of science classes, a minimum of 9 hours of language arts content, 12 hours of social studies content, PE in the Elementary), Early Childhood (12 hours of math, 12 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Education (12 hours of math, 12 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The annual Fall Workday was held October 23, 2009, with teacher education faculty from all program areas. While the meeting enjoyed the giddiness of a positive NCATE review, pause was given to note strengths and potential areas for improvement as revealed through assessment data gathered since the on-site visit and program reviews.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Teacher Education Program Admission Study.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The test has been required since 1990, initially of all students. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Currently, the admission criteria are 1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), 2) passing all three sections of the PPST, 3) passing the OGET, or 4) holding a baccalaureate degree from an accredited university in the United States.

This is the eleventh study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 2000-2001 to 2009-2010, the most recent data available.

POLICY ISSUES:

The State Regents' policy, *Criteria for Admission to Teacher Education* (3.21.3) regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

FINDINGS:

During 2009-2010, the 12 Oklahoma public universities with teacher education programs reported a total of 1,961 students to teacher education programs were admitted (Chart 1). The number of students admitted increased 2.0 percent from 1,923 in 2000-2001 to 1,961 in 2009-2010.

Most of the students admitted were Caucasian (80.1 percent). The next largest ethnic group, Native Americans, comprised 12.5 percent of admissions, an increase of 7.2 percent from 2008-2009 (Chart 2). Males comprised 18.7 percent of admissions with females making up 80.1 percent. Gender was unknown for 1.3 percent of admissions (Chart 3).

In 2009-2010, 86.5 percent of the students were admitted to teacher education programs by passing the OGET, 11.8 percent by achieving a GPA of 3.00 or higher, 0.1 percent by passing the PPST, and 1.6

percent had at least a bachelor's degree (Chart 4). The OGET was not used as an admission criterion until 2002-03.

An analysis of 2009-2010 OGET test-takers by the Oklahoma Commission for Teacher Preparation shows that over half (58.1 percent) are getting their initial license/certification and 29.8 percent an alternative certification. In 2008-2009, 48.7 percent of OGET test-takers were getting their initial license/certification and 40.3 percent an alternative certification.

CONCLUSIONS:

- Admissions to teacher education programs have increased 2.0 percent from 1,923 in 2000-01 to 1,961 in 2009-2010.
- Male admissions continue to decline from a high of 529 in 2002-03 to 366 in 2009-2010.
- Black admissions have increased by 43.8 percent from 28 in 2008-2009 to 49 in 2009-2010
- Minority admissions have increased over 2008-2009 with gains in African American, Hispanic, and Native American student admissions.
- Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students are provided with remediation if needed. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.

RECOMMENDATIONS:

1. Phase out the use of PPST as an admission option. Only six students were admitted through PPST in the last three years.
2. Continue to monitor the effects of alternative certification on teacher education admissions.
3. Increase emphasis on minority teacher recruitment to meet the demands of changing student demographics.

CHART 1
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS AT PUBLIC UNIVERSITIES
2000-2001 TO 2009-2010

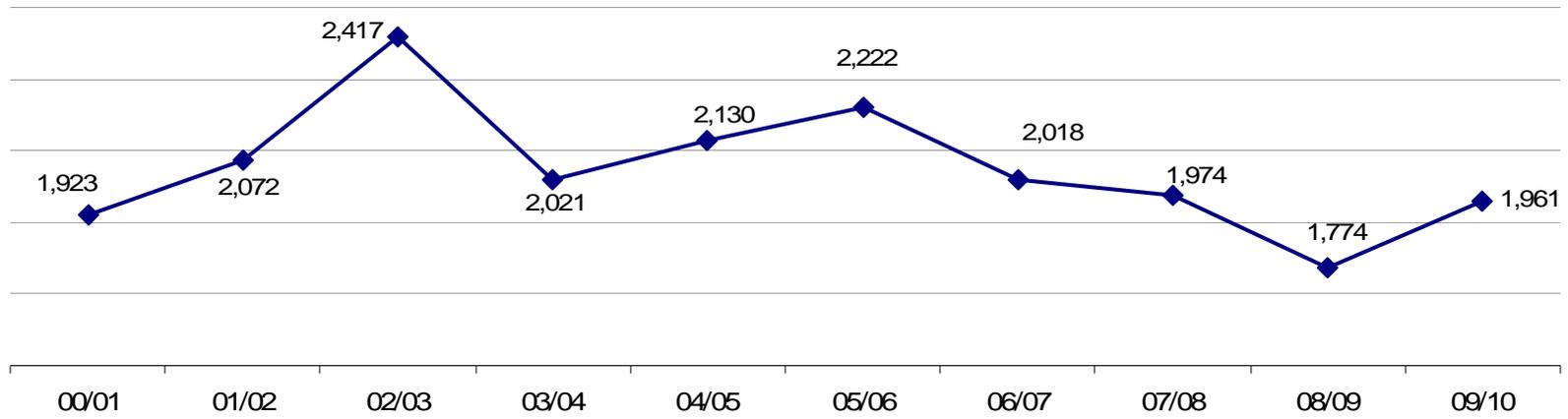


CHART 2
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ETHNIC GROUP
 2000-2001 TO 2009-2010

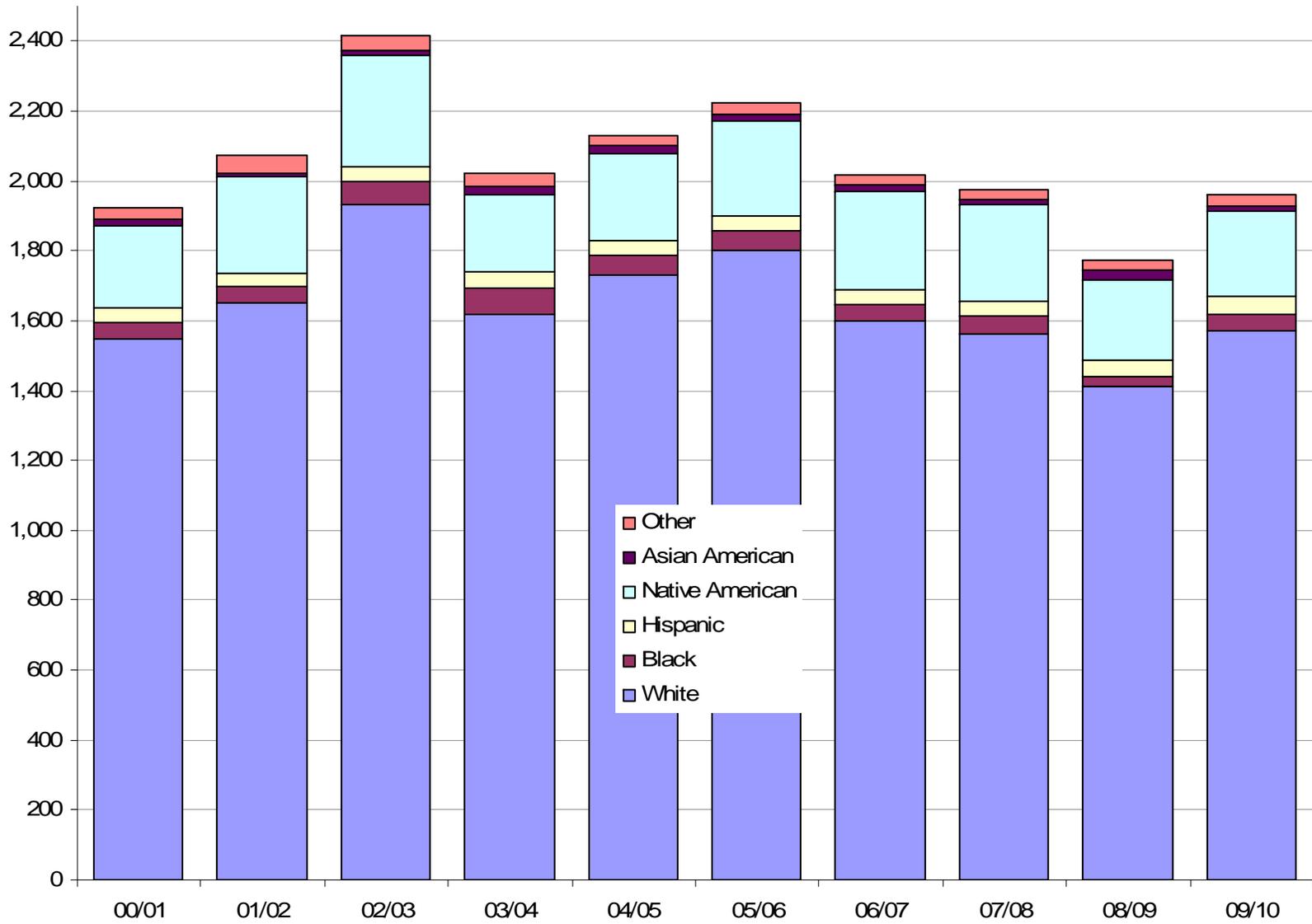


CHART 3
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY GENDER
 2000-2001 TO 2009-2010

