OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

September 8, 2011

NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 8, 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 September 8, 2011.

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

A G E N D A

Thursday, September 8, 2011 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Julie K. Carson, 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).

ACADEMIC

5. **Special Presentation.** Newman Scholars. Recognition of 2011 Newman Scholars and approval of resolutions honoring their work. Page 1.

6. **New Programs.**

    a. University of Oklahoma. Approval of requests to offer the Professional Master of Science, the Professional Master of Arts, the Certificate in Helping Skills in Human Relations and the Certificate in Human Resources Diversity and Development to be offered both traditionally and electronically. Page 3.

    b. Northeastern Oklahoma A&M College. Approval of requests to offer the Associate in Science in Sports Management and the Associate in Applied Science in Process Technology. Page 17.

    c. Oklahoma State University – Oklahoma City. Approval of request to offer the Certificate in Early Care Education – Infant/Toddler. Page 29.

    d. Oklahoma State University Institute of Technology - Okmulgee. Approval of request to offer the Associate in Science in Allied Health Sciences. Page 35.

7. **Program Deletions.** Approval of institutional requests for program deletions. Page 41.

8.   **Academic Policy.**

      a.   Posting of the revisions to the *Minority Teacher Recruitment Center* policy. Page 43.

      b.   Oklahoma's Promise. Posting of proposed permanent rule revisions. Page 47.

9.   **ACT Data Release.** Oral Presentation and acceptance of the ACT data release report. Page 65.

FISCAL

10.   **E&G Budget.** First quarter FY12 distribution of Cigarette and Tobacco Tax Revenue. Page 73.

11.   **Master Lease.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2011 B Equipment Property Master Lease Program. Page 75.

12.   **EPSCoR.**

      a.   Approval of Matching Funds for Department of Defense. Page 83.

      b.   Approval of Matching Funds for NASA. Page 85.

      c.   Approval of Allocation of Matching Funds for the National Science Foundation. Page 87.

      d.   Approval of Contract and Allocation of Matching Funds for the National Science Foundation. Page 89.

13.   **Contracts and Purchases.**

      a.   Approval of contracts and purchases over $100,000. Page 93.

      b.   Scholars for Excellence in Child Care. Acceptance of Oklahoma Department of Human Services contract amendments. Page 95.

      c.   Temporary Assistance to Needy Families. Acceptance of Oklahoma Department of Human Services contract amendments. Page 99.

EXECUTIVE

14.   **State Regents' Meetings.** Approval of 2012 State Regents' meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 103.

15.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 105.

16.   **Executive Session.** Page 107.

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..

Return to open session.

17.   **Personnel.** Discussion and possible action regarding the position of Interim Vice Chancellor for Information Technology, Telecommunications and OneNet, Interim Assistant Vice Chancellor for Gear Up and Interim Executive Director of OneNet. Page 109.

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CONSENT DOCKET

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

a.   Programs. Approval of institutional requests for program modifications. Page 113.

b.   Grants.

(1)   Oklahoma Campus Compact. Acceptance of the AmeriCorps Students in Service grant to Oklahoma Campus Compact. Page 131.

(2)   No Child Left Behind. Acceptance of Improving Teacher Quality Grants funds from the United States Department of Education. Page 133.

(3)   Oklahoma Teacher Connection. Allocation of the Oklahoma Teacher Connection budget to fund Pre-Collegiate and Collegiate grant programs. Page 137.

c.   Capital. Ratification of capital allotments. Page 143.

d.   Agency Operations. Ratification of purchases in excess of $25,000. Page 147.

e.   Resolution. Resolution in honor of a retiring State Regents employee. Page 151.

19.   **Reports.** Acceptance of reports listed.

a.   Programs. Status report on program requests. (Supplement) Page 153.

b.   Annual Reports.

(1)   Annual Status Report on Program Requests. Page 155.

(2)   Academic Policy Exceptions Quarterly Report. Page 157.

(3)   High School to College-Going Rate Report. Page 159.

(4)   Tuition and Fees Rate Book, FY2012. Page 161.

(5)   Student Cost Survey, FY2012. Page 163.

(6)   Cash Reserve Report for FY12. Page 171.

(7)   Faculty Salary Report FY2011. Page 173.

20.   **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.

21.   **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."

22.   **Announcement of Next Regular Meeting — The next regular meetings are scheduled to be held on Wednesday, October 19 at 10:30 a.m. and Thursday, October 20 at 9 a.m. in Oklahoma City.**

23.   **Adjournment.**

AGENDA ITEM #5:

> **Special Presentation.**

SUBJECT: 2011 Newman Civic Fellows.

RECOMMENDATION:

> **It is recommended that the State Regents recognize the 2011 Newman Civic Fellow and approve resolutions honoring their work.**

BACKGROUND:

National Campus Compact is an organization located in Boston, Massachusetts. It was founded in 1985 by the presidents of Brown, Georgetown and Stanford universities who were concerned about student disengagement on campus, in the community and in political and civic processes. There are 35 state Campus Compact offices that provide services to over 1,200 colleges and universities committed to helping students develop the knowledge and skills of civic participation through involvement in public service through various methodologies including service-learning, community service, and other methodologies. Institutional members pay annual membership dues.

Oklahoma Campus Compact (OkCC) was founded in 2000. The Oklahoma State Regents for Higher Education hosts OkCC through the Academic Affairs Division and contributes staffing, some program funding, travel, facilities and equipment, office supplies and postage. All 25 State System institutions, the two technical branches, and six private/independent institutions are members.

The Newman Civic Fellows program was established by National Campus Compact in honor of Campus Compact co-founder Frank Newman, who dedicated his life to creating opportunities for student civic learning and engagement. It is designed to recognize inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country through service, research, and advocacy. Newman Civic Fellows make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Newman Civic Fellows are nominated by their institutional president. Six students from Oklahoma join 137 students from 30 states as 2011 Newman Civic Fellows. These students were nominated as the best-of-the-best, students who represent the next generation of public problem solvers and civic leaders. They serve as national examples of the role that higher education can—and does play in building a better world.

National Campus Compact, the Oklahoma State Regents for Higher Education and Oklahoma Campus Compact are pleased with the quality of our Newman Civic Fellows' work at their institutions and for their communities, and commend them with resolutions. Through service-learning courses and other opportunities for community engagement, colleges are developing students' critical public problem-solving skills such as the ability to research and analyze community needs, a willingness to lead and participate in public processes and debate, the commitment to raise awareness about community challenges, and the ability to inspire people to become part of solutions. The 2011 Oklahoma Newman Civic Fellows are listed below:

- Kyle Buthod, Oklahoma State University

- Valerie Howard, Southeastern Oklahoma State University

- Austin Hula, University of Central Oklahoma

- Stefany Stewart, East Central University

- James Logan Walker, Rose State College

- Jasmine Wilson, Langston University

AGENDA ITEM #6-a:

New Programs.

SUBJECT: University of Oklahoma. Approval of requests to offer the Professional Master of Science, the Professional Master of Arts, the Certificate in Helping Skills in Human Relations, and the Certificate in Human Resource Diversity and Development.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's (OU) requests to offer the Professional Master of Science, the Professional Master of Arts, the Certificate in Helping Skills in Human Relations, and the Certificate in Human Resource Diversity and Development (via both online and on-campus delivery) 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.

- **Professional Master of Science.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 8 students in Fall 2015; and
  Graduates: a minimum of 3 students in 2015-2016.

- **Professional Master of Arts.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 8 students in Fall 2015; and
  Graduates: a minimum of 3 students in 2015-2016.

- **Certificate in Helping Skills in Human Relations.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 18 students in Fall 2015; and
  Graduates: a minimum of 3 students in 2015-2016

- **Certificate in Human Resource Diversity and Development.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 18 students in Fall 2015; and
  Graduates: a minimum of 3 students in 2015-2016

BACKGROUND:

Academic Plan

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

- The University of Oklahoma seeks to become a leading public research university recognized for the quality of bachelor's degree recipients and ability to enhance the public good through economic

development of research and by providing through faculty and alumni, an impact on public policy within strategic areas of research excellence. With the strong economic climate within the country and within the state, OU can move forward aggressively on all components of its strategic plan during the coming year.

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

- OU seeks to continue and stabilize capabilities to provide training regionally and nationally, and provide alternative avenues for nontraditional students to obtain college degrees through the College of Continuing Education (CCE). OU would like to maintain the level of research expenditures being generated through CCE.

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

- OU seeks to streamline centralized services through updated technology and to continue embedding the best practices of technology within curriculum across all academic disciplines.

- The Office of Informational Technology continues to increase wireless access to the Internet throughout campus and new buildings on campus will capitalize wireless access where appropriate. The Office of Information Technology works to ensure a very robust, redundant system of high band width internet access for the growing research campus.

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

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

80	Degrees and/or certificate programs deleted
59	Degrees and/or certificate programs added

Program Review

OU offers 255 degree and/or certificate programs as follows:

8	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
111	Baccalaureate Degrees
83	Master's Degrees
53	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 OU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
OU's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Professional Master of Science and Professional Master of Arts at the June 20, 2011 meeting and the Certificates in Helping Skills in Human Relations and in Human Resource Diversity and Development at the May 12, 2011 meeting. OU requests authorization to offer these degrees, as outlined below.

OU is currently approved to offer the following degrees via online delivery:

- Bachelor of Arts in Administrative Leadership
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Criminal Justice
- Master of Arts in Administrative Leadership
- Master of Arts in Liberal Studies
- Master of Science in Knowledge Management
- Master of Prevention Science

POLICY ISSUES:
This action is consistent with the *Academic Program Approval* policy and the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy.

State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* 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:

Professional Master of Science
Professional Master of Arts

Program purpose. The purpose of these degree programs is to allow a broad range of disciplines to prepare students at the graduate level for a wide range of career options. The degrees will provide students with graduate level instruction in their core discipline, appropriate graduate level instruction in a career organizational context, and an internship/practicum to apply their discipline in a real world career context.

Program rationale and background. Initially conceived as a program that prepares scientists and engineers for careers in industry, the concept of Professional Master's degrees has broadened to include more disciplines and broader career options. Although universities have a long tradition of providing professional education in varying areas, several factors are converging that requires graduate education to involve a broader spectrum of the academic community. The accelerating rates at which the economic, social, technical and cultural dynamics are evolving and becoming more complex, requires an increase in

post-baccalaureate educational opportunities that will allow individuals to update their education and obtain specific skills that can be transferred to the workplace. The Council of Graduate Schools lists over 200 Professional Science Masters programs but none in Oklahoma. Through a series of planned discussions with academic departments on the OU campus, along with ad hoc conversations with students, OU has determined there is a strong interest in a Professional Master's degree. Given the broad range of disciplines at OU interested in a Professional Master's program, ranging from humanities and fine arts to science and engineering, both a Professional Master of Science and a Professional Master of Arts is proposed.

Employment opportunities. The Professional Master's degrees are options that are receiving considerable attention both at the national level and at OU, and are designed to prepare individuals to work primarily in non-academic sectors as laboratory administrators or project directors. The programs will provide individuals with focused degree programs that address academic discipline enhancement and career preparation to fulfill the student's specific career goals where other graduate programs may lack. Students interested in these programs are generally seeking specific skills that can be transferred to the workplace. For example, an individual who has an undergraduate degree in Physics could enhance their discipline knowledge with graduate-level nuclear physics, complete context course work in public policy and a practicum/internship at the Department of Energy with a career goal of working in a nuclear regulatory agency. OU has indicated it has received inquiries regarding the possibility of a Professional Master's program and is confident graduates of the proposed programs will be able to find employment within their field.

Student demand. The proposed degree programs are 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	8	Fall 2015
Minimum Graduates from the program	3	2015-2016

Duplication and impact on existing programs. There are no Professional Master of Science or Professional Master of Arts degree programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 15, 2011. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed degree programs.

Curriculum. The proposed degree programs will consist of 32 total credit hours each as shown in the following table. One new course will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	12-15
Context	12-15
Internship/Practicum	5
Total	**32**

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

Support services.   The library, facilities, and equipment are adequate for these programs.

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

Program resource requirements.   Program resource requirements for the Professional Master of Science and Professional Master of Arts are shown in the following tables.

| | **Year of Program** | | | | |
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th 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	$15,000	$15,000	$15,000	$15,000	$15,000
Narrative/Explanation: Graduate Assistant to assist Graduate Council secretary for approval and periodic review of programs, from existing Graduate College budget.					
Student Tuition	$32,448	$76,433	$129,792	$129,792	$129,792
Narrative/Explanation: Tuition and fees based on 2011-2012 rates with an average enrollment of 8 hours per semester, per student, and a 50/50 mix of resident and non-resident students.					
TOTAL	**$47,448**	**$91,443**	**$144,792**	**$144,792**	**$144,792**

| | **Year of Program** | | | | |
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$0	$18,250	$48,672	$48,672	$48,672
Narrative/Explanation: The regular course work for the program will be from existing scheduled classes, so will not require additional faculty or instructional costs. However, the practicum/internships will require new course sections and have been budgeted based on the number of students graduating each year and the expected instructional cost to supervise their internships.					
Graduate Assistants	$15,000	$15,000	$15,000	$15,000	$15,000
Narrative/Explanation: Graduate Assistant to assist Graduate Council secretary.					
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$15,000**	**$33,250**	**$63,672**	**$63,672**	**$63,672**

Certificate in Helping Skills in Human Relations

Program purpose. This graduate certificate program is designed to serve as a credential for individuals working in a variety of professions including human service and health settings, non-profit and business organizations, government, military, education, religion, athletics, and personnel services. The focus of the program is on general human services counseling interventions, as well as mental health, chemical dependency, and workplace issues. The certificate will provide students with a human relations perspective grounded in multicultural theory, social justice, counseling skills, ethics, and theory.