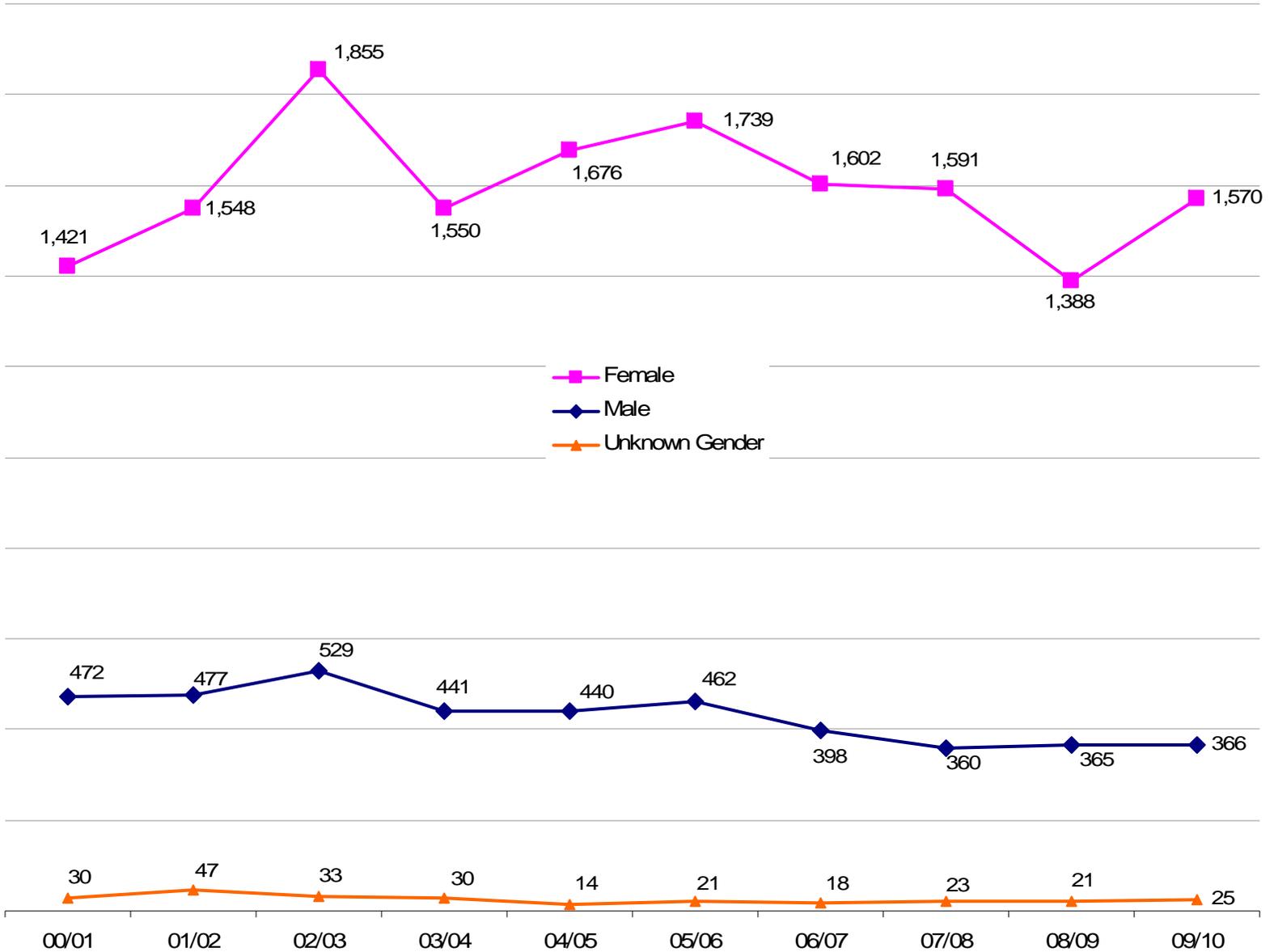


CHART 4
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ADMISSION CRITERION
 2003-2004 TO 2009-2010

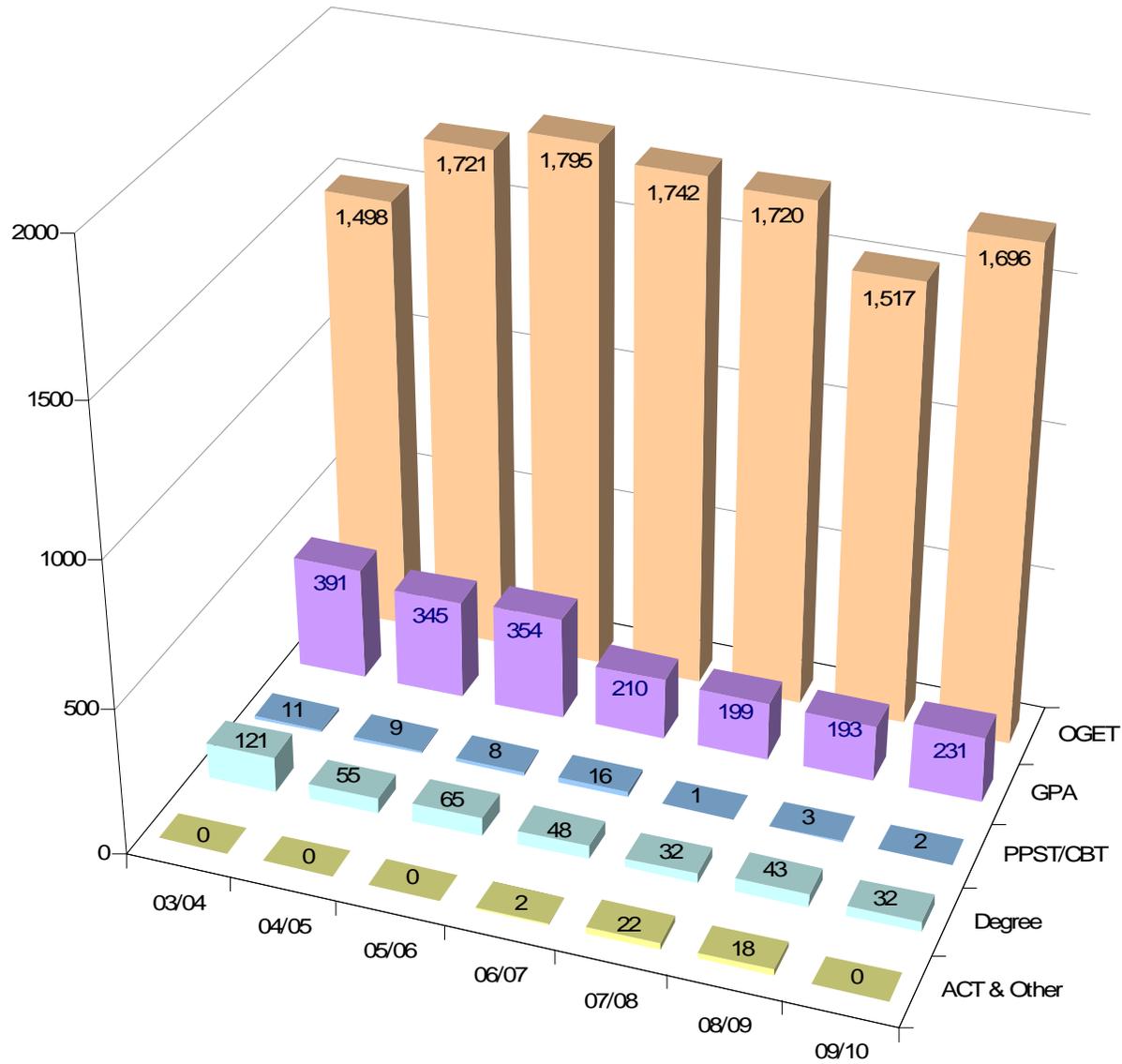
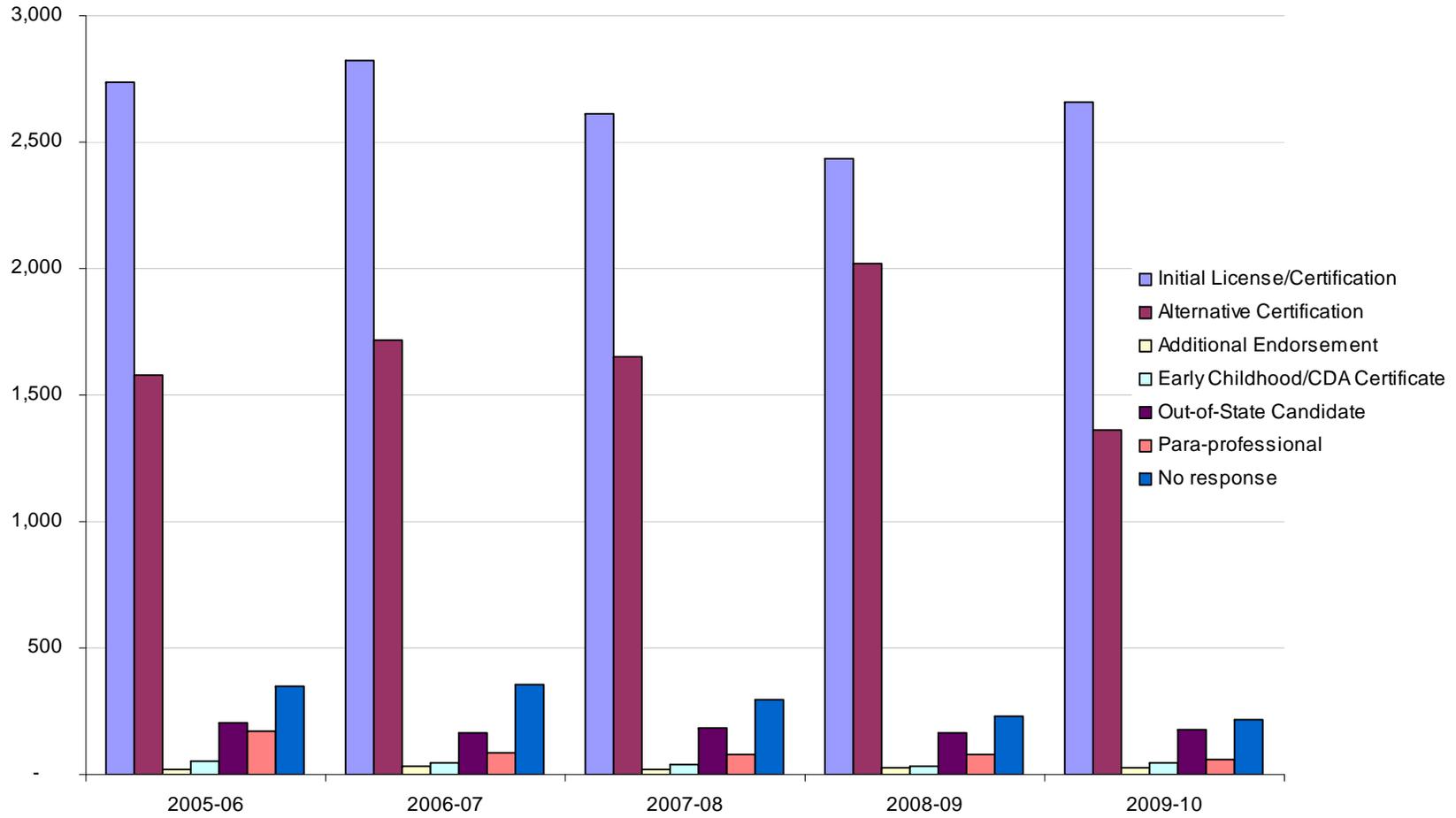