Program rationale and background. OU already offers a Master of Human Relations (MHR) (321) degree, with counseling being a large component of the program. A recent survey of MHR alumni indicated that 33 percent were employed in a helping profession and of those individuals, 88 percent did not hold a license. Additionally, OU indicated that many of the students currently enrolled in the counseling emphasis of the MHR do not intend to pursue licensure as they do not plan to practice, yet will pursue careers in settings such as non-profit agencies, where these skills and knowledge are needed. The graduate level certificate will serve as an additional credential for these individuals and will attest to their abilities for working with others. Furthermore, the Certificate in Helping Skills in Human Relations will serve the needs for students in a wide variety of military and healthcare professions and will provide them with a better understanding of diversity and social justice issues.

Employment opportunities. The Certificate in Helping Skills in Human Relations is designed to serve as an additional credential for individuals in a variety of professions, rather than as preparation for a specific career field. Many students who will be interested in this program are already employed in their chosen career field, such as in military and government agencies, healthcare and social service worker, human resources, and athletics. The Bureau of Labor Statistics' Occupational Outlook Handbook indicates that professional occupations in healthcare, community and social services will grow 16 - 19 percent between 2008 and 2018. In Oklahoma, the growth during the same time period is expected to be 11 – 17 percent in social and human service occupations, such as managers and assistants. OU is confident that students completing this certificate will benefit by increasing their promotion potential within their chosen career field.

Student demand. The proposed certificate 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	18	Fall 2015
Minimum Graduates from the program	3	2014-2015

Duplication and impact on existing programs. There are no Helping Skills in Human Relations certificate programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 23, 2011. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed degree program.

Curriculum. The proposed certificate programs will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Content Area	Credit Hours
Core Courses	9
Electives	3
Total	**12**

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

Support services. The library, facilities, and equipment at are adequate for this program.

Financing. The proposed certificate 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 Certificate in Helping Skills in Human Relations are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$6,350	$6,350	$6,350	$6,350	$6,350
Narrative/Explanation: This amount reflects 5% of 3 existing staff lines funded by Advanced Program revenues. Advanced Programs (AP) is a program within the College of Continuing Education and offers graduate programs the OU campus, as well as on military bases in the United States and, Europe.					
Existing State Resources	$200	$200	$200	$200	$200
Narrative/Explanation: This can be funded by existing Maintenance & Operations (M&O) budget or AP revenues and will be used for copying and supplies.					
State Resources Available through Internal Allocation and reallocation	$0	$0	$0	$0	$0
Student Tuition	$335,375	$335,375	$335,375	$335,375	$335,375
Narrative/Explanation: Tuition is calculated by: on the Norman campus – 4 classes @ $878.55 per student ($87,885), on the Tulsa campus 4 classes @ $1,042.40 per student ($104,240), and through AP					

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
15 classes with 25 out of state students @ $975 per student ($121,875) and 5 classes with 25 in state students @ $855 per student ($21,375). All tuition collected in AP and online tuition collected in Norman yields revenue to the Department of Human Relations to cover staff and supplies. Most Norman and all Tulsa tuition does not contribute directly to the department but does help support the inload faculty. AP tuition covers faculty costs.					
TOTAL	**$341,925**	**$341,925**	**$341,925**	**$341,925**	**$341,925**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$6,350	$6,350	$6,350	$6,350	$6,350
Faculty	$168,000	$168,000	$168,000	$168,000	$168,000
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Narrative/Explanation: This amount reflects 5% of 3 existing staff lines funded by AP revenues. Staff for the program will handle admission applications, retention initiatives, and graduation applications. Students will use Education & General (E&G) funded classes taken by Master of Human Relations students or funded by the adjunct resources allocated in Norman and Tulsa. AP classes are self-supporting.					
Equipment and Instructional Materials	$200	$200	$200	$200	$200
Narrative/Explanation: For processing applications and candidacy forms and maintaining student files.					
Library	$0	$0	$0	$0	$0
Narrative/Explanation: Minimal resources will be needed and can be funded by current M&O budget.					
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	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$174,550**	**$174,550**	**$174,550**	**$174,550**	**$174,550**

Certificate in Human Resource Diversity and Development

Program purpose. The purpose of this graduate certificate program, to be offered on-campus and via an online format, is to provide students with the knowledge and skills needed to develop human resources and address social justice and diversity issues in contemporary organizations.

Program rationale and background. Many students have expressed a desire for human resources coursework in the Master in Human Relations curriculum. A 2007 survey of students enrolled through OU's Advanced Programs and on the Norman campus found that 90 percent of the respondents supported the idea of having a certificate in human resources. Many of these students were already working in the human resources field both in the military and in civilian settings.

Employment opportunities. Most human resources students are already employed in their desired field and are seeking additional credentialing to obtain a promotion. According to the 2010-2011 Occupational Outlook Handbook, published by the Bureau of Labor Statistics, human resources professions is forecasted to grow nationally by 22 percent and statewide by 7-18 percent between 2008 and 2018. Those individuals with appropriate credentials, such as the Certificate in Human Resource Diversity and Development, will have the best job and advancement opportunities. OU is confident that graduates of this certificate program will be able to locate employment within the discipline.

Student demand. The proposed certificate 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	18	Fall 2015
Minimum Graduates from the program	3	2014-2015

Duplication and impact on existing programs. There are no Human Resource Diversity and Development certificate programs offered in Oklahoma. A system wide letter of intent was communicated by email on May 23, 2011. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed degree program.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
Core Courses	9
Electives	3
Total	**12**

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

Delivery method and support services. The program will be offered on-campus and via an online format. Both formats will use the web-enabled student management system Desire2Learn and OU will meet required academic standards outlined in policy to ensure the quality of the degree program. Academic standards include faculty training, student services, and other support services including library, facilities, and computing equipment necessary to support the program.

Financing. The proposed certificate 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 Certificate in Human Resource Diversity and Development are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$6,350	$6,350	$6,350	$6,350	$6,350
Narrative/Explanation: This amount reflects 5% of 3 existing staff lines funded by AP revenues.					
Existing State Resources	$200	$200	$225	$250	$250
Narrative/Explanation: This can be funded by existing M&O budget or Advanced Program (AP) revenues and will be used for copying and supplies.					
State Resources Available through Internal Allocation and reallocation	$0	$0	$0	$0	$0
Student Tuition	$335,375	$335,375	$335,375	$335,375	$335,375
Narrative/Explanation: Tuition is calculated by: on the Norman campus – 4 classes @ $878.55 per student ($87,885), on the Tulsa campus 4 classes @ $1,042.40 per student ($104,240), and through AP 15 classes with 25 out of state students @ $975 per student ($121,875) and 5 classes with 25 in state students @ $855 per student ($21,375). All tuition collected in AP and online tuition collected in Norman yields revenue to the Department of Human Relations to cover staff and supplies. Most Norman and all Tulsa tuition does not contribute directly to the department but does help support the inload faculty. AP tuition covers faculty costs.					
TOTAL	**$341,925**	**$341,925**	**$341,950**	**$341,975**	**$341,975**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$6,350	$6,350	$6,350	$6,350	$6,350
Faculty	$168,000	$168,000	$168,000	$168,000	$168,000
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Narrative/Explanation: Staff for program will handle admission, retention, and candidacies. Students will use E&G funded classes taken by Master of Human Relations students or funded by the adjunct resource allocated in Norman and Tulsa. Advanced Program classes are self-supporting					
Equipment and Instructional Materials	$200	$200	$225	$250	$250
Narrative/Explanation: For processing applications and candidacy forms and maintaining student files.					
Library	$0	$0	$0	$0	$0
Narrative/Explanation: Minimal resources will be needed and can be funded by current M&O budget.					
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	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$174,550**	**$174,550**	**$174,575**	**$174,600**	**$174,600**

Attachments

UNIVERSITY OF OKLAHOMA
PROFESSIONAL MASTER OF SCIENCE
PROFESSIONAL MASTER OF ARTS

Degree Requirements		Credit Hours
Core Courses		**12-15**
	The core courses will be comprised of a minimum of 12 credit hours of focused graduate level coursework that provides substantive mastery of an appropriate area of the discipline. Typically, this will be related to and build upon the student's undergraduate education (e.g., fine arts, humanities, education), but can be in any discipline for which the student has appropriate preparation for graduate level study.	
Context Courses		**12-15**
	The Context is the professional setting in which the discipline will be practiced, such as Business or Public Administration, but can be any appropriate approved career Context. Courses will be comprised of a minimum of 12 hours of focused graduate level coursework designed to provide a sufficient base of knowledge and understanding to function in that context.	
Internship/Practicum		**5**
*GRAD 5940	Professional Internship/Practicum (a similar course within the student's discipline is acceptable)	5
Total		**32**

*Asterisks denote new courses

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN HELPING SKILLS IN HUMAN RELATIONS

Degree Requirements		Credit Hours
Core Courses		**9**
HR 5003	Theoretical Foundations in Human Relations	3
HR 5643	Counseling Skills in Human Relations	3
HR 5453	Ethical Issues in Human Relations Counseling	3
Electives		**3**
	Students are required to take one 3 credit hour graduate level elective approved by the Chairperson or the Graduate Liaison of the Department of Human Relations.	
Total		**12**

UNIVERSITY OF OKLAHOMA
CERTIFICATE IN HUMAN RESOURCE DIVERSITY AND DEVELOPMENT

Degree Requirements			Credit Hours
Core Courses			**9**
	HR 5143	Human Resources for Human Relations Professionals	3
	HR 5323	Organizational Behavior	3
	HR 5053	Diversity and Justice in Organizations	3
Electives			**3**
		Students are required to take one 3 credit hour graduate level elective approved by the Chairperson or the Graduate Liaison of the Department of Human Relations.	
	Total		**12**

AGENDA ITEM #6-b:

      New Programs.

SUBJECT: Northeastern Oklahoma A&M College. Approval of requests to offer the Associate in Science in Sports Management and the Associate in Applied Science in Process Technology.

RECOMMENDATION:

> **It is recommended that the State Regents approve Northeastern Oklahoma A&M College's requests to offer the Associate in Science in Sports Management and the Associate in Applied Science in Process Technology 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.**

- **Associate in Science in Sports Management.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 25 students in Fall 2015; and
  Graduates: a minimum of 5 students in 2015-2016.

- **Associate in Applied Science in Process Technology.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 17 students in Fall 2015; and
  Graduates: a minimum of 5 students in 2015-2016.

BACKGROUND:

Academic Plan

Northeastern Oklahoma A&M College's (NEOAMC) Academic Plan lists the following institutional priorities and new funding initiatives:

- Improve recruitment, retention, completion, and graduation rates of students.
- Recruit and retain quality instructors and support staff, and provide them with regular professional development opportunities.
- Ensure that the content and design of the college curriculum is learning centered and facilitates achievement of appropriate competencies of the student and their program of study.
- Enhance efforts to pursue external fiscal and other resources to strengthen the College's capacity to provide scholarships, employee support, equipment, facilities, and other items related to the mission and purpose of the institution and its service area.

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

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

Program Review
NEOAMC offers 46 degree and/or certificate programs as follows:

17	Certificates
22	Associate of Arts or Sciences Degrees
7	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	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 NEOAMC'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
NEOAMC's faculty developed the proposals, which were reviewed and approved by institutional officials. NEOAMC's governing board approved delivery of the Associate of Science in Sports Management and the Associate in Applied Science in Process Technology at the December 3, 2010 meeting. NEOAMC requests authorization to offer these degrees, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Sports Management

Program purpose. The proposed Associate in Science in Sports Management program will prepare students for transfer into senior institutions that offer similar programs in the discipline of Sports Management. The curriculum offers core courses that are common at senior institutions and allows students to select guided electives based upon the four-year institution to which the student intends to transfer.

Program rationale and background.   NEOAMC surveyed students currently enrolled in entry level physical education courses. Of the students responding, 80 percent indicated an interest in pursuing a Sports Management degree if offered. Additionally, the Office of Admissions indicates that they often receive inquiries of whether NEOAMC offers a program in Sports Management. NEOAMC is confident that sufficient interest exists to support this program.

Employment opportunities. According to the National Association for Sports and Physical Education, the sports industry will continue to rank among the largest and most diverse industries in the nation and provide a wide range of opportunities for persons in sports management (www.aahperd.org/naspe/careers/sportmgmt.cfm). Statistics provided by the United States Department of Labor indicate the demand for athletes, coaches, umpires, and related workers is expected to increase 23 percent from 2008 to 2018 while the demand for fitness workers is expected to increase 29 percent during the same time period. In northeast Oklahoma, the most significant job growth between 2005 and 2009 has been in the Arts, Entertainment and Recreation category, which includes careers in the sports management discipline (www.okcommerce.gov/Libraries/Documents/Northeast-WIA-Economic-Profile_3016.pdf). Furthermore, Oklahoma is home to an NBA and WNBA team, as well as two minor-league baseball teams, a professional hockey team and an arena football team. These organizations, along with college and high school athletics and a multitude of recreational facilities in the state will provide numerous opportunities for graduates of a Sports Management program. NEOAMC is confident graduates of the proposed program will be able to find employment within their field.

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	25	Fall 2015
Minimum Graduates from the program	5	2015-2016

Duplication and impact on existing programs.   There are no Associate in Science in Sports Management degree programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 26, 2011. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed degree program.

Curriculum. The proposed degree program will consist of 60 total credit hours as shown in the following table.   Two new courses will be added and are asterisked on the attached curriculum (Attachment A.)

Content Area	Credit Hours
General Education	38
Degree Program Core	4
Guided Electives	18
Total	**60**

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

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

Financing. The institution reports 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 Associate in Science in Sports Management are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th 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	$3,200	$3,200	$3,800	$3,800	$4,000
Narrative/Explanation: In Spring 2011, one of the full-time faculty members in the Physical Education and Recreation program moved to a professional staff position funded by auxiliary services. The amount increase in years 3 through 5 reflects a potential increase in adjunct salary pay.					
Student Tuition	$20,355	$30,532	$40,710	$50,877	$50,887
Narrative/Explanation and Calculations: Tuition is based upon projected number of additional students that will enroll at NEOAMC due to the Sports Management Program (Year 1 – 5, Year 2 – 10, Years 3,4, and 5 – 15)					
TOTAL	**$23,555**	**$33,732**	**$44,510**	**$54,677**	**$54,887**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$2,600	$2,600	$3,200	$3,200	$3,400
Narrative/Explanation: The funds will pay for the two new Sports Management courses taught by adjunct faculty members (salary and benefits) at $400 per credit hour. The increase over five years reflects a potential increase in adjunct faculty salary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$200	$200	$200	$200	$200
Narrative/Explanation: Instructional materials and office supplies.					
Library	$0	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0

Printing	$400	$400	$400	$400	$400
Narrative/Explanation: Printing for brochures and other recruitment material.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,200**	**$3,200**	**$3,800**	**$3,800**	**$4,000**

Associate in Applied Science in Process Technology

Program purpose. The proposed Associate in Applied Science (AAS) in Process Technology is designed to prepare students for employment in skilled positions in local high technology chemical processing industries and to meet the needs of industries in northeast Oklahoma.

Program rationale and background. The program is being developed in response to a request by local industries, which have indicated that the demand for skilled employees is significantly greater than the number of qualified applicants for current positions. The industries need a skilled and credentialed workforce to not only fill open positions, but to meet the demands of industry growth anticipated in the near future. NEOAMC has worked with these industries who have agreed to 1) accommodate their employees' work schedules so they are able to attend classes on a part-time basis, and 2) provide funding for the program and equipment. The proposed program will address industry needs by providing a curriculum which focuses on the specific skills needed to be successful in the field of chemical process technology. The curriculum follows the guidelines of the Center for the Advancement of Process Technology (CAPT) , an alliance of 16 state and regional affiliates whose goal is to prepare people for positions in industries that utilize process technology.

Employment opportunities. Nationally, the CAPT indicates a shortage of employees with the required skill set for the Process Technology industry. According to the Bureau of Labor Statistics' 2010-2011 Occupational Outlook Handbook, employment for science technicians is expected to grow 12 percent during the 2008-2018 decade (http://www.bls.gov/oco/ocos115.htm#outlook). Locally, Boron Products, LLC and Umicorp, Inc., both located in northeast Oklahoma, project a demand for over 100 new employees over the next 5 years. Additionally, several other area industries have expressed a challenge in finding a sufficient pool of qualified applicants to meet their demands. The President of the Grand Lake Manufacturing Council, which has a membership of 60 companies, projects more companies in the region will be seeking graduates, as well as an interest in assisting current employees to complete a Process Technology program. NEOAMC is confident there will be sufficient career opportunities for graduates of this program.

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	17	Fall 2015
Minimum Graduates from the program	5	2015-2016

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

Institution	Existing Program
Northern Oklahoma College	AAS in Engineering and Industrial Technology (070) with an option in Process Technology
Tulsa Community College	AAS in Process Technology (146)

A system wide letter of intent was communicated by email on January 26, 2011. Neither Northern Oklahoma College nor Tulsa Community College notified 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 60 total credit hours as shown in the following table. Eight new courses will be added and are asterisked on the attached curriculum (Attachment A.)

Content Area	Credit Hours
General Education	18
Technical Specialty	27
Technical Related Coursework	15
Total	**60**

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

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

Financing. The institution notes that 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, along with the committed support of local industries for equipment costs and student enrollment. Therefore 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 Process Technology are shown in the following tables.

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Total Resources Available from Federal Sources	$0	$0	$0	$0	$0
Total Resources Available from Other Non-State Sources	$48,000	$157,000	$34,000	$0	$0
Narrative/Explanation: Local industries have committed to providing funding for specialized equipment to be used for the program.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and reallocation	$3,950	$2,650	$2,450	$2,450	$2,450
Narrative/Explanation: Internal reallocation will cover expenses for library resources, printing, telecommunications, and travel for the program.					

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Student Tuition	$6,513	$9,770	$13,841	$13,841	$13,841
Narrative/Explanation: Tuition is based upon projected FTE at the current tuition rate of $67.85 per credit hour.					
TOTAL	**$58,463**	**$169,420**	**$50,291**	**$16,291**	**$16,291**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$4,500	$9,000	$12,150	$12,150	$12,150
Narrative/Explanation: The Process Technology courses will be taught by qualified adjunct faculty. The current adjunct pay rate is $450 per credit hour. By year 3, all Process Technology courses will be taught annually (27 credit hours x $450 per credit hour)					
Graduate Assistants	$0	$0	$0	$0	$
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$48,000	$163,000	$31,000	$1,000	$1,000
Narrative/Explanation: The majority of funds are for purchasing specialized equipment and will be supported through a partnership with Ceradyne Boron Products and Umicore. The purchase of equipment will coincide with the first offering of each course. All equipment will be purchased by the end of year 3. Additional funds will be needed annually to purchase supplies and other instructional materials, and these companies have agreed to be partners in these expenses.					
Library	$1,500	$500	$300	$300	$300
Narrative/Explanation: Funds will be used to purchase subscriptions to journals and books to support the proposed program. The library's budget has funds to support the purchase of additional materials.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$400	$100	$100	$100	$100
Narrative/Explanation: Funds will be used to cover costs of brochures and flyers to promote the program and business cards for faculty.					
Telecommunications	$50	$50	$50	$50	$50
Narrative/Explanation: Funds will be used to cover costs of long distance telephone contact with prospective and current students, industry partners, relevant agencies, and educational organizations					
Travel	$2,000	$2,000	$2,000	$2,000	$2,000
Narrative/Explanation: Funds will be used to cover costs of travel to industries in the area to promote the program, for field trips for students, and for faculty to attend workshops and seminars relevant to the program.					
TOTAL	**$56,450**	**$174,650**	**$46,600**	**$15,600**	**$15,600**

NORTHEASTERN OKLAHOMA A&M COLLEGE
ASSOCIATE IN SCIENCE IN SPORTS MANAGEMENT

Degree Requirements		Credit Hours
General Education		**38**
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
HIST 1483 OR HIST 1493	American History	3
POLS 1113	American Government	3
	Humanities	6
	Lab Science	8
	College Math	3
PSYC 1113 OR SOC 1113	Psychology Sociology	3
SPCH 2713	Introduction to Speech Communication	3
	General Education Elective	3
Program Core Requirements		**4**
FYE 1011	Freshman Year Experience	1
*MGMT 2313	Sports and Entertainment Management	3
Guided Electives (Choose from the following)		**18**
ACCT 2103	Financial Accounting	3
ACCT 2203	Managerial Accounting	3
BADM 2113	Business Communications	3
BADM 2123	World of Business	3
BADM 2223	Business Law	3
ECON 2013	Introduction to Macroeconomics	3
ECON 2023	Introduction to Microeconomics	3
HHP 2602	Community First Aid	2
MATH 2103	Elementary Calculus	3
MGMT 2213	Principles of Management	3
*MGMT 2323	Sports Communications	3
MIS 2103	Computer Applications	3
MKTG 2123	Marketing	3

NUTR 1113	Nutrition		3
OIS 2523	Microsoft Word		3
STAT 2023	Elementary Statistics for Business & Economics		3
	Approved Business Elective		
Total			**60**

*Asterisks denote new courses

NORTHEASTERN OKLAHOMA A&M COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN PROCESS TECHNOLOGY

Degree Requirements			Credit Hours
General Education			**18**
	ENGL 1113	Freshman Composition I	3
	ENGL 1213 OR ENGL 2333	Freshman Composition II Technical Writing	3
	HIST 1483 OR HIST 1493	American History	3
	POLS 1113	American Government	3
	PSYC 1113 OR SOC 1113	Psychology Sociology	3
	CS 1113 OR CS 1313	Computer Proficiency	3
Technical Specialty			**27**
	*PTEC 1003	Introduction to Process Technology	3
	*PTEC 1213	Instrumentation	3
	*PTEC 2124	Process Technology I – Equipment	4
	*PTEC 2013	Safety, Health and Environment	3
	*PTEC 2023	Process Quality	3
	*PTEC 2134	Process Technology II – Systems	4
	*PTEC 2224	Process Technology III – Operations	4
	*PTEC 1513	Internship in Process Technology	3
Technical Related Coursework (Choose from the following)			**15**
	FYE 1011	Freshman Year Experience	1
	MATH 1513	College Algebra	3
	CHEM 1215	Principles of Chemistry	5
	BADM 2133	Business Ethics	3
	SPCH 2713	Introduction to Speech Communication	3
	CHEM 2344	Introduction to Organic and Biochemistry (optional)	4
Total			**60**

*Asterisks denote new courses

AGENDA ITEM #6-c:

New Programs.

SUBJECT: Oklahoma State University – Oklahoma City. Approval of request to offer the Certificate in Early Care Education – Infant/Toddler.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University – Oklahoma City's request to offer the Certificate in Early Care Education – Infant/Toddler with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Early Care Education – Infant/Toddler.** Continuation beyond Fall 2016 will depend upon:
  Majors enrolled: a minimum of 15 students in Fall 2015; and
  Graduates: a minimum of 6 students in 2015-2016.

BACKGROUND:

Academic Plan

Oklahoma State University – Oklahoma City's (OSU-OKC) Academic Plan lists the following institutional priorities and new funding initiatives:

OSU-OKC will ensure that all general education courses are either offered online or have a significant online component.

OSU-OKC will also ensure that at least 50 percent of all classrooms on campus have multimedia capabilities and will add a "smart study room" for students that will include a variety of technologies, including an LCD monitor, Smart Board, etc.

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

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

49	Degrees and/or certificate programs deleted
44	Degrees and/or certificate programs added

Program Review
OSU-OKC offers 46 degree and/or certificate programs as follows:

6	Certificates
8	Associate of Arts or Sciences Degrees
31	Associate of Applied Science Degrees
1	Baccalaureate Degrees
0	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 OSU-OKC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process
OSU-OKC's faculty developed the proposal, which was reviewed and approved by institutional officials. OSU-OKC's governing board approved delivery of the Certificate in Early Care Education – Infant/Todder at the April 22, 2011 meeting. OSU-OKC requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Early Care Education – Infant/Toddler

Program purpose. The purpose of this program is to prepare students for immediate employment in the early care education field.

Program rationale and background. For several years the Early Care Education department at OSU-OKC has heard from students, area employers, and community leaders about the need for infant/toddler specific credentials. Additionally, representatives from the Oklahoma Department of Human Services have indicated the development of an infant-toddler certificate of mastery as a top Oklahoma Child Care priority. Although there has been an identified need for higher learning opportunities in the field of infant-toddler programming, there are currently few colleges or universities offering infant-toddler specific course work. OSU-OKC's intent is to offer a program that allows graduates to immediately enter the workforce, as well as having the potential to enhance future efforts toward articulation by the OSU-OKC Early Care Education department. The proposed certificate will also integrate fully into the Early Care Education Associate of Applied Science – Master Teacher (081) that is part of two articulation agreements.

Employment opportunities. The Oklahoma Employment Security Commission (OESC) indicates that statewide, the outlook for jobs in child care that require short-term training will increase 4 percent during the 2008-2018 decade. In Central Oklahoma, careers in child care will increase 8 percent during the same time period. OSU-OKC reports that currently 52 percent of all requests to the child care resource and referral programs were for infant and toddler care. In a recent survey conducted by the Early Care Education program at OSU-OKC, 52 directors located in their service area indicated there were

approximately 222 individuals serving as infant-toddler teachers in their programs and that more than half would be interested in obtaining a credential in the discipline. Using this data, OSU-OKC estimates that there are approximately 1,000 individuals currently employed at one of the child care centers in Oklahoma County who may have an interest in advancing their career potential by obtaining this certificate. OSU-OKC is confident that students completing the certificate will find employment within their field.

Student demand. The new degree program is expected to meet the enrollment and graduation 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 2015
Minimum Graduates from the program	6	2015-2016

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

Institution	Existing Program
Tulsa Community College	Certificate in Child Development (206) with an option in Infant/Toddler

A system wide letter of intent was communicated by email on April 15, 2011. Tulsa Community College 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 19 total credit hours as shown in the following table. Three new courses will be added and are asterisked on the attached curriculum (Attachment A.)