CHART 5
 OGET TEST TAKERS BY ROUTE TO CERTIFICATION
 2005-2006 TO 2009-2010



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (3):

Annual Reports.

SUBJECT: State Regents' Policy Reporting Requirements Survey.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents' policies require data collection and reporting. Among these policies are the following:

- Academic Forgiveness Provisions (3.12.6)
- Special Admission (3.10.6)
- Retention Standards (3.10.8)
- International Student Admission and Admission of Non-native Speakers of English (3.10.5)
- Student Demonstration of Competencies (3.21.4)

Since the data requested are not available through other sources such as the Unitized Data System (UDS), a survey was designed to minimize reporting demands on institutions for these five policies. This is the eleventh year of data collection.

POLICY ISSUES:

Academic Forgiveness Provisions

A student may request an academic reprieve or academic renewal from public State System institutions consistent with State Regents' policy. The explanation of grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions granting academic reprieves or renewals must submit an annual report to the State Regents.

Special Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her 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 only for non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. 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. Students suspended a second time from the same institution cannot return to the suspending school until they have demonstrated the ability to succeed academically by raising their GPA to the retention standards at another institution.

International Student Admission and Admission of Non-native Speakers of English (ESL)

ESL students seeking enrollment at a State System college or university must 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. Exceptions may be made if the applicant demonstrates proficiency in English prior to admission. Such exceptions must be documented and reported.

Student Demonstration of Competencies

The State Regents' policy requires students to successfully remediate basic skills course requirements within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic 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.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier (research, regional, and community college). Information was gathered for the academic year from all State System institutions.

Academic Forgiveness Provisions

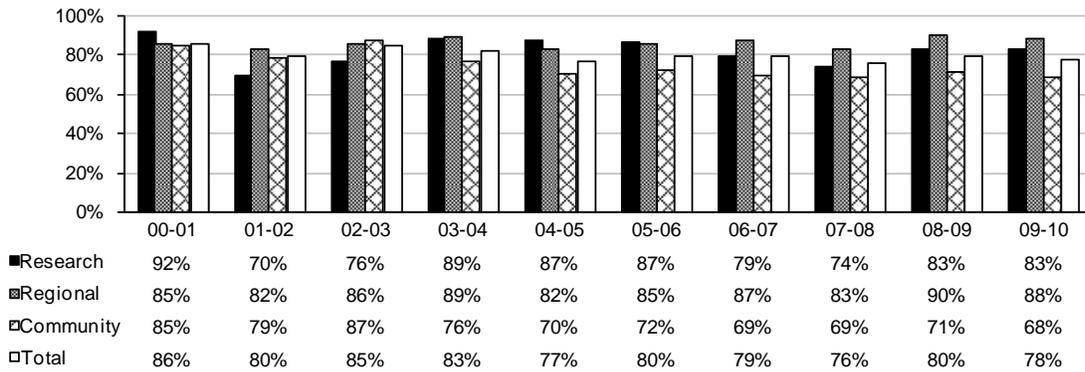
Circumstances may justify students being able to recover from academic problems in ways which do not forever jeopardize their academic standing. The policy recognizes *there may be extraordinary situations in which a student has done poorly in an entire enrollment due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrant excluding those grades in calculating the student's retention and graduation GPAs.* Students must meet certain criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in a minimum of 12 hours of course work excluding activity or performance courses.

A new provision, adopted in December 2003, allows 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, which is optional for all State System institutions, course work

taken prior to a date specified by the institution is not counted in the student's graduation/retention GPA. An institution's academic renewal policy must follow 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 must 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.

The student may not receive more than one academic reprieve or renewal during his/her academic career.

Approval Rate of Academic Reprives Granted by Tier 2000-01 to 2009-2010



Number of Grade Reprives by Tier 2000-01 to 2009-2010

	00-01		01-02		02-03		03-04		04-05		05-06		06-07		07-08		08-09		09-10	
	Req.	Grant																		
Research	38	35	50	35	68	52	44	39	55	48	53	46	48	38	65	48	29	24	41	34
Regional	195	166	264	217	242	207	166	147	211	174	257	219	267	232	224	186	229	205	245	216
Community	111	94	149	117	175	153	191	145	233	163	234	169	191	132	200	137	253	179	286	195
Total	344	295	463	369	485	412	401	331	499	385	544	434	506	402	489	371	511	408	572	445

- The number of requests for academic reprives systemwide averaged 481 per year for the past ten years. In 2009-2010, there were 572 requests.
- Sixty-one percent of all requests for academic reprives were for one semester rather than two.
- In 2009-2010, the greatest numbers of requests (50 percent) were at the community colleges; 42.8 percent at the regional universities; 7.2 percent were at the research universities.
- Systemwide in 2009-2010, 77.8 percent of reprive requests were granted. From 2000-01 to 2009-2010 reprive requests granted averaged 80.3 percent.
- Community colleges granted the lowest percentage of academic reprives in 2009-2010, 68.2 percent, down from 70.8 percent in 2008-2009. Regional universities granted 88.2 percent of requested reprives in 2009-2010, down from 89.5 percent in 2008-2009. Research universities granted 82.9 percent of requested reprives in 2009-2010, up from 82.8 percent in 2008-2009.