Content Area	Credit Hours
General Education	3
Technical/Occupational Specialty	16
Total	**19**

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

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

Financing. The institution reports the proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure are sufficient to adequately fund the program. Therefore, additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Certificate in Early Care Education – Infant/Toddler are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th 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	$34,405	$36,487	$37,528	$40,569	$42,277
Narrative/Explanation: This amount constitutes 15 percent of ECEA Department budget.					
Student Tuition	$5,118	$8,602	$11,292	$14,277	$18,675
Narrative/Explanation and Calculation: Tuition is calculated based on the 2011-2012 rate of $85.30 per credit hour with 5 students enrolled in year 1, 8 students in year 2, 10 students in year 3, 12 students in year 4, and 15 students in year 5. OSU-OKC anticipates each student completing 12 credit hours in one academic year OSU-OKC also anticipates a 5 percent increase in tuition over the five-year period.					
TOTAL	**$39,523**	**$45,089**	**$48,820**	**$54,846**	**$60,952**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$11,267	$14,000	$16,900	$18,500	$20,500
Faculty	$24,705	$28,100	$29,020	$33,446	$37,552
Narrative/Explanation: Includes salaries of all listed above (15 percent of department head, faculty, and 2 additional adjunct faculty). Benefit increases and tentative salary increases are included in years 2-5.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$0	$0	$0	$0	$0
Library	$1,500	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: Funds will be used to increase and maintain library holdings to support new program emphasis.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$500	$500	$600	$600	$600
Printing	$800	$800	$800	$800	$800
Narrative/Explanation: Funds will be used for printing and postage for brochures and other recruitment material.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$400	$500	$500	$500	$500

Narrative/Explanation: Funds will be used to pay for travel to promote and recruit program.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$39,172**	**$44,900**	**$48,820**	**$54,846**	**$60,952**

Attachment

OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY
CERTIFICATE IN EARLY CARE EDUCATION – INFANT/TODDLER

Degree Requirements		Credit Hours
General Education		**3**
ENGL 1113	English Composition	3
Technical/Occupational Specialty		**16**
ECEA 1101	The Early Care Professional	1
ECEA 2133	Infant/Toddler Programming	3
*ECEA 2143	Cognitive and Language Development in Infant and Toddlers	3
*ECEA 2153	Social and Emotional Development in Infant and Toddlers	3
*ECEA 2163	Physical Development and Creative Expressions	3
ECEA 2113 OR	Child Development	3
ECEA 2223	Child Guidance, Behavior and Management	
Total		**19**

*Asterisks denote new courses

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #6-d:

> **New Programs.**

SUBJECT: Oklahoma State University Institute of Technology - Okmulgee. Approval of request to offer the Associate in Science in Allied Health Sciences.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Oklahoma State University Institute of Technology – Okmulgee (OSUIT) requests to offer the Associate in Science in Allied Health Sciences 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.**

> - **Associate in Science in Allied Health Sciences.** Continuation beyond Fall 2013 will depend upon:
>   Majors enrolled: a minimum of 25 students in Fall 2012; and
>   Graduates: a minimum of 12 students in 2012-2013.

BACKGROUND:

Academic Plan

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

- Expand wireless service campus-wide;
- Implement a student portal to provide a single, streamlined source of information for prospective students, current students, alumni, faculty, and staff;
- Collaborate with the Stillwater and Oklahoma City campuses on delivery of distance education courses;
- Invest in high-demand, high-wage advanced technological programs of study;
- Develop strategic plans to expand current Cooperative Alliances;
- Build on concurrent enrollment and cooperative enrollment initiatives to shorten time to degree completion for students; and
- Continue to work cooperatively with the College of the Muscogee Nation to assure program collaboration.

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

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

Program Review
OSUIT offers 25 degree and/or certificate programs as follows:

0	Certificates
4	Associate of Arts or Sciences Degrees
18	Associate of Applied Science Degrees
3	Baccalaureate Degrees
0	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 OSUIT'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
OSUIT's faculty developed the proposals, which was reviewed and approved by institutional officials. OSUIT's governing board approved delivery of the Associate in Science in Allied Health Sciences at the December 3, 2010 meeting. OSUIT requests authorization to offer this degree, as outlined below.

At the October 26, 2001 State Regents' meeting, OSUIT was granted a change in function to offer a limited number of Associate in Science (AS) degrees. OSUIT's request for a function change reflected significant student demand for seamlessly transferable associate-level degree programs. The following program request is consistent with the approval to offer a limited number of AS programs as deemed appropriate for the student demand. This will be the fifth AS program added at OSUIT. The existing AS degrees include: AS in Pre-Education (090) and AS in Business (091) added October 26, 2001; AS in Information Technologies (092) added May 24, 2002; and AS in Enterprise Development (676) added September 9, 2010.

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Allied Health Sciences

Program purpose. The proposed degree program is designed to provide graduates with the necessary competencies within the allied health sciences discipline to successfully transfer to four-year institutions and pursue baccalaureate degrees or enter the workforce in professional health career fields.

Program rationale and background.   Allied health occupations play a key role in health care delivery and include a major proportion of the health care workforce in the United States. This program is being developed in response to data that show that Allied Health professionals and technicians are in high demand in Oklahoma and across the nation. The Oklahoma Employment Security Commission (OESC) lists Pharmacy Technicians, Radiation Therapists, Cardiovascular Technologists/Technicians, Surgical Technologists, Occupational Therapists Aides, and Respiratory Therapists as among the top 30 fastest growing occupations in Oklahoma between 2008 and 2018. Additionally, OSUIT provides data which indicates that over the past five years, 428 of their students pursuing requirements for nursing programs were not accepted. The options for these students were to either change to another major or leave the institution without a degree. OSUIT's proposed Allied Health Sciences program responds directly to this data by providing a curriculum that will allow students to complete a degree while being on a waiting list for admission into a nursing program or tailor their course work toward one of several allied health occupations, such as those previously indicated.

Employment opportunities.   According to the Bureau of Labor Statistics, there is a shortage of allied health workers in many states and the shortage is even greater in rural areas, especially in rural Oklahoma. Data from the OESC indicates that the health care industry is expected to grow by almost 20 percent between 2008 and 2018 in Northeast Oklahoma. Statewide, current research expects Oklahoma to have a shortage of more than 3,000 nurses, 600 lab technicians, 400 physical therapists, 300 surgical technologists, and 200 occupational therapists by 2012. Additionally, there is a vast need for allied health workers in the areas of respiratory therapy, imaging technology, pharmacy, and medical/laboratory technology. The Governor's Council for Workforce and Economic Development, which is comprised of leaders from business, education, economic development, labor, non-profit organizations and government, concluded that Oklahoma's shortage in health care professional and occupational workforce is directly tied to the current size of the education pipeline. Filling the anticipated gap between supply and demand in the health care industry required immediate attention. OSUIT is confident its graduates will find employment within their discipline.

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	25	Fall 2012
Minimum Graduates from the program	12	2012-2013

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

Institution	Existing Program
Carl Albert State College	Associate in Science in Allied Health (242)

A system wide letter of intent was communicated by email on December 20, 2010. Carl Albert State College did not notify the State Regents' office of a protest to the proposed program. Northeastern Oklahoma A&M College (NEOAMC) requested a copy of the proposal, which was sent on January 27, 2011. NEOAMC did not notify the State Regents' office of a protest. 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 62 total credit hours as shown in the following table. One new course will be added (Attachment A.)

Content Area	Credit Hours
General Education	37
Core Courses	25
Total	**62**

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

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

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 Associate in Science in Allied Health Sciences are shown in the following tables.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th 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	$5,400	$9,000	$10,800	$12,600	$14,400
Narrative/Explanation: The Student Technology Fee charge is $10.00 per semester credit hour. During Year 1 a minimum of 540 semester credit hours will be generated by the program, Year 2 – 900 semester credit hours, Year 3 – 1,080 semester credit hours, year 4 – 1,260 semester credit hours, and Year 5 – 1,440 semester credit hours. The agreement with students when the Technology Fee assessment was approved by the students is that the revenue would be returned to the academic discipline that was responsible for the generation of the income. Thus, through internal allocation, the above is the minimum dollar amount that will be allocated to the new program on an annual basis from the technology fee.					
Student Tuition	$67,500	$117,000	$145,800	$175,140	$205,920
Narrative/Explanation: The projected annualized semester credit hours that will be generated by the program are: Year 1 – 540, Year 2 – 900, Year 3 – 1,080, Year 4 – 1,260, and Year 5 – 1,440. OSUIT's current lower division tuition charge per semester credit hour is $126.50. For purposes of developing a conservative tuition revenue stream for the program, the following tuition rates were used: Year 1 - $125, Year 2 - $130, Year 3 – $135, Year 4 - $139, and Year 5 - $143. Multiplying the projected minimum number of semester credit hours for each year times the conservative projected tuition fee charge for each year equals the total annual tuition income above.					

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL	**$72,900**	**$126,000**	**$156,600**	**$187,740**	**$220,320**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$0	$0	$0	$0	$0
Faculty	$38,500	$80,850	$119,350	$178,276	$187,186
Narrative/Explanation: The projected starting salary for a science faculty member is $55,000 plus 40 percent for benefits for a total of $77,000. For planning purposes the base salary of $55,000 is increased by 5 percent per year, while the fringe benefit rate is held constant for the entire five years. During Year 1 implementation, OSUIT will add a .5 FTE new faculty member for a total cost of $38,500. For year 2, an additional .5 FTE faculty member will be added. For Year 3, the salary and benefits for the continuing faculty is projected to be $80,850, plus an additional .5 FTE faculty member at $38,500. For Year 4, an additional .5 FTE faculty member will be added. For Year 5, no additional faculty members are needed.					
Graduate Assistants	$0	$0	$0	$0	$
Student Employees	$4,725	$4,725	$4,725	$4,725	$4,725
Narrative/Explanation: The dollar amount included for a student employee is calculated as follows: Students may work 15 hours per week for 14 weeks out of the 15 week trimester @ $7.50 per hour. This totals $1,575 per term. Multiplied by three terms totals $4,725.					
Equipment and Instructional Materials	$17,500	$19,000	$19,500	$2,225	$13,500
Narrative/Explanation: The amounts reflect the costs for instructional materials associated with the start-up of the new program.					
Library	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: Additional library materials will be purchased to support the start-up of the Zoology course. Only other minor materials will be needed by the library.					
Contractual Services	$0	$0	$0	$0	$0
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$1,000	$500	$1,500	$500	$500
Narrative/Explanation: Most of the marketing for the program will be web-based and social media networking. Money has been included for a small amount of print media if needed.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: Some travel is included for work with other senior institutions of higher education that are interested in developing an articulation agreement with OSUIT to recruit graduates of the program					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$63,725**	**$107,075**	**$147,075**	**$187,726**	**$207,911**

Attachment

OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY - OKMULGEE
ASSOCIATE IN SCIENCE IN ALLIED HEALTH SCIENCES

Degree Requirements		Credit Hours
General Education		**37**
ORIE 1011	College Strategies	1
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II	3
HIST 1483 OR HIST 1493	American History	3
POLS 1113	American Government	3
HUM 2243	Native American Peoples of North America	3
	Humanities – Western Culture (select from approved list)	6
*BIOL 1604	Zoology	4
CHEM 1314	General Chemistry	4
MATH 1513	College Algebra	3
	Approved electives	4
Program Requirements		**25**
	Courses to be selected from the following	
CHEM 1515	General Chemistry II	5
BIOL 2114	Human Physiology	4
BIOL 2124	General Microbiology	4
DIET 1113	Introduction to Nutrition	3
PSYC 1113	Introductory Psychology	3
SOC 1113	Introductory Sociology	3
NURS 2303	Medical Terminology	3
BIOL 2104	Human Anatomy	4
PHYS 1114	General Physics I	4
ENGL 1013	Technical Writing I	3
PHYS 1114	General Physics I	4
PHYS 1214	General Physics II	4
PSYC 2583	Developmental Psychology	3
STAT 2013	Elementary Statistics	3
	Elective	
Total		**62**

AGENDA ITEM #7:

> **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:

Connors State College (CSC) requests authorization to delete the Associate in Science in Computer Information Systems (089) and the Associate in Science in Horticulture (088).

POLICY ISSUES:

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

ANALYSIS:

CSC requests authorization to delete the Associate in Science in Computer Information Systems (089). CSC reports that in spite of numerous changes in curriculum, the program continues to have low enrollments and graduates. CSC has submitted a request to add the curriculum as an option to the Associate in Science in Business Administration (005) (see program modification agenda item). There are currently five students enrolled in this program with an expected graduation date of Spring 2013. No courses will be deleted and no funds are available for reallocation.

CSC requests authorization to delete the Associate in Science in Horticulture (088). CSC reports that the program continues to have low enrollments and graduates, although it has had several curriculum changes. CSC has submitted a request to add the curriculum as an option to the Associate in Science in Agriculture (001) (see program modification agenda item). There are currently two students enrolled in this program with an expected graduation date of Fall 2012. No courses will be deleted and no funds are available for reallocation.

AGENDA ITEM #8-a:

Academic Policy.

SUBJECT: Posting proposed revisions to the State Regents' *Minority Teacher Recruitment Center* policy.

RECOMMENDATION:

It is recommended that the State Regents post the proposed revisions to the 3.23 *Minority Teacher Recruitment Center* policy statement that includes changing the name to *Oklahoma Teacher Connection* to reflect the expanded mission and responsibilities as described below.

BACKGROUND:

House Bill 1015 was signed into law by the Oklahoma State Legislature on April 13, 2011. The law altered the statutory status of the Minority Teacher Recruitment Center (MTRC). Specifically, an act was passed relating to sunset; amending 74 O.S. 2001, Section 3906, as last amended by Section 2, Chapter 165, O.S.L. 2010 (74 O.S. Supp. 2010, Section 3906), which relates to the termination of certain statutory entities; re-creating certain entities; and modifying the termination date of the MTRC Advisory Committee. Among other provisions, the measure included the elimination of the MTRC Advisory Committee as created by Section 6-129.1 of Title 70 of the Oklahoma Statutes. In addition to the existing programs and services (listed in section 3.23.3 below), the MTRC oversees the Teacher Shortage Employment Incentive Program (TSEIP) as directed by SB 1393 and Title II Part A Improving Teacher Quality State Grant Program.

These circumstances prompted a review of the existing programs and services. The proposed changes to the policy and the name change for the program will continue to support existing programs, as well as TSEIP and Improving Teacher Quality State Grant Program and other related programs.

POLICY ISSUES:

The MTRC Advisory Committee as created by Section 6 129.1 of Title 70 of the Oklahoma Statues has been modified to show termination effective July 1, 2011.

ANALYSIS:

Under the new name of Oklahoma Teacher Connection (OTC), the goal of recruiting, retaining, and placing teachers in the public schools of the State of Oklahoma will stay the same. However, the group's focus will not only be the recruitment of minority teachers but also the recruitment of any person desiring to teach at a high-needs school.

To reflect this revised operational focus, the defined purpose and name have been updated in the revised State Regents' policy statement as indicated on the attached document.
Attachment

3.23 ~~MINORITY TEACHER RECRUITMENT CENTER~~ OKLAHOMA TEACHER CONNECTION

Administrative Rule Title 610 Chapter 1 Subchapter 13 (610:1-13)

3.23.1 Purpose (610:1-13-1)

The purpose of this Subchapter is to describe ~~The Minority Teacher Recruitment Center~~ the Oklahoma Teacher Connection (OTC). The ~~MTRC~~ OTC is to continue the recruiting, retaining, and placing of ~~minority~~ teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:

1. The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist ~~minority~~ students who intend to become teachers;

2. The establishment and development of recruiting programs for potential ~~minority~~ teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study;

3. The hosting of conferences <u>and workshops</u> dealing with issues that effect ~~minority~~ teacher recruitment, retention, and placement;

4. The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and

5. The creation and development of placement services providing assistance to both ~~minority~~ educators and school districts seeking to hire qualified ~~minority~~ teachers.
[70 O.S. § 6-130]

~~3.23.2 Minority Teacher Recruitment Advisory Committee (610:1-13-2)~~

~~The MTRC has a 19-member Minority Teacher Recruitment Advisory Committee. The advisory Committee has oversight of the implementation of MTRC and shall advise the operation of the MTRC.~~

~~Duties.~~

~~3.23.2.1 Make recommendations on the annual operating budget of the Minority Teacher Recruitment Center and verify that the funds allocated to the Center through the Oklahoma State Regents for Higher Education are utilized exclusively by the Center by function;~~

~~3.23.2.2 Advise the Oklahoma State Regents for Higher Education of unmet needs within the state in the implementation of the Center's activities;~~

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3.23.3 Programs and services (610:1-13-3)

To achieve its primary goal of recruiting, retaining, and placing ~~minority~~ teachers in the public schools of the State of Oklahoma, the ~~MTRC~~ OTC offers a variety of programs and services. Parties interested in the programs and services can obtain additional information by contacting the ~~MTRC~~ OTC at the State Regents for Higher Education office.

3.23.3.1 **Academic Commitment to Education (ACE)**. The ACE program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations and focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.

3.23.3.2 **Leadership, Education and Achievement Program (LEAP)**. LEAP is a course designed for middle and junior high school students and targeted towards those students that exhibit the potential for academic success. Like ACE, LEAP is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.

3.23.3.3 **Collegiate Grant Program**. The Collegiate Grant Program supports the overall objectives of the ~~MTRC~~ OTC by providing a link between institutions of higher education, ~~MTRC~~ OTC pre-collegiate programs and K-12 districts in the interest of promoting, recruiting and retaining teachers. Grants provided to the colleges of education within these various institutions, enable pre-collegiate and collegiate students to gain a better understanding of careers in education and allows them to interact with professionals already in the field. Some of the grants support financial aid for students, on-campus skill development activities and mentor/parent/peer support structures for prospective teachers.

AGENDA ITEM #8-b:

> **Academic Policy.**

SUBJECT: Oklahoma's Promise – Oklahoma Higher Learning Access Program Proposed Rule Revisions.

RECOMMENDATION:

> **It is recommended that the State Regents post proposed permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise) and initiate the process for adoption of permanent rule revisions as described below.**

BACKGROUND:

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of $50,000 or less at the time of application to the program. Beginning with 2012 high school graduates, the student's family income must also not exceed $100,000 at the time the student begins college.

Many of the changes addressed in these rule revisions are the results of statutory amendments to the program approved in SB 610, HB 1421, and HB 1343 of the 2011 legislative session.

POLICY ISSUES:

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

ANALYSIS:

The proposed rule changes address the following issues:

<u>Second Family Income Check When Oklahoma's Promise Students Begin College</u>
Beginning with the 2012 high school graduating class, Oklahoma's Promise students will be subject to a second family income check at the time they start college. If the student's family income exceeds $100,000 at that time, the student will permanently lose their eligibility for the Oklahoma's Promise award. Data from 2009 Oklahoma's Promise college freshmen indicates that about 2 percent of the freshmen students may lose their eligibility for the award due to this provision.

- SB 610 changed and simplified the definition of the income that will be counted toward the $100,000 limit to "federal adjusted gross income." Previously, the law had defined income as all "taxable and nontaxable" income. This change will significantly reduce the complexity of implementing the second income check. However, this definition change applies only to the second income check at the time the student begins college. The definition of income for the $50,000 family income limit when the student initially applies for Oklahoma's Promise in the 8th, 9th, or 10th grade has not changed and remains defined as all "taxable and nontaxable" income.

- The amendments clarify that income information submitted by students and their parents through the Free Application for Federal Student Aid (FAFSA) will be used to determine compliance with the new second income check.

New College Grade Point Average (GPA) Requirements

Oklahoma's Promise students starting college in fall 2012 and each year thereafter will be subject to new statutory GPA standards that require the student to "achieve a minimum cumulative grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student's junior year and thereafter" (Title 70, Section 2603 of the Oklahoma Statutes).

- The rule revisions reflect an amendment in SB 610 to delay the implementation of new college GPA requirements so that they will apply to students entering college in 2012 and thereafter. This statutory change was requested by the State Regents so that the requirements would not be applied to students/parents for whom it was not a condition at the time the student enrolled in the program in the 8th, 9th, or 10th grade.

- Students that do not have at least a 2.0 cumulative GPA upon the completion of 60 earned semester credit hours will permanently lose their eligibility for the Oklahoma's Promise award. 2009-10 data indicates that possibly 10 percent of Oklahoma's Promise college sophomores may be disqualified.

- Students must also achieve at least a 2.5 cumulative GPA calculated only on courses taken after the completion of 60 earned semester credit hours. If the student's GPA for these courses drops below 2.5, the student will lose eligibility for the award until they raise their GPA to 2.5. Data compiled from 2009-10 Oklahoma's Promise award recipients indicates that possibly 18 percent of college juniors in the program may be disqualified.

Federal "Satisfactory Academic Progress" (SAP) Standards

HB 1421 requires that, beginning in 2012-13, all Oklahoma's Promise college students (not just entering freshmen) meet the "satisfactory academic progress" (SAP) standards required for the retention of federal student financial aid. Federal SAP policy contains both GPA requirements and minimum standards for completing courses in which the student enrolls. This requirement is in addition to the statutory GPA requirement discussed above and will apply to all Oklahoma's Promise award recipients whether or not they are also receiving federal student financial aid. Any Oklahoma's Promise student who is ineligible to receive federal financial aid for failure to meet institutional SAP requirements will also be ineligible to receive the Oklahoma's Promise award. If the student regains their eligibility for federal student aid, the student could also regain their eligibility for the Oklahoma's Promise award. A survey of Oklahoma colleges and universities earlier in 2011 indicated that possibly 3 percent of Oklahoma's Promise students might be disqualified for failure to meet the SAP standards.

"Heroes Promise" legislation

HB 1343 created a new unique category of participation in the Oklahoma Higher Learning Access Program for children of military personnel killed in the line of duty after January 1, 2000. The legislation establishes some unique provisions for these students, including the following:

- Allows an eligible student up to age 21 to enroll in the program and begin receiving the benefit in college.
- Exempts eligible students from the program's family income limits, both at the time of application and at the time the student begins college.
- Exempts eligible students from the high school curricular and conduct standards.

While the legislation does not actually contain the name "Heroes Promise," the author of the bill used the name in a subsequent press release and the name was used in related articles published in the state's major newspapers.

Other Changes and Clarifications
- The amendments clarify that an incomplete application must be completed by the official date of the student's graduation from high school or the last day of classes for that school year, whichever is later.
- The amendments delete language describing the high school curricular requirements that applied to students graduating high school in 2010 and prior years.
- The amendments add pre-calculus to the list of math courses eligible to meet the math high school curriculum requirements, a change that has already been made to the regular college admission curricular requirements.
- The amendments clarify language related to a few administrative activities and documents.

Attachment

SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-1. Purpose   (No Changes)

The Oklahoma Higher Learning Access Program, created by the Oklahoma Higher Learning Access Act passed in 1992 (70 O.S. § 2601 et seq.), is designed to help provide access to postsecondary education opportunities for students with financial need who have demonstrated a commitment to academic success in high school. The program shall also be known as "Oklahoma's Promise". The Act identifies two primary purposes:

(1)   The first is to ensure that students who satisfy the requirements of the program, and who pursue an associate or baccalaureate degree in Oklahoma at an accredited public or private institution, or pursue studies in a postsecondary program or course offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System for Higher Education, are relieved of the burden of paying:

(A)   undergraduate resident nonguaranteed tuition at institutions of The Oklahoma State System for Higher Education;

(B)   tuition for enrollment in postsecondary programs or courses of a public technology center, not to exceed the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education; or

(C)   some portion of fees or tuition at a private institution of higher education in Oklahoma accredited pursuant to 70 O.S. § 4103.

(2)   The further purpose of the program is to establish and maintain a variety of support services whereby a broader range of the general student population of this state will be prepared for success in postsecondary endeavors. [70 O.S. § 2602]

610:25-23-2. Eligibility of participants

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

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

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

(A)   To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year at the time the student applies for participation in the program. A student who was adopted while in the

permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(B)   Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i)   Documentation of their most recent calendar (tax) year income. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the application is submitted by the required deadline parents' income is expected to be significantly less than the previous year; or

(ii)   Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(C)   For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications

(a)   Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.

(b)   The application shall include either:

(1)   an agreement form upon which the school site contact person (see rule 610:25-23-8 for polices policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or

(2)   an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE.

(c)   Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.

(d)   Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.

(e)   Applications will be accepted throughout the school year.

(f)   Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.

(g)   Persons applying directly to the OSRHE must submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.

(h)   Applicants submitting incomplete applications shall be provided an opportunity to provide the required documentation to complete their application. ~~Applications that remain~~ An application that remains incomplete by the official date ~~time~~ the student graduates high school or the last day of classes for the school year in which the student graduates, whichever is later, will not be accepted. Students that graduate high school early must complete the application by their official date of graduation.

610:25-23-4. Program requirements

(a)   Students shall agree to abide by the following provisions:

    (1)   Attend school regularly and to do homework regularly;

    (2)   Refrain from substance abuse;

    (3)   Refrain from commission of crimes or delinquent acts;

    (4)   Have school work and school records reviewed by mentors designated pursuant to the program;

    (5)   Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and

    (6)   Participate in program activities. [70 O.S. § 2605]

(b)   The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

    (1)   Assist the student in achieving compliance with the agreements;

    (2)   Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;

    (3)   Provide information requested by the ~~Oklahoma State Regents for Higher Education~~ OSRHE or the State Board of Education; and

(4)   Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c)   ~~Students in the program graduating high school prior to 2010 must complete the following 17-unit core curriculum with a minimum 2.5 grade-point-average (GPA) on a 4.0 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.~~

~~(1)   Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);~~

~~(2)   Two units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);~~

~~(3)   Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);~~

~~(4)   Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):~~

~~(5)   Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);~~

~~(6)   Two additional units, or years, of subjects listed above, or any Advanced Placement (AP) course(s) except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);~~

~~(7)   One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.~~

~~(d)~~   Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.5 grade-point-average (GPA) on a 4.0 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.

(1)   Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

(2)   Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3)   Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

(4)   Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):

(5)   Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6)   One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7)   One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(de)   The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.

(ef)   Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

(fg)   Strict parameters regulate the substitution of applied courses (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System).

(gh)   Exceptions to the required core curriculum will be considered according to the following:

(1)   Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A)   Core curriculum requirements which are also required for regular college admission (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B)   Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour

limitation must be requested in writing and shall be subject to approval by the Chancellor.

(2)   Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

(3)   Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.