**Number of Academic Renewals
Requested and Granted
2003-04 to 2009-2010**

	03-04		04-05		05-06		06-07		07-08		08-09		09-10	
	Req.	Grant												
Research	0	0	1	1	3	3	1	1	0	0	1	1	4	4
Regional	0	0	5	5	5	4	6	5	11	9	9	9	9	7
Community	6	4	2	1	17	11	34	19	19	10	10	9	25	16
Total	6	4	8	7	25	18	41	25	30	19	20	19	38	27

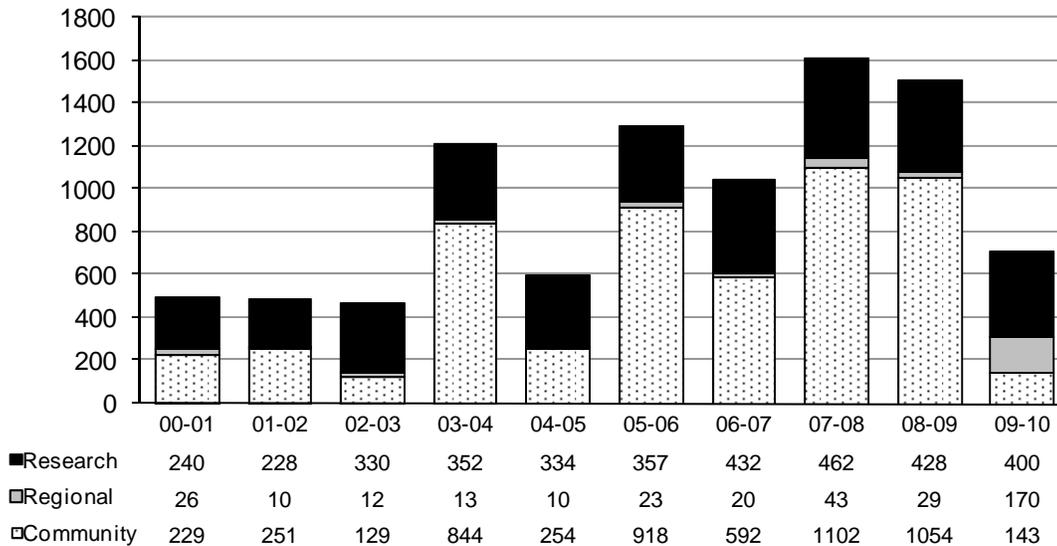
- Thirty-eight renewals were requested in 2009-2010 with 27 granted.
- Since 2003-04 the average rate of renewals granted is 73.8 percent.

Students requesting reprieves must meet specific State Regents' academic requirements. Thus, it is expected that a high percentage of requested reprieves would be granted. Academic renewals have been in place since December 2003.

Special Admission

This policy provision allows institutional flexibility to meet individual student goals for specific personal enrichment or job related courses with appropriate academic control.

**Comparison of Non-Degree Seeking Students
Enrolled in More than Nine Credits by Tier
2000-01 to 2009-2010**



- In 2009-2010, 11 institutions reported a total of 713 students enrolled as non-degree seeking students with more than nine credits, down from 1,511 students in 2008-2009. Community colleges reported 20.1 percent of the exceptions; research universities, 56.1 percent; and regional universities, 23.8 percent.
- Since 2000-01 the number of non-degree seeking students enrolled in more than nine hours has averaged 944. The number enrolled at research universities averaged 356. At the regional

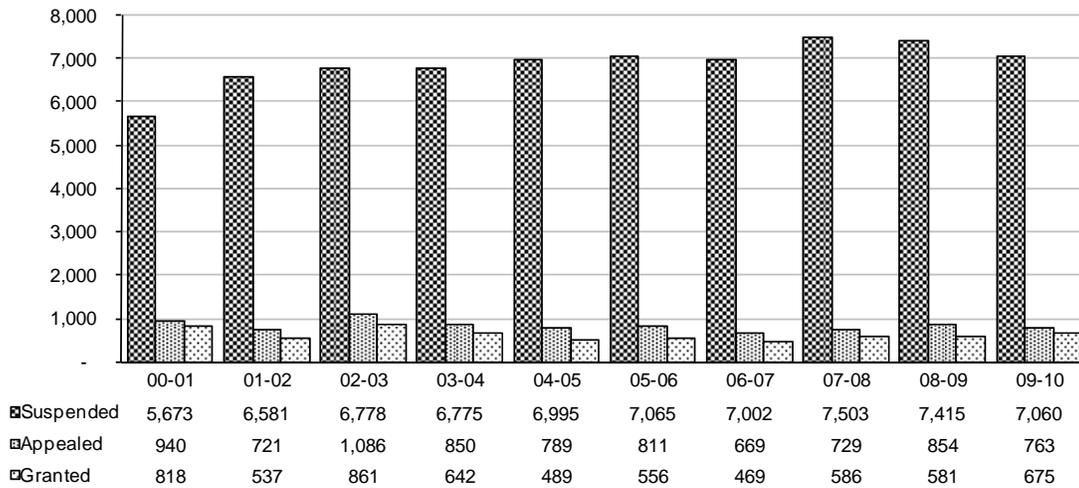
universities the number averaged 36 and at the community colleges, 552.

- Explanations for exceptions included courses for personal enrichment, courses for specific certifications, clerical errors, and continuing education courses. Exchange and Cooperative Alliance students and those seeking degrees at other institutions were granted exceptions as were those meeting admission and retention standards.

Retention Standards

Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents’ policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.

**Total Suspensions
2000-01 to 2009-2010**



- From 2008-2009 to 2009-2010, the number of suspensions decreased 4.8 percent, from 7,415 to 7060. The number of suspensions appealed decreased 10.6 percent from 854 to 763. The number of appeals that were granted increased 16.2 percent from 581 to 675.
- Over the past ten years the percentage of suspensions appealed ranged between 9.6 percent in 2006-07 to 16.6 percent in 2000-01.
- Generally, the highest appeals percentages were found at the regional tier (14.6 percent in 2009-2010). In 2009-2010, the research universities reported an appeal rate of 8.6 percent, and the community colleges reported a rate of 11.1 percent.
- Over the past ten years granted appeals systemwide have averaged 75.4 percent. In 2009-2010, 79.0 percent of appeals were granted.
- Community colleges granted the highest percentage of appeals at 85.3 percent in 2009-2010, up 1.2 percentage points from 2008-2009; regional universities granted 76.8 percent of appeals in 2009-2010, down from 79.6 percent in 2008-2009; and research universities granted 49.2 percent in 2009-2010, down from 57.4 percent in 2008-2009.

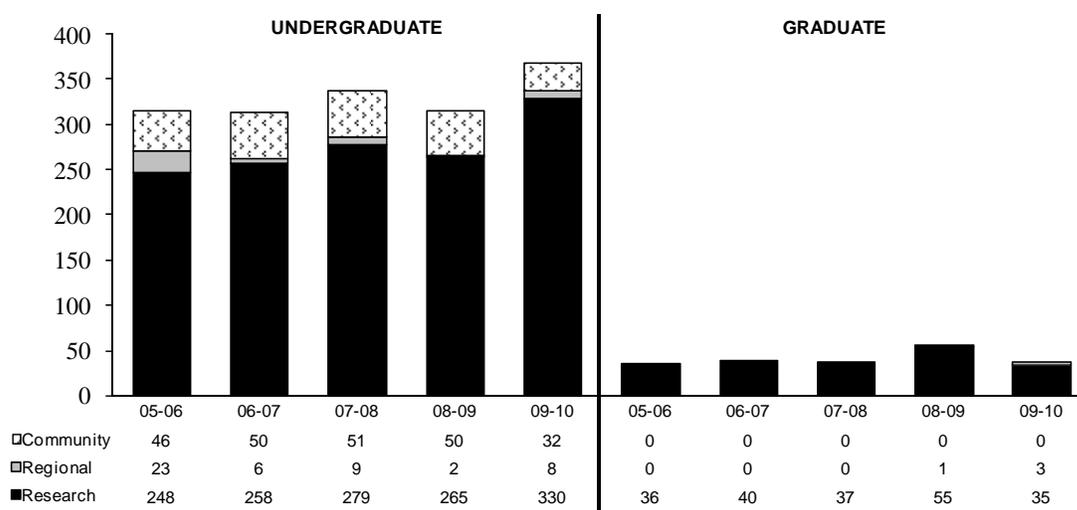
As previously noted, students must document extraordinary circumstances that lead to suspension. Thus, a high percentage of granted appeals is appropriate to give a second-chance opportunity for deserving

students documenting circumstances beyond their control which contributed to or caused academic difficulties.