(h~i~)   Students must attain a minimum 2.5 cumulative GPA on a 4.0 grading scale for all work attempted in grades nine through twelve.

(i~j~)   Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores from tests administered on national test dates prior to the student's high school graduation will be considered.

610:25-23-5. Securing Program benefits

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

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

(2)   Have graduated within the previous three years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.

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

(4)   Have satisfied admission standards as established by the ~~Oklahoma State Regents for Higher Education~~ OSRHE for first-time-entering students for the appropriate type of institution (OSRHE

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Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in the program shall be admitted into an institution of higher education by special admission standards.

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

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

(b)   For students receiving the program benefit award for the first time in 2012-13 and thereafter, at the time the student begins postsecondary education and prior to receiving any program benefit award, the federal adjusted gross income from taxable and nontaxable sources of the student's parent(s) shall not exceed $100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:

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

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

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

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

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

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

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

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

(e)   All students eligible to receive the program benefit award for the first time in 2012-13 and thereafter must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent. Students not eligible to complete the FAFSA will be provided an alternate

method by the OSRHE. Income information submitted through the FAFSA, or an alternate method if necessary, shall be used to determine compliance with the income limits described in sections (b) and (c) above.

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

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

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

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

(c)   For students receiving the program benefit award for the first time in 2012-13~~2010-11~~ and thereafter, the student must achieve a minimum cumulative grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student's junior year and thereafter.

> (1) Any Oklahoma's Promise student with a cumulative grade point average of less than 2.0 upon the completion of sixty (60) earned semester credit hours, or its equivalent, shall permanently lose eligibility for program benefits. The cumulative grade point average at the end of the enrollment period during which the student completes their sixtieth (60th) earned semester credit hour, or its equivalent, shall be calculated by the institution in which the student is enrolled to determine compliance with this provision. The institution shall notify the OSRHE if the student fails to meet this requirement.

> (2) To remain eligible for the award, an Oklahoma's Promise student must also achieve a 2.5 cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent. The first check of this grade point average requirement will be conducted by the institution in which the student is enrolled at the end of the enrollment period during which the student completes their ninetieth (90th) earned semester credit hour, or its equivalent. The grade point average calculation shall include all earned semester credit hours, or their equivalent, starting with the enrollment period immediately following the enrollment period during which the student completed their sixtieth (60th) earned semester credit hour, or its equivalent. Thereafter, the institution in which the student is enrolled shall check the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent, at the end of each enrollment period. Any student whose cumulative grade point average at the required check points is below 2.5, shall be ineligible for program benefits until the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours or its equivalent is raised to 2.5 or above. Any period of

ineligibility for failure to meet the requirements of this provision shall count against the student's maximum time period of award eligibility.

(3) For institutions within the Oklahoma State System of Higher Education, the student's grade point average shall be calculated using the methodology defined as "Cumulative Grade Point Average" in the OSRHE policy on grading.

(d)   Beginning in 2012-13, all Oklahoma's Promise students receiving the award in college will be required to meet federal satisfactory academic progress (SAP) standards as defined by the institution in which they are enrolled. This requirement is in addition to the statutory GPA requirement described in section (c) above and will apply to all Oklahoma's Promise award recipients whether or not they are receiving federal student financial aid. Any Oklahoma's Promise student that is ineligible to receive federal financial aid due to failure to meet SAP standards will also be ineligible to receive the Oklahoma's Promise award.

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

(a)   Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];

(b)   Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;

(c)   Eligible students enrolled in a postsecondary program offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;

(d)   Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;

(e)   Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;

(f)   Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;

(g)   There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;

(h)   Students who have previously received awards shall have priority over students applying for initial awards;

(i)   The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. Award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an award shall be reduced by an amount which makes the student's total financial aid equivalent to the student's identified cost of attendance.

610:25-23-8. Administrative responsibilities

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education (OSRHE) and the State Board of Education.

(1)   ~~On a form provided by the Oklahoma State Regents for Higher Education, every~~ Every public school district shall designate at least one contact person~~, who shall be a counselor or teacher,~~ at each Oklahoma public school site in which eighth, ninth- or tenth-grade classes are taught. When requested by the ~~State Regents~~ OSRHE, the State Board of Education shall assist the ~~State Regents~~ OSRHE to ensure the designation of contact persons. Private schools shall also designate at least one school official as a contact person. For students who are educated by other means, a parent or guardian or other person approved by the ~~State Regents~~ OSRHE shall be designated as the contact person. [70 O.S. § 2605]

(A)   The contact person shall be responsible for processing student applications for the program according to the rules and regulations established by the OSRHE.

(B)   The contact person shall maintain the agreements, which shall be executed on forms provided by the OSRHE.

(C)   The local contact person shall:

(i)   monitor the student's compliance with the terms of the agreement;

(ii)   document transfer out of state, death, and other conditions; and

(iii)   report on circumstances of noncompliance to the OSRHE.

(D)   Compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district's policy.

(E) The local district contact person shall report program participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the program participants and his/her records, information which substantiates that whether or not the program requirements have been met and the higher education institution in which the student has enrolled or plans to enroll.

(G) The agreement certification student's program verification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

(2) The local school district where an Oklahoma Higher Learning Access Program student is attending when the student begins participation in the program and any subsequent school district where the student attends shall forward information regarding the student's participation in the program to a school to which the student transfers upon the school's request for the student's records. [70 O.S. § 2605]

(3) The Oklahoma State Regents for Higher Education shall:

(A) designate personnel to coordinate tracking of program records for the years when students participating in the program are still in the public schools, provide staff development for contact persons in the public schools, and provide liaison with the State Board of Education and local organizations and individuals participating in the program [70 O.S. § 2605];

(B) coordinate and develop policies and procedures to implement the Oklahoma Higher Learning Access Act;

(C) coordinate the publication and distribution of program awareness information and materials;

(i) Each school year, every fifth- through ninth-grade student in the public and private schools of Oklahoma and students educated by other means who are in the equivalent of the fifth through ninth grade shall be apprised, together with his/her parents, custodial parent, or guardian, of the student's opportunity for access to higher learning under the Oklahoma Higher Learning Access Program [70 O.S. § 2605];

(ii) The Oklahoma State Regents for Higher Education OSRHE and the State Board of Education shall develop, promote, and coordinate a public awareness program to be utilized in making students and parents aware of the program [70 O.S. § 2605];

(D) coordinate the provision of technical assistance to local school districts and individual participants;

(E) administer the Oklahoma Higher Learning Access Trust Fund;

(F) process applications submitted directly to the OSRHE;

(G)   determine final eligibility for the program award.

610:25-23-9. "Heroes Promise"

   HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the "Heroes Promise" program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.

        (1)   Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:

        (A)   The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.

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

        (C)   The student executes an agreement to participate in the program.

    (2)   Application and Enrollment:

        (A)   Eligible students enrolled in a public or private school in the eighth-, ninth-, or tenth-grade, and eligible students educated by other means between the ages of thirteen (13) and sixteen (16) may apply to participate in the program.

        (B) Eligible students who have completed the tenth grade or who have reached age sixteen (16) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).

        (C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).

        (D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:

        (i)   A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.

(ii)   Documentation of the parent's death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.

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

(3)   Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).

(4)   Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:

(A)   The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.

(B)   The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary vocational-technical program offered pursuant to a duly approved cooperative agreement between a technology center school and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student's first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.

(C)   Except as otherwise provided in this section, students eligible for the Heroes Promise award benefits shall not be subject to the provisions of 610:25-23-5 (Securing Program benefits).

(D)   Except as otherwise provided in this section, the payment of Heroes Promise award benefits shall be subject to the provisions of 610:25-23-7 (Payment of awards; policies and limitations).

(E)   A student that qualifies for the Oklahoma Higher Learning Access Program benefit based on both their Heroes Promise eligibility and completion of the regular program requirements shall only receive a single program benefit.

(5)   Retaining Eligibility in Postsecondary Education: To retain eligibility for the Heroes Promise award while pursuing a program of higher learning at an eligible Oklahoma institution, the student must maintain compliance with the provisions of 610:25-23-6 (Retaining eligibility in postsecondary education).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #9:

ACT Data Release.

SUBJECT: ACT Scores for the Graduating Class of 2011.

RECOMMENDATION:

It is recommended that the State Regents accept the 2011 ACT Data Release Report.

BACKGROUND:

ACT scores serve as a predictive measure of success in college in the first year, and they also serve as outcome indicators of preparation for college. For eighteen years, the Oklahoma State Regents for Higher Education (OSRHE) have been involved with ACT as partners in the Educational Planning and Assessment System (EPAS) with promising results that grow more substantial each year of the program.

Oklahoma's K-12 accountability system includes ACT scores as one piece of the Academic Performance Index (API). Because of the inclusion of ACT scores and participation in this system, more school districts are availing themselves of the technical assistance in guidance, professional development and curriculum improvement afforded to them through EPAS and the OSRHE's Student Preparation team.

POLICY ISSUES:

The OSRHE review these indicators annually as a means to gauge student preparation and to examine State System needs to improve student preparation in Oklahoma.

ANALYSIS:

Overall, the results show the following:

- Oklahoma's ACT 2011 Composite score remained level for the fifth year in a row at 20.7 while the national Composite bounced back to 21.1 after a one year drop to 21.0

- The English score regained the 0.1 it had dropped in 2010.

- Mathematics continues to be Oklahoma's lowest score; however, it is gratifying to note that the state's math score remains at its 20-year high.

- Oklahoma's Reading score equals the national score as it has for three of the last five years.

- The state's Science Reasoning score maintained its ten-year high of 20.6.

- For the first time in 20 years, Oklahoma's number of students taking the ACT decreased. The total number tested dropped by 120 students from 28,343 to 28,223.

Oklahoma's ACT - 20-year Trends
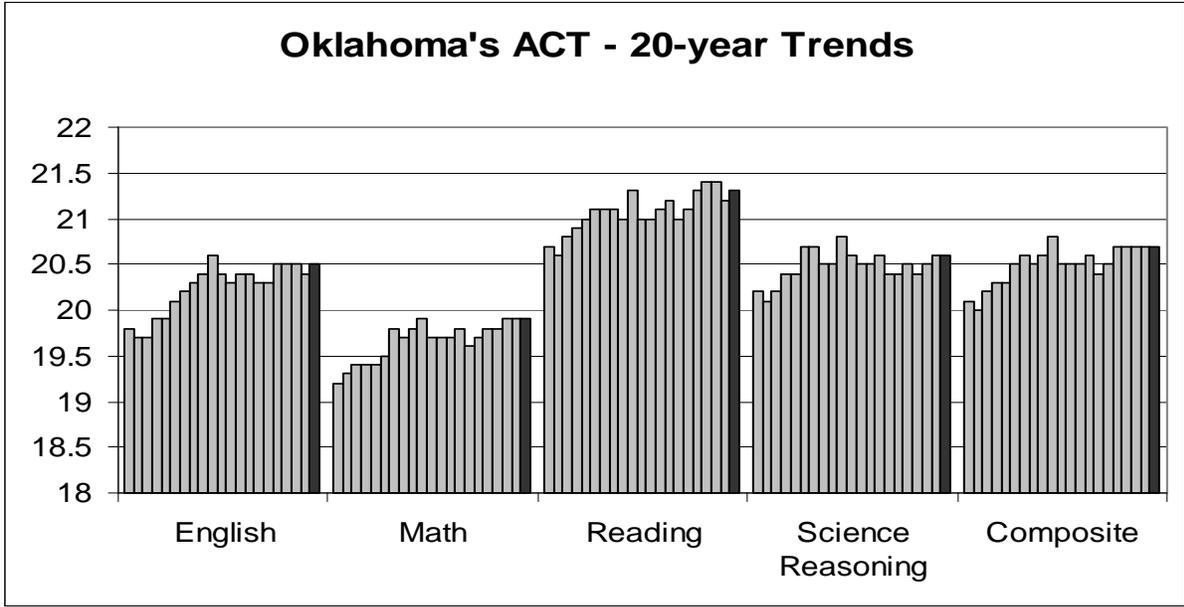
Lack of growth in ACT composite may be attributable to an increase in ACT testers including the significant increase in ethnic group participation. Over the last five years, the number of ACT testers has increased by almost 7.0 percent while the three major ethnic groups in Oklahoma have increased their ACT test participation by 30 percent.

Academic Development of Class of 2011

It is instructive to examine the developmental progress of the 2011 graduating class from EXPLORE through PLAN and finally ACT. These are not matched students; however one can expect that a significant majority of the graduating ACT test-takers were included in the EXPLORE and PLAN testers of this cohort.

Because the EXPLORE and PLAN are given in the first two months of the school year, the PLAN scores are cause for concern relative to student learning in the eighth and ninth grade years. Oklahoma's 2011 class cohort score was equal or above the National Norm for 8th grade EXPLORE testers in English, Reading and Science Reasoning with Math 0.2 below the norming group. By 10th grade, the PLAN testers of the cohort have fallen significantly behind in every content area. This is a consistent pattern for Oklahoma's EPAS and ACT participants.