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

The majority of exceptions to the minimum Test of English as a Foreign Language (TOEFL) score admission requirement were granted for English as a Second Language (ESL) students who were military personnel or dependents, had alternative testing or examination, or were participating in exchange programs with foreign institutions which certified the students' proficiency.

**Number of ESL Exceptions by Tier
2003-04 through 2009-2010**



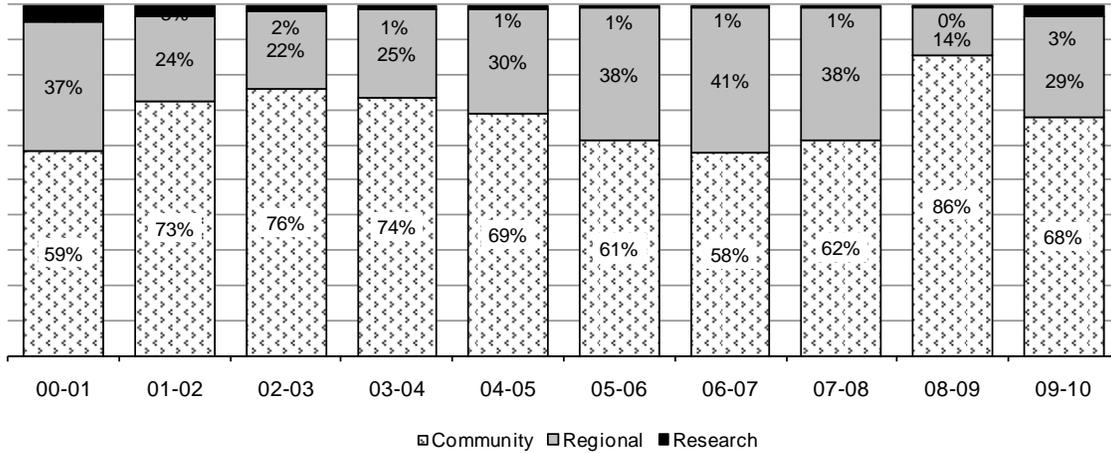
- The number of undergraduate ESL exceptions increased systemwide from 317 in 2008-2009 to 370 in 2009-2010. From 2008-2009 to 2009-2010, research universities reported a increase of 24.5 percent (265 to 330); regional universities increased 300.0 percent (2 to 8); and community colleges decreased 36.0 percent (50 to 32).
- Graduate exceptions at research universities decreased by 36.4 percent, from 55 in 2008-2009 to 35 in 2009-2010. Regional universities reported three graduate exceptions in 2009-2010.
- The majority of undergraduate and graduate ESL exceptions were granted at the research universities during the last ten years. Research institutions granted between 65.0 and 89.2 percent of the undergraduate exceptions and granted between 79.3 and 100 percent of graduate exceptions in each of the past ten years.
- In 2009-2010, the research universities, three regional universities, and five community colleges granted undergraduate exceptions.

Among the reasons cited for granting ESL exceptions were graduation from English-speaking high schools, active military duty, satisfactory COMPASS scores, and previous successful work at other colleges or universities.

Student Demonstration of Competencies

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, were a transfer student, or were given a second-chance opportunity.

**Remediation and Removal of High School Curricular Deficiencies –
Exceptions from Credit Hour Limit
2000-01 to 2009-2010**



- From 2000-01 to 2009-2010, the number of exceptions has averaged 1,718. In 2009-2010, the number of exceptions was 1,889.
- At the research universities, the number of exceptions granted has decreased slightly since 2000-01, from 66 to 64 in 2009-2010.
- The number of time limit exceptions granted at regional universities increased from 512 in 2000-01 to 545 in 2009-2010.
- The number of exceptions granted at community colleges has been variable over the last ten years, averaging 1,218 per year.
- In 2009-2010, the research universities, nine regional universities, and seven community colleges reported exceptions.
- From 2000-01 to 2009-2010, the number of students granted exceptions averaged 470 at the regional universities and 30 at the research universities.

Among the reasons given for exceptions were: satisfactory progress in other college level work, transferred with deficiencies, advisor or clerical errors, multiple remediation needs, multiple failed attempts at remediation, schedule conflicts, exchange agreements, having only a History deficiency, enrollment in AAS programs, military and auxiliary credits, and demonstrated success in their major field of study.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 May 27, 2011

AGENDA ITEM #20-b (4):

Annual Reports.

SUBJECT: 2010-2011 Chiropractic Education Assistance Program Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated \$39,291 from appropriations made by the 2010 Oklahoma Legislature for the 2010-2011 Chiropractic Education Assistance Scholarship. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

POLICY ISSUES:

The Chiropractic Education Assistance Program was created by Legislative initiative and is not related to any particular State Regents' policy.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Assistance Program for the 2010-2011 academic year. The award distribution to each participating institution for the 2010-2011 academic year is indicated below.

Institution	2010-2011	
	Awardees	Amount
Cleveland College Kansas City, Kansas	1	\$2,200
Logan College Chesterfield, Missouri	5	\$3,211
Palmer College Davenport, Iowa	2	\$4,904
Parker College Dallas, Texas	13	\$17,926
TOTAL	21	\$28,241

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (5):

Annual Reports.

SUBJECT: 2010-2011 Future Teachers Scholarship Program Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated \$98,228 from appropriations made by the 2010 Oklahoma Legislature for the 2010-2011 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

POLICY ISSUES:

The Future Teachers Scholarship was created by Legislative initiative and is not related to any particular State Regents' policy.

ANALYSIS:

The critical teacher shortage areas for the 2010-2011 academic year were Science, Early Childhood Education, English, Music, and Foreign Language (Spanish). Ninety-three students at sixteen institutions were approved for program participation for the 2010-2011 academic year. Expenditures totaled \$92,810.88.

The attached report reflects the award distribution to each participating institution for the 2010-2011 academic year.

***Future Teachers Scholarship
2010-11 Year End Report***

<i>Institution</i>	<i>Students in Program</i>	<i>Total Awarded</i>
University of Oklahoma	6	\$8,000.00
Oklahoma State University	9	10,500.00
University of Central Oklahoma	11	9,625.00
East Central University	9	5,060.88
Northeastern State University	28	28,125.00
Northwestern Oklahoma State University	5	6,000.00
Southwestern Oklahoma State University	5	5,500.00
Cameron University	5	7,000.00
University of Science and Arts of Oklahoma	2	3,000.00
Oklahoma Baptist University	4	1,750.00
Oklahoma Christian University	2	2,000.00
Oral Roberts University	2	2,500.00
The University of Tulsa	2	2,500.00
Redlands Community College	1	500.00
Oklahoma City Community College	1	250.00
Western Oklahoma State College	1	500.00
TOTAL	93	\$92,810.88

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (6):

Annual Reports.

SUBJECT: 2010-2011 Tulsa Reconciliation Education and Scholarship Program Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program. During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The scholarships are one-time awards of \$1,000.

POLICY ISSUES:

The Tulsa Reconciliation Education and Scholarship Program was created by Legislative initiative and is not related to any particular State Regents’ policy.

ANALYSIS:

Ten students received awards during the 2010-2011 academic year at an award level of \$1,000 each. The recipients attended five different Oklahoma institutions: 6 attended Oklahoma State University, 1 attended Langston University, 1 attended the University of Central Oklahoma, 1 attended Northeastern Oklahoma A&M College, and 1 attended The University of Tulsa. The total awards made for the 2010-2011 was \$10,000.

**TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2010-11**

Name	High School	College	Award
Milecia Matthews	Booker T. Washington High School	OSU	\$1,000
Deseree Jones	Booker T. Washington High School	TU	\$1,000
James Scott	Central High School	LU	\$1,000
Alexis Cole	East Central High School	OSU	\$1,000
Willie Johnson	Memorial High School	NEO	\$1,000
Meshanyel Mansker	Memorial High School	UCO	\$1,000
Kendrall Springs	Nathan Hale High School	OSU	\$1,000
Kenneth Springs	Nathan Hale High School	OSU	\$1,000
Crystal Munoz	Will Rogers High School	OSU	\$1,000
Kayley Williams	Will Rogers High School	OSU	\$1,000
		Total	\$10,000

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (7):

Annual Reports.

SUBJECT: 2010-2011 William P. Willis Scholarship Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

POLICY ISSUES:

The William P. Willis Scholarship Trust was created by Legislative initiative and is not related to any particular State Regents' policy.

ANALYSIS:

The attached report shows the award distributions to twenty-one students totaling \$45,800 for the 2010-2011 academic year.