Oklahoma's Class of 2011
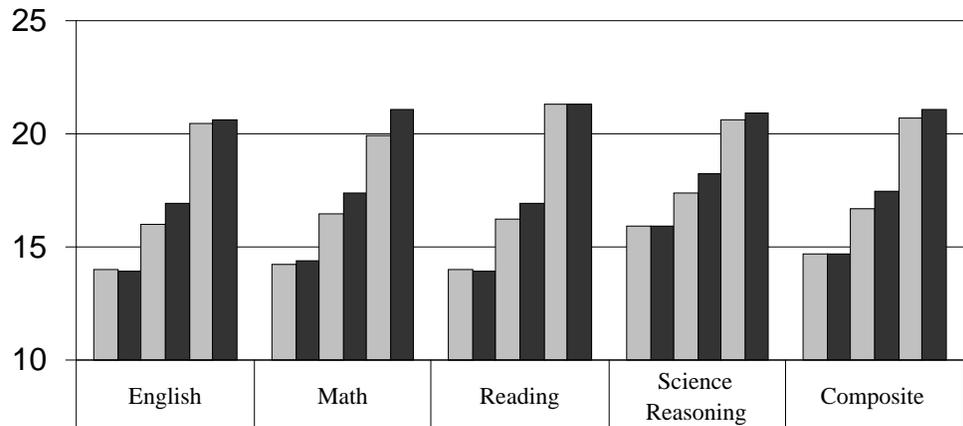
	English	Math	Reading	Science Reasoning	Composite
EXPLORE 06-07 (40,860)	14.0	14.2	14.0	15.9	14.7
National Norm	13.9	14.4	13.9	15.9	14.7
PLAN 08-09 (38,960)	16.0	16.5	16.2	17.4	16.7
National Norm	16.9	17.4	16.9	18.2	17.5
ACT 2011 (28,223)	20.5	19.9	21.3	20.6	20.7
National Mean 2011	20.6	21.1	21.3	20.9	21.1

Although Oklahoma seems to make significant progress between PLAN and ACT compared to the nation in English, Reading and Science Reasoning, it is important to note that there were more than 10,000 fewer students testing at this level. One would assume the students taking the ACT are the higher scoring students so one would expect to see at least this much growth. This significant loss of students is also a major concern. Although progress has been made and is gratifying, much work remains.

2011 Class

|	EXPLORE	PLAN	ACT
2011 Class	40,860	38,960	28,223

67
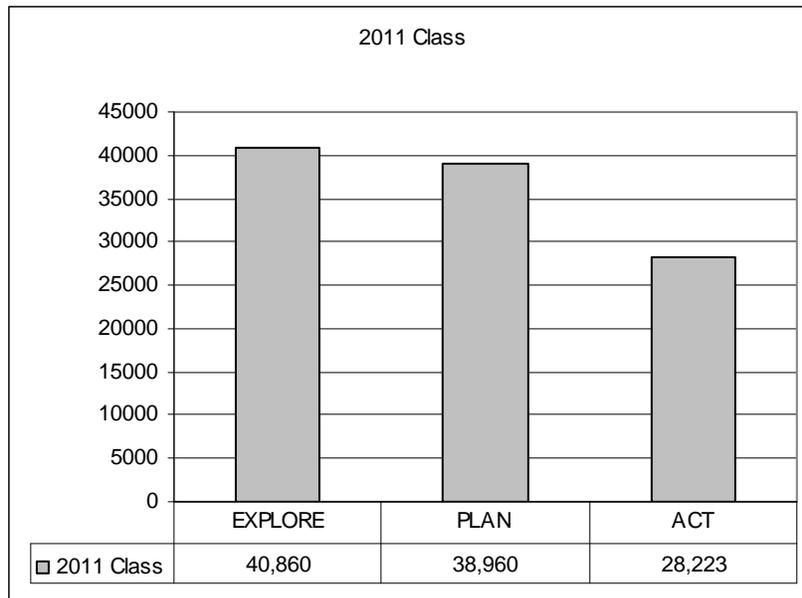
An additional indicator of progress is demonstrated in the following chart. With an increase of almost 6500 ACT testers in 2011 over 1994 when EPAS was just beginning to be implemented, the percent of testers scoring 30 or above remained the same with 5.0 percent while the number of scores from 19 to 29 increased by 3.0 percent. With a 30 percent growth in ACT testers, one would expect an increase in lower scores so this opposite trend suggests that progress is being made in Oklahoma's education system.
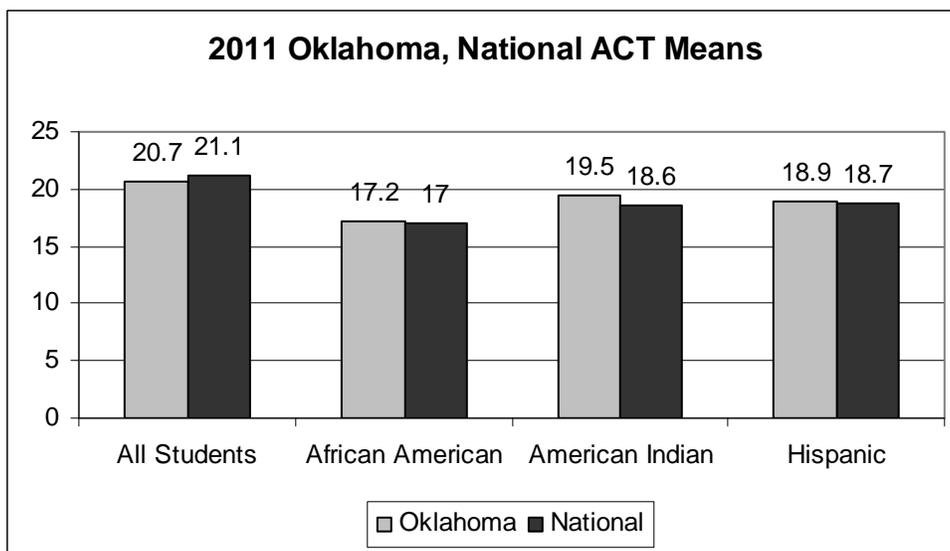
Percent of testers by ACT Score

	<19	19 to 29	30 or >
1994	39%	56%	5%
2011	36%	59%	5%
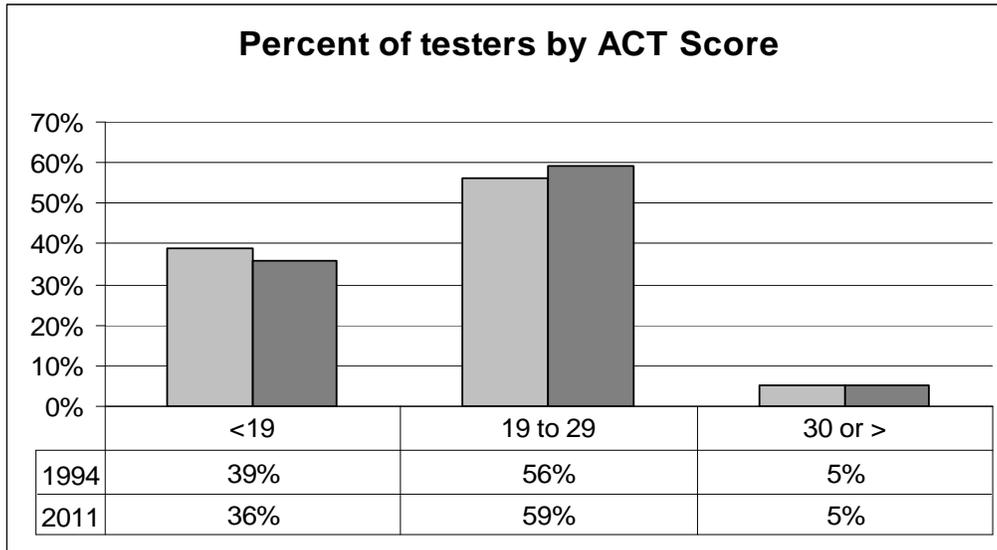
Ethnic Groups

The historic OSRHE's Social Justice Initiative has the goal of increasing access for minority and low-income students. Increases in the total number of Oklahoma students taking the ACT over the past several years have been largely attributable to increased minority student participation.

ACT has changed their race/ethnicity categories to reflect the updated United States Department of Education reporting requirements. As can be seen in this chart, this change has had an interesting effect on how students report their ethnicity. The chart below indicates a significantly large number of students who in the past self-identified as Native American or African Americans are now identifying themselves in "Two or More Races" category.

Growth in OK's ACT Participation
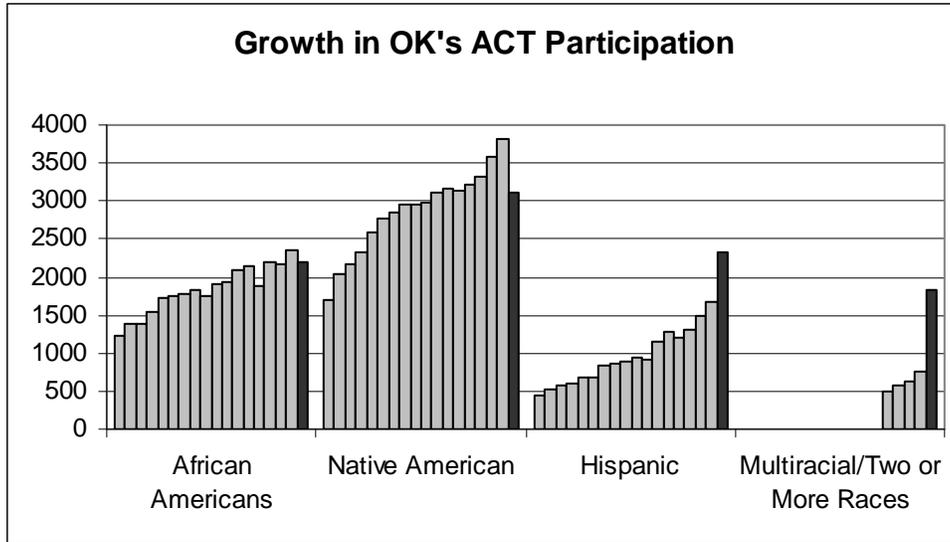
While the total group of Oklahoma ACT testers is four tenths of a point behind the national average, Oklahoma's African American, American Indian, and Hispanic students are out-performing their national counterparts.

2011 Oklahoma, National ACT Means

Academic Development by Gender

When the ACT data are disaggregated by gender, males make up 46 percent of testers, and they outscore their female counterparts in mathematics and science; while females score 0.6 higher in English and males come within 0.1 of females in Reading. Oklahoma is very close to the nation in the gender achievement gaps although Oklahoma's males score one-tenth of a score scale higher than males across the nation while females are one-tenth lower than their national counterparts in Reading.
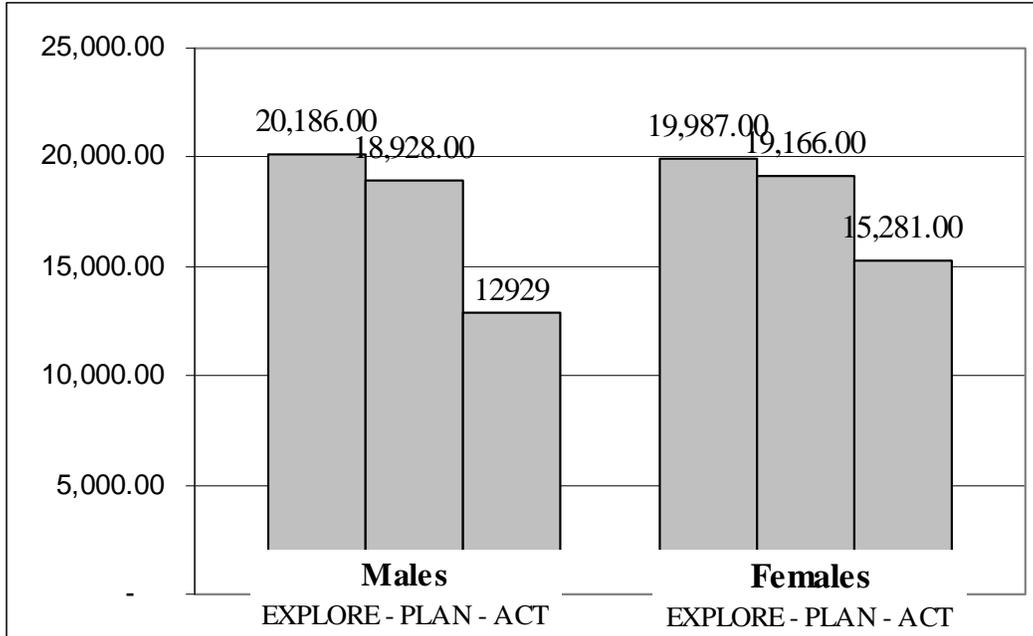
It is instructive to consider a developmental view of the genders of the 2011 graduating class using the EXPLORE and PLAN scores of the cohort. The chart above indicates that more males than females are lost between EXPLORE (8th) and PLAN (10th) and between PLAN and the ACT.

As indicated in the chart below, young women score the same in Mathematics and 0.3 in Science higher than young men at the 8th grade EXPLORE, but the females seem to have slowed their progress significantly by the ACT where males outscore females 1.3 in Mathematics and 1.0 in Science Reasoning.

Concomitantly, females outscore males by 0.9 in EXPLORE English and a 0.8 in Reading. These gaps have changed significantly by the time the cohort takes the ACT, particularly in Reading in which the males pull within 0.1 of the females. Of additional interest, is a comparison of Oklahoma's Reading scores to those of the nation. Oklahoma's males score one tenth of a scale score higher than the nation's males while Oklahoma's females score one tenth lower than the nation's females.