William P. Willis Scholarship 2010-2011		
University of Oklahoma	Anna Holdridge	\$3,000
Oklahoma State University	Stephen Cavnar	\$3,000
University of Central Oklahoma	Charles Dick, Jr	\$2,400
Northeastern State University	Suzanne Mason	\$2,400
Northeastern State University	Becky Smith	\$2,400
East Central University	Candice Geisler	\$1,200
Northwestern Oklahoma State University	Shannon Wood	\$2,400
Southeastern Oklahoma State University	Jackie Martin	\$2,400
Langston University	Kayla Stubblefield	\$2,400
Oklahoma Panhandle State University	Anselma Aldaco	\$2,400
Rogers State University	Heather Farquharson	\$2,400
University of Science and Arts of Oklahoma	Amber Frizzell	\$2,400
Carl Albert State College	Marissa Heavener	\$2,000
Eastern Oklahoma State College	Colby Carpenter	\$2,000
Murray State College	Joseph Barr	\$2,000
Northeastern Oklahoma A&M College	Megan Crowell	\$2,000
Northern Oklahoma College	Courtney Jackson	\$2,000
Oklahoma City Community College	Christina Thomason	\$1,000
Rose State College	Mark Sauerwald	\$2,000
Western Oklahoma State College	Morgan Martinez	\$2,000
OSU- Institute of Technology	Kayla March	\$2,000
Total		\$45,800

Nominees were not submitted by Southwestern Oklahoma State University, Cameron University, Connors State College, Tulsa Community College, Redlands Community College, Seminole State College, and Oklahoma State University – Oklahoma City.

Meeting of the
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May 27, 2011

AGENDA ITEM #20-b (8):

Annual Reports.

SUBJECT: 2010-2011 George and Donna Nigh Scholarship Year-End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1999 Oklahoma Legislature authorized the State Regents to establish the George and Donna Nigh Scholarship as a part of the George and Donna Nigh Public Service Institute. The goal of the institute is to provide scholarship opportunities to outstanding students who are preparing for careers in public service. Oklahoma public and private colleges and universities are authorized to nominate one student from their institution. A component of the scholarship program is participation in seminars on public service offered by the institute.

Institute officials select the scholarship recipients. The State Regents' staff disburse scholarship funds to the universities on behalf of the recipients.

POLICY ISSUES:

The George and Donna Nigh Scholarship was created by Legislative initiative and is not related to any particular State Regents' policy.

ANALYSIS:

For the Spring 2011 semester, each recipient of the George and Donna Nigh Scholarship was awarded \$1,000 and participated in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling \$31,000.

Oklahoma State Regents for Higher Education
George and Donna Nigh Scholarship
 2010-2011 Year End Report

Cameron University	Amanda Harris
Carl Albert State College	Kelsey McCully
Connors State College	Bradley Womack
East Central University	Justin Roberts
Eastern Oklahoma State College	Heather Campbell
Langston University	Aleishia Richardson
Murray State College	Katie Hanus
Northeastern Oklahoma A&M College	Kadie James
Northeastern Oklahoma State University	Teesha Richardson
Northern Oklahoma College	Maxx Goad
Northwestern Oklahoma State University	Rhiannon Sherill
Oklahoma Baptist University	Katie Smith
Oklahoma Christian University	Paul Dozier
Oklahoma City Community College	Kenneth Meador
Oklahoma City University	John Riesenber
Oklahoma Panhandle State University	Kim Tuttle
Oklahoma State University	William Good
Oklahoma State University - Institute of Technology	Kayla March
Oklahoma State University – Oklahoma City	William Stafford
Redlands Community College	Cameron Tuthill
Rogers State University	Darcy Roach
Rose State College	Myka Phillips
Seminole State College	Brittain Withers
Southeastern Oklahoma State University	Matthew Heggy
Southern Nazarene University	Rhea Woodcock
Southwestern Oklahoma State University	Erica Benda
St. Gregory's University	DeLanda Brittain
Tulsa Community College	Jessica Medina
University of Central Oklahoma	Gloria Hill
University of Science & Arts of Oklahoma	Holly Howard
Western Oklahoma State College	Ryan Kenedy

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (9):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2010-11 Year End Report,

RECOMMENDATION:

This item is for information only.

BACKGROUND:

For the 2010-11 academic year, the State Regents allocated \$2,009,372 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2009-10 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2010-11 academic year, National Guard members received waivers totaling \$2,515,892, a decrease of 20.4 percent or \$643,013 from 2009-10. The total number of hours waived decreased by 26.1 percent. Of the total dollar amount waived, \$1,657,143 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY12 allocation to be approved along with the FY12 E&G budget item. The current allotment will be sufficient to cover the total dollars waived in FY11, thus no pro-rated reductions are necessary for FY12 allocations.

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
 2010-2011 Year-End Report

Institution	2009-10							2010-11							Difference from Previous Year
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY11 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minimum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY11 Allocation	Percent of Total Dollars above Minimum	
Ardmore Higher Ed. Center	\$ 2,002	77	\$ 26.00	300	0	\$ -	0.0%	\$ 532	19	\$ 28.00	300	0	\$ -	0.0%	\$ -
Cameron University	131,573	1,557	\$ 84.50	300	1,257	\$ 106,222	4.5%	109,013	1,169	\$ 93.25	300	869	\$ 81,037	4.9%	(25,185)
Carl Albert State College	9,605	228	\$ 42.13	300	0	\$ -	0.0%	7,068	120	\$ 58.90	300	0	\$ -	0.0%	-
Connors State College	26,985	411	\$ 65.66	300	111	\$ 7,288	0.3%	19,974	302	\$ 66.14	300	2	\$ 132	0.0%	(7,156)
East Central University	116,187	1,174	\$ 98.97	300	874	\$ 86,497	3.7%	80,203	769	\$ 104.33	300	469	\$ 48,906	3.0%	(37,591)
Eastern Oklahoma State College	20,968	307	\$ 68.30	300	7	\$ 478	0.0%	3,917	54	\$ 72.53	300	0	\$ -	0.0%	(478)
Langston University	16,228	184	\$ 88.20	300	0	\$ -	0.0%	4,710	79	\$ 59.62	300	0	\$ -	0.0%	-
Murray State College	42,660	514	\$ 83.00	300	214	\$ 17,761	0.8%	40,153	434	\$ 92.52	300	134	\$ 12,397	0.7%	(5,364)
Northeastern Oklahoma A&M College	3,185	55	\$ 57.91	300	0	\$ -	0.0%	1,323	22	\$ 60.15	300	0	\$ -	0.0%	-
Northeastern State University	211,006	1,972	\$ 107.00	450	1,522	\$ 162,856	7.0%	173,730	1,436	\$ 120.99	450	986	\$ 119,283	7.2%	(43,573)
Northern Oklahoma College	63,381	1,197	\$ 52.95	300	897	\$ 47,496	2.0%	31,021	548	\$ 56.61	300	248	\$ 14,039	0.8%	(33,457)
Northwestern Oklahoma State	52,661	450	\$ 117.02	300	0	\$ -	0.0%	50,618	412	\$ 122.86	300	112	\$ 13,760	0.8%	13,760
Oklahoma City Community College	185,283	3,183	\$ 58.21	450	2,733	\$ 159,088	6.8%	111,136	1,722	\$ 64.54	450	1,272	\$ 82,094	5.0%	(76,995)
Oklahoma Panhandle State University	2,190	24	\$ 91.25	300	0	\$ -	0.0%	6,069	64	\$ 94.83	300	0	\$ -	0.0%	-
Oklahoma State University	441,205	3,526	\$ 125.13	750	2,776	\$ 347,358	14.8%	406,516	3,134	\$ 129.71	750	2,384	\$ 309,233	18.7%	(38,126)
Oklahoma State University - OKC	128,708	2,062	\$ 62.42	300	1,762	\$ 109,982	4.7%	107,650	1,402	\$ 76.78	300	1,102	\$ 84,615	5.1%	(25,367)
Oklahoma State University - Okm	87,124	947	\$ 92.00	300	647	\$ 59,524	2.5%	55,601	592	\$ 93.92	300	292	\$ 27,425	1.7%	(32,099)
Redlands Community College	25,284	278	\$ 90.95	300	0	\$ -	0.0%	19,909	198	\$ 100.55	300	0	\$ -	0.0%	-
Rogers State University	97,103	1,091	\$ 89.00	300	791	\$ 70,402	3.0%	58,205	610	\$ 95.42	300	310	\$ 29,579	1.8%	(40,823)
Rose State College	110,563	1,712	\$ 64.58	450	1,262	\$ 81,501	3.5%	76,397	1,103	\$ 69.26	450	653	\$ 45,229	2.7%	(36,273)
Seminole State College	28,923	503	\$ 57.50	300	203	\$ 11,673	0.5%	10,820	175	\$ 61.83	300	0	\$ -	0.0%	-
Southeastern Oklahoma State	103,284	910	\$ 113.50	300	610	\$ 69,234	3.0%	50,345	421	\$ 119.58	300	121	\$ 14,470	0.9%	(54,765)
Southwestern Oklahoma State University	72,326	646	\$ 111.96	300	346	\$ 38,738	1.7%	56,114	495	\$ 113.36	300	195	\$ 22,106	1.3%	(16,633)
Tulsa Community College	180,876	2,761	\$ 65.51	450	2,311	\$ 151,396	6.5%	189,698	2,867	\$ 66.17	750	2,117	\$ 140,073	8.5%	(11,323)
University of Central Oklahoma	489,679	4,009	\$ 122.14	450	3,559	\$ 434,714	18.6%	422,915	3,270	\$ 129.33	750	2,520	\$ 325,916	19.7%	(108,798)
University of Oklahoma	466,964	4,014	\$ 116.33	750	3,264	\$ 379,714	16.2%	373,459	3,234	\$ 115.48	750	2,484	\$ 286,850	17.3%	(92,864)
University of Oklahoma Health Sciences	23,223	197	\$ 117.88	300	0	\$ -	0.0%	9,072	74	\$ 122.60	450	0	\$ -	0.0%	-
University of Science and Arts	19,729	181	\$ 109.00	300	0	\$ -	0.0%	16,332	140	\$ 116.66	300	0	\$ -	0.0%	-
Western Oklahoma State	17,376	307	\$ 56.60	300	7	\$ 396	0.0%	23,392	397	\$ 58.92	300	97	\$ 5,716	0.3%	5,319
TOTAL	\$ 3,158,905	34,170	\$ 92.45	10,050	25,146	\$ 2,341,922	100.0%	\$ 2,515,892	25,262	\$ 99.59	10,800	16,270	\$ 1,657,143	100.0%	\$ (684,780)

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 27, 2011

AGENDA ITEM #20-b (10):

Annual Report.

SUBJECT: Regents Education Program.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

According to Regents' policy, the State Regents will publish a Regents Education Program Annual Report each fiscal year. The annual report for FY2010 is attached for acceptance.

POLICY ISSUES:

The Regents Education Program 2010 Annual Report is a routine item for consideration and is consistent with State Regents' policy.

ANALYSIS:

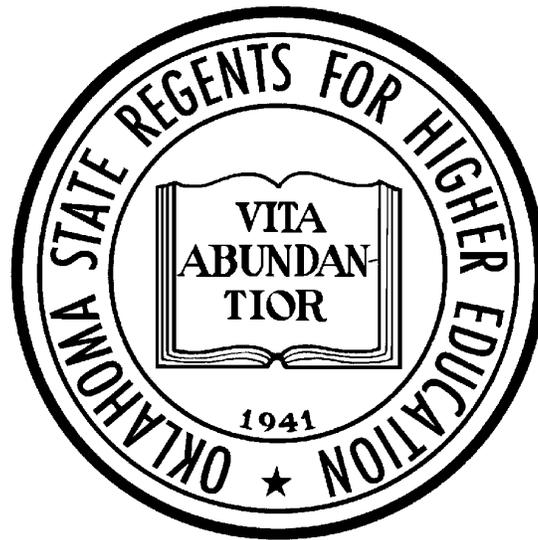
The Regents Education Program 2010 Annual Report has been prepared in accordance with State Regents' policy and outlines the courses offered, notable speakers, offering locations, regent/trustee participation, and a summary.

Supplement

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

MINUTES

Seven Hundred Thirty-Third Meeting



April 4, 2011

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

Minutes of the Seven Hundred Thirty-Third Meeting
April 4, 2011

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Thirty-Third Meeting
of the
Oklahoma State Regents for Higher Education
April 4, 2011**

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 1 p.m. on Monday, April 4, 2011, 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 October 15, 2010, and amended on March 21, 2011. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Parker called the meeting to order and presided. Present for the meeting were State Regents Don Davis, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Mike Turpen, and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Davis, to approve the minutes of the State Regents' Committee-of-the-Whole on March 9, 2011, and the minutes of the State Regents' regular meeting on March 10, 2011. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Davis. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman Parker thanked University of Oklahoma President David Boren for hosting the State Regents' Annual Spring Retreat.
5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson added his thanks to President Boren for hosting the State Regents. Chancellor also announced that the State Regents would be holding a hearing on the subject of tuition and fees on Wednesday, April 20, 2011, at the State Regents' offices in Oklahoma City, Oklahoma.

6. HOST. Chairman Parker invited President David Boren to address the State Regents. President Boren welcomed the State Regents to the Norman campus of the University of Oklahoma. He discussed the progress of the university and stressed that both ACT scores of incoming students and student graduation rates were continuing to increase. President Boren also spoke on the importance of the Endowed Chairs program and noted that the University of Oklahoma currently has 561 Endowed Chairs.

7. NEW PROGRAMS.

a. Regent Massey made a motion, seconded by Regent Carson, to approve the request from Oklahoma State University to offer the Graduate Certificate in Biobased Products and Bioenergy via online delivery. Voting for the motion were Regents Price, Parker, Carson, Glass, Turpen, Massey, Davis, and White. Voting against the motion were none.

b. Regent Davis made a motion, seconded by Regent Turpen, to approve the request from Cameron University to offer the Master of Science in Organizational Leadership. Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Davis, White, and Price. Voting against the motion were none.

c. Regent Carson made a motion, seconded by Regent Turpen, to approve the request from Oklahoma City Community College to offer the Associate in Applied Science in Speech-Language Pathology Assistant. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Davis, White, Price, and Parker. Voting against the motion were none.

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

- Oklahoma State University requested to delete the Bachelor of Science in Agricultural Sciences and Natural Resources in Pre-Veterinary Science.
- Eastern Oklahoma State College requested to delete the Certificate in Hospitality and Gaming Services.

- Oklahoma State University – Oklahoma City requested to delete the Associate in Applied Science in Emergency Management and the Associate in Applied Science in Pre-Nursing.
- Northeastern Oklahoma A&M College requested to delete the Certificate in Early Childhood Education – Nanny Program.

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

- 9. ACADEMIC POLICY.** Regent Massey made a motion, seconded by Regent Turpen, to approve changes to the admissions standards for the University of Science and Arts of Oklahoma, which will increase standards for first-time entering students beginning in the Fall 2011 semester. Dr. Houston Davis, Vice Chancellor for Academic Affairs, reminded Regents that this policy change was a part of the ongoing Mission Enhancement Plan and would bring the admissions standards for USAO equal to that of the University of Oklahoma. Voting for the motion were Regents Turpen, Massey, Davis, White, Price, Parker, Carson, and Glass. Voting against the motion were none.
- 10. EDUCATIONAL PLANNING AND ASSESSMENT (EPAS).** Regents received an overview of the 2010-2011 Educational Planning and Assessment System annual report. The report shows that Oklahoma's eighth-grade students appear to be on track for college readiness in the areas of reading and science. At the tenth-grade level, Oklahoma students fell below the college readiness benchmark in both English and mathematics for the 2010-2011 academic year. Regent Price made a motion, seconded by Regent Massey, to accept the 2010-2011 EPAS annual report. Voting for the motion were Regents Massey, Davis, White, Price, Parker, Carson, Glass, and Turpen. Voting against the motion were none.
- 11. COURSE EQUIVALENCY PROJECT.** Regent Turpen made a motion, seconded by Regent Glass, to approve the system faculty's 2011-2012 course equivalency project (CEP). Voting for the motion were Regents Davis, White, Price, Parker, Carson, Glass, Turpen, and Massey. Voting against the motion were none.

12. GEAR UP.

- a. Regent Turpen made a motion, seconded by Regent Glass, to approve the grant in the amount of \$10,000 to Oklahoma State University to support continuing leadership programs for Oklahoma minority high school students. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Davis. Voting against the motion were none.
- b. Regent Turpen made a motion, seconded by Regent Glass, to ratify incentive grants totaling \$450,000 to support implementing and sustaining professional development/educational activities that meet local needs. Funding for these grants is provided through the current GEAR UP federal grant award. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, Massey, Davis, and White. Voting against the motion were none.

13. SPRING 2011 PRELIMINARY ENROLLMENT REPORT. Regent Price made a motion, seconded by Regent Massey, to accept the 2011 spring preliminary enrollment report. Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Davis, White, and Price. Voting against the motion were none. A copy of the report is on file at the State Regents' offices.

14. E&G BUDGET. Regent Carson made a motion, seconded by Regent Price, to approve the allocation of \$7,142.90 to the University of Oklahoma for the 2011 State System Higher Education Conference on Enrollment Management. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Davis, White, and Price. Voting against the motion were none.

15. REVENUE BONDS. Regent Carson made a motion, seconded by Regent Massey, to approve the certification of the statement of essential facts for the University of Oklahoma for revenue bond series 2011C in an amount not to exceed \$11,235,000 and series 2011D (taxable) in an amount not to exceed \$62,565,000 for transmittal to the Attorney General of Oklahoma. Voting for the

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

16. CONTRACTS. Regent Carson made a motion, seconded by Regent Price, to approve the following purchases for amounts that are in excess of \$100,000:

- Hartzog Conger Cason & Neville LLP in the amount of \$235,000 for legal representation for the Oklahoma State Regents for Higher Education. This is a change order from the initial amount of \$90,000 to cover ongoing litigation costs.
- AT&T for \$5,700,000 for customer and network infrastructure circuits and long-distance services. This is a change order from the initial amount of \$5,350,000 to cover payments for the duration of fiscal year 2011.
- Cox Communications in the amount of \$1,010,000 for customer and network infrastructure circuit cost. This is a change order from the initial amount of \$920,000 to cover payments for the duration of fiscal year 2011.
- Indian Nations Fiber Optic in the amount of \$220,000 for customer and network infrastructure circuit cost. This is a change order from the initial amount of \$155,000 to cover payments for the duration of fiscal year 2011.
- MBO Corporation in the amount of \$330,000 for customer and network infrastructure circuit cost. This is a change order from the initial amount of \$275,000 to cover payments for the duration of fiscal year 2011.
- Pioneer Telephone in the amount of \$170,000 for customer and network infrastructure circuit cost. This is a change order from the initial amount of \$150,000 to cover payments for the duration of fiscal year 2011.
- Windstream Communications in the amount of \$240,000 for customer and network infrastructure circuit cost. This is a change order from the initial amount of \$210,000 to cover payments for the duration of fiscal year 2011.

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

17. COMMENDATIONS. Regent Massey made a motion, seconded by Regent Price, to recognize State Regents' staff for state and national recognitions. Voting for the motion were Regents Turpen, Massey, Davis, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

18. EXECUTIVE SESSION. Mr. Robert Anthony, State Regents' General Counsel, indicated that there was not a need for Regents to enter into an executive session.

19. CONSENT DOCKET. Regent White made a motion, seconded by Regent Price, to approve the following consent docket items:

a. Programs.

(1) Approval of institutional requests for program modifications.

(2) Program Suspensions. Approval of institutional requests.

b. Electronic Media. Approval of request from Northwestern Oklahoma State University to offer the existing Bachelor of Applied Arts and Sciences in Technical Management, Bachelor of Science in Accounting, and Bachelor of Science in Business Administration via electronic delivery.

c. Cooperative Agreements. Ratification of institutional requests.

d. Academic Program Reconciliation. Approval of institutional requests.

e. Academic Nomenclature. Approval of institutional requests.

f. Capital. Ratification of capital allotments.

g. Agency Operations. Ratification of purchases in excess of \$25,000 but not in excess of \$100,000.

h. Non-Academic Degrees.

(1) Approval of a request from the University of Oklahoma for honorary degrees.

(2) Approval of a request from Oklahoma State University for honorary degrees.

- (3) Approval of a request from Oklahoma State University for a posthumous degree.
- (4) Approval of a request from Southwestern Oklahoma State University for an honorary degree.

i. Resolution. Resolution recognizing outgoing Regent Don Davis.

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

20. REPORTS. Regent Massey made a motion, seconded by Regent Price, to accept the following reports:

a. Programs. Status report on program requests.

b. Annual Reports.

- (1) Academic Policy Exceptions Quarterly Report.

- (2) Oklahoma High School Indicators Project. Remediation Rates of High Schools.

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

21. REPORT OF THE COMMITTEES.

a. Academic Affairs and Social Justice and Student Services Committees. Regent Turpen reported that all of the Committee's items had been acted on during the meeting.

b. Budget and Audit Committee. Regent Carson stated that the Budget and Audit Committee had no additional items for Regents' action.

c. Strategic Planning and Personnel and Technology Committee. Regent Massey stated that the Committee had no action items.

d. Investment Committee. Regent Price stated that the Investment Committee had no items for Regents' action.

22. NEW BUSINESS. No new business was brought before the Regents.

- 23. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the State Regents' next regular meetings would be held on Thursday, May 26, 2011, at 9 a.m. and Friday, May 27, 2011, at 1 p.m. at the State Regents' offices in Oklahoma City.
- 24. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

Joseph L. Parker, Jr., Chairman

Ike Glass, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**MINUTES OF THE
COMMITTEE-OF-THE-WHOLE**
Monday, April 4, 2011

1. **CALL TO ORDER.** The Committee-of-the-Whole met at 9 a.m. Monday, April 4, 2011, on the campus of the University of Oklahoma in Norman, Oklahoma. Notice of the meeting was filed with the Secretary of State on March 29, 2011. A copy of the agenda had been posted as required by the Open Meeting Act. Participating in the meeting were Regents Don Davis, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Mike Turpen, and John Massey. Chairman Parker called the meeting to order and presided.
2. **EXECUTIVE SESSION.** Regent White made a motion, seconded by Regent Carson, to go into executive session for confidential communications concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Davis. Voting against the motion were none.
3. **COMPLETE COLLEGE AMERICA.** Dr. Houston Davis, Vice Chancellor for Academic Affairs, provided Regents with an update on the status of the Oklahoma Complete College America initiative. The Oklahoma Complete College America leadership team includes Chancellor Glen D. Johnson, Secretary of Education Phyllis Hudecki, Secretary of Commerce Dave Lopez, President Janet Cunningham, President Tom McKeon, Vice Chancellor Houston Davis, and Vice Chancellor Tony Hutchison. The Complete College America project requires each participating state to set annual completion goals, develop action plans and policies in support of those goals, and collect and report common measures of progress toward completion goals. These requirements are consistent with Oklahoma's existing Brain Gain initiative. Additionally, participating states must focus on the transformation of remedial education, the reduction of time to degree, the development of flexible degree structures, and the implementation of performance funding.

Oklahoma is one of 24 current partner states in the Complete College America initiative. Since its acceptance into the alliance, Oklahoma has completed a self-assessment and policy audit, developed completion metrics, participated in the Complete College America Completion Academy, and developed a draft roadmap for Oklahoma specific initiatives. Vice Chancellor Davis provided Regents with an overview of Oklahoma's roadmap for the transformation of remedial education, the reduction of time to degree, the development of flexible degree structures, and the implementation of performance funding.
4. **FISCAL UPDATE.** Chancellor Johnson advised Regents that the Council of Presidents had selected a task force to review the components of the higher education funding formula. Eleven Presidents have been asked to serve on the task force and represent all three tiers of Oklahoma's public colleges and universities. The task force will meet throughout the summer and fall of 2011.
5. **ACADEMIC SCHOLARS PROGRAM.** Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided Regents with an overview of the academic scholars program and current funding issues. He noted that if current distribution of scholarships were maintained, the program's trust would be fully depleted by 2013. Regent Price asked for an approximate cut

that would be needed in order to keep the fund from being depleted. Mr. Fair responded that a reduction of approximately ten percent would be necessary.

6. **ACADEMIC FUNCTION POLICY.** Regents discussed the moratorium on exceptions to academic function policy. Vice Chancellor Davis stated that the State Regents' academic function policy was currently undergoing a review by staff. He also presented a request from the University of Central Oklahoma (UCO) to offer an Associate of Applied Science in Music Business at their Academy of Contemporary Music in Bricktown in Oklahoma City. The moratorium imposed in March 2011 provided a special exception if significant demand is documented for the program and if full funding is secured. Chancellor Johnson indicated that the request from UCO falls within these guidelines. Regents also discussed the role of institutions within their regions and the growing movement toward joint degrees.
7. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with an update on legislation concerning higher education, including legislation on Oklahoma's Promise. She also provided Regents with an update on HB1304, which would require all state agencies to transfer all information technology assets to the Information Services Division of the Office of State Finance.
8. **CALENDAR DATES.** Regents reviewed the following list of upcoming events:
 - State Regents' Public Hearing on Tuition and Fees – April 20, 2011
 - State Regents' Committee-of-the-Whole – May 26, 2011
 - State Regents' Regular Meeting – May 27, 2011
 - State Regents' Committee-of-the-Whole – June 22, 2011
 - State Regents' Regular Meeting – June 23, 2011
9. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

Joseph L. Parker, Jr., Chairman

Ike Glass, Secretary