2011 Oklahoma Cohort by Gender
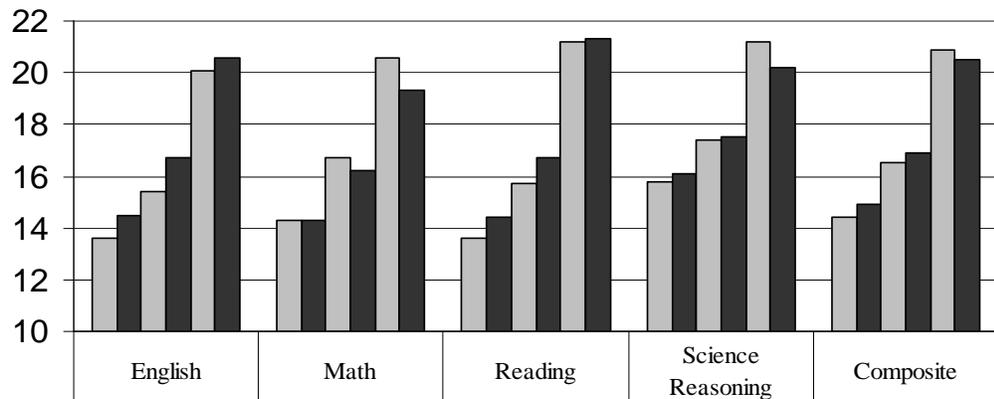
	English	Math	Reading	Science Reasoning	Composite
☐ EXPLORE Males	13.6	14.3	13.6	15.8	14.4
■ EXPLORE Females	14.5	14.3	14.4	16.1	14.9
☐ PLAN Males	15.4	16.7	15.7	17.4	16.5
■ PLAN Females	16.7	16.2	16.7	17.5	16.9
☐ ACT Males	20.1	20.6	21.2	21.2	20.9
■ ACT Females	20.6	19.3	21.3	20.2	20.5

Vertical Curriculum Alignment

Curriculum alignment continues to be a challenge as students continue to arrive in high school not prepared to read high school level texts or progress in mathematics as evidenced by the voluntary EXPLORE and PLAN assessments funded by the OSRHE. More local school administrators are asking for assistance from the Student Preparation Team staff each year as more attention is being paid to equitable preparation for all students.

Because the EXPLORE assessment is taken at the beginning of the eighth grade year, the results can be used to look back at the effectiveness of teaching and learning in earlier grades and look forward to the re-teaching or remediation of skills that were not yet learned by individual students or groups of students.

In the same way the PLAN assessment, taken during the first two months of the tenth grade year, can be used to look back at the teaching and learning of grades eight and nine as well as informing instruction in grades ten, eleven and twelve. Taken together, the EXPLORE, PLAN and ACT assessments and the wealth of accompanying interpretive materials and professional development provided by ACT and the State Regents are perfect tools for curriculum alignment.

AGENDA ITEM #10:

> **E&G Budget.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $1,228,390.03 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,228,390.03 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $2,456,780.06. This amount is sufficient for a transfer of $1,228,390.03 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold their funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $38,799,358.24.

AGENDA ITEM #11:

> **Master Lease.**

RECOMMENDATION:

> **It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2011B Master Lease Series. The total projects from five entities amount to approximately $18.6 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.

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 have given prior approval of all equipment purchases submitted under this program.

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment 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 second series for 2011 includes five system institutions with an estimated total of approximately $18.6 million of equipment purchases. The following table summarizes this series of project totals by institution. Two of the projects for Oklahoma State University are submitted contingent upon their board's approval at their September 9, 2011, meeting.

Institution	Total Amount to be Financed in December Issue
Oklahoma State University	$12,251,447
University of Oklahoma	4,260,939
Northeastern OK A&M College	696,983
Oklahoma City Community College	662,051
Southeastern Oklahoma State University	750,000
Total for December Issue	$18,621,420

MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2012

Name of Institution: Oklahoma State University

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		Utility Enhancements	$10,000,000	30	Nov-11	30		no	Daniel Ferris 405-744-7149	
2		Fire Alarms and Safety Systems - Residential Hall	$500,000	10	Nov-11	10		no	Matt Brown 405-744-9164	
3		OSU CHS Energy Management	$1,751,447	20	Nov-11			no	Steve Whitworth 405-744-5865	
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		Total (Subtotal if multiple sheets)	$12,251,447							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2012

Name of Institution: UNIVERSITY OF OKLAHOMA - NORMAN CAMPUS

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1		SoonerVision Equipment	$ 2,531,279	7	9/1/11	10	7	No	Chris Kuwitzky (325-5161)	Upgrade and enhance SoonerVision system with the latest technology. Also provideds for expanded broadcast capabilities.
2		Core Network Upgrade	$ 435,000	5	9/1/11	5	5	No	Chris Kuwitzky (325-5161)	Technology refresh of the core network.
3		Start-Up Equipment for New Faculty Hires	$ 1,176,100	7	9/1/11	7	7	No	Chris Kuwitzky (325-5161)	Acquisition and installation of equipment in support of new faculty hires.
4		Frequency Doubled High Power Diode Laser System	$ 118,560	10	9/1/11	10	10	No	Chris Kuwitzky (325-5161)	Equipment is needed in support of ongoing research in the Department of Physics and Astronomy to make rapid progress toward measuring an important property of the electron known as the electron dipole moment.
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		Total (Subtotal if multiple sheets)	$ 4,260,939							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2011

Name of Institution: Northeastern Oklahoma A&M College - 480

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1	480-0076	Appliances for Student Housing Project	$10,000	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
2	480-0076	HVAC Equipment for Student Housing	$72,500	20	Nov-11	20	20	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
3	480-0076	Electrical Equipment Gear for Student Housing	$ 22,262	20	Nov-11	20	20	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
4	480-0076	Electrical Fixtures for Student Housing	$ 76,688	20	Nov-11	20	20	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
5	480-0076	Hot Water Heaters for Student Housing	$ 32,850	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
6	480-0076	Drinking Fountains for Student Housing	$ 3,856	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
7	480-0076	Pumps for Student Housing	$ 3,562	20	Nov-11	20	20	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
8	480-0076	Elevator for Student Housing	$ 19,480	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
9	480-0076	Residential Appliances for Student Housing	$ 2,235	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
10	480-0076	Furniture for Student Housing	$ 125,000	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is furniture for Student Housing
11	480-0076	Sports Equipment for Student Housing	$ 16,700	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
12	480-0076	Fire Place for Student Housing	$ 1,850	5	Nov-11	5	5	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
13	480-0076	Fire Pit Burner Kit for Student Housing	$ 2,200	5	Nov-11	5	5	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
14	480-0076	Windows for Student Housing	$ 32,000	15	Nov-11	15	15	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
15	480-0076	Outdoor Furniture for Student Housing	$ 35,000	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is furniture for Student Housing
16	480-0076	Mattresses for Student Housing	$ 15,000	7	Nov-11	7	7	No	Jessica A. Boles (918) 540-6217	This is furniture for Student Housing
17	480-0076	Access Control System for Student Housing	$ 24,100	5	Nov-11	5	5	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
18	480-0076	Security Cameras & Video Equipment for Student Housing	$ 16,200	5	Nov-11	5	5	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
19	480-0076	IT Switches for Student Housing	$ 25,500	5	Nov-11	5	5	No	Jessica A. Boles (918) 540-6217	This is equipment for the Student Housing
20	480-0052	Voice Over Internet Protocol (VOIP) Phone System	$ 160,000	7	Dec-11	7	7	No	Jessica A. Boles (918) 540-6217	Equipment for NEO Campus
		Total (Subtotal if multiple sheets)	$696,983							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2012

Name of Institution: Oklahoma City Community College

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1	633-0029	Computers and Printers	$662,051	3	12/15/11	3		No	Brenda Carpenter (405) 682-1611 Ext 7367	The College's instructional computer equipment is on a three-year replacement cycle.
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		Total (Subtotal if multiple sheets)	$662,051							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2012

Name of Institution: Southeastern Oklahoma State University

Item #	State Regents' Campus Master Plan Project #	Description--Be Specific (i.e., size, model, series)	Estimated Cost	Number of Years you wish to finance the debt service	Estimated Date Funding Needed mm/dd	Estimated Useful Life in Years	Estimated Replacement Strategy Life* in Years	Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)	Point of Contact (Name and Phone Number)	Remarks
1	660-0355	One Piper Seminole Multi-Engine	$500,000	10	Dec-11	20		No	Ross Walkup 580-745-2148	Replace Aging Aircraft
2	660-0355	Two Cessna 182RG	$250,000	10	Dec-11	20		No	Ross Walkup 580-745-2148	Replace Aging Aircraft
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		Total (Subtotal if multiple sheets)	$750,000							

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

AGENDA ITEM #12-a:

> **EPSCoR.**

SUBJECT: Approval of Matching Funds for Department of Defense.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the allocation of matching funds to the University of Oklahoma and Oklahoma State University for a total amount of $191,669.**

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2012, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The projects listed below received the approval of the State Regents for a commitment of matching funds upon funding by the Department of Defense DEPSCoR program. Over the three-year funding period for the four awards reflected here, the Department of Defense is providing $2,070,659, participating universities are providing $665,998 and the State Regents are providing $300,001 in matching funds. This allocation represents the final year of the three-year awards. There are no further commitments to the DEPSCoR program.

1. Davis, Michael (OSU) Muscle Adaptations Permitting Fatigue-resistant Exercise (FY09-11) - $50,000
2. Chandler, Damon (OSU) Enabling Battlefield Situation Awareness through a Cooperative and Intelligent Video Sensor Network (FY09-11) - $50,000
3. Saha, Mrinal (OU) Experimental and Theoretical Studies of Carbon Nanotube Hierarchial Structures in Multifunctional Polymer Composites (FY09-11) - $50,000
4. Xue, Ming (OU) Assimilation of Radar and Satellite Data for the Navy Coupled Ocean-Atmosphere Mesoscale Prediction System (FY09-11) - $41,669

AGENDA ITEM #12-b:

       EPSCoR.

SUBJECT: Approval of Matching Funds for NASA.

RECOMMENDATION:

> **It is recommended that the State Regents approve EPSCoR matching funds in the amount of $141,667 to the University of Oklahoma for NASA EPSCoR projects.**

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2012, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

In 2011, the State Regents committed $150,000 in matching funds for a three-year Cooperative Agreement from the NASA EPSCoR program. In June 2011, the proposal, *Solid-state Radar Transceiver Optimization through Adaptive Pulse Compression for Spaceborne and Airborne Radars*, submitted by the University of Oklahoma was awarded federal funding in the amount of $750,000 over the three-year period, with an additional $225,000 provided by the University of Oklahoma. It is recommended that the State Regents approve the allocation of $50,000 for the first year of this award.

In 2009, the State Regents approved matching funds for a three-year NASA EPSCoR grant, *NASA Education Research Program - Next Generation Composite Materials for Aerospace and Exploration Systems*, to the University of Oklahoma. It is recommended that the State Regents approve the allocation of $50,000 in matching funds for the third year of the award. Universities participating in the project will contribute $161,994 in the third year with NASA providing $250,000.

In 2007, the State Regents approved matching funds for a three-year Research Infrastructure Development award from the NASA EPSCoR program to the University of Oklahoma. In early 2010, a proposal was submitted to NASA EPSCoR for a two-year extension of this grant in the amount of $125,000 per year, which was approved for funding. It is recommended that the State Regents approve

the allocation of $41,677 in matching funds for the second year of the grant to the University of Oklahoma. The University commitment over the two year period of the award is $166,667, and the NASA EPSCoR commitment is $250,000.

AGENDA ITEM #12-c:

   EPSCoR.

SUBJECT: Approval of Allocation of Matching Funds for the National Science Foundation.

RECOMMENDATION:

   It is recommended that the State Regents approve EPSCoR matching funds in the amount of $100,000 to the University of Oklahoma for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Track 2 Award (RII Track 2) for the third year of this award.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2012, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The NSF created a new EPSCoR program in 2009, designated as "Research Infrastructure Improvement, Track-2." The program is intended to build cyberinfrastructure to support a specific scientific discipline and mandated a partnership between at least two EPSCoR states. Oklahoma submitted an application in partnership with Kansas. The State Regents approved a match of $100,000 per year for the Oklahoma portion of the project. This proposal was selected by the NSF for funding of $6 million over three years, divided equally between Oklahoma and Kansas.

The project will develop cyberinfrastructure tools that will create an opportunity for knowledge discovery and education across complex environmental phenomena. The scientific focus is on grassland ecology in the central plains, which is second only to the arctic tundra in sequestering carbon below ground. Understanding complex ecological systems and forecasting their response to global climate change is one of the "Grand Challenges" designated by the National Academy of Sciences.

AGENDA ITEM #12-d:

EPSCoR.

SUBJECT: Approval of Contract and Allocation of Matching Funds for the National Science Foundation

RECOMMENDATION:

> **It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of $1.1 million for this program for FY 2012.**

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2012, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

Past NSF EPSCoR awards to Oklahoma not only supported individual investigators, but established research collaborations and programs that transcend individual campuses and institutions to build statewide inter-institutional Science and Technology Centers in biotechnology, materials science and environmental research. These centers bring together existing individual and group research strengths in the state and provide the critical mass of researchers and facilities to achieve national competitiveness for NSF grant funding.

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning September 1, 2008. The State Regents approved a matching commitment of $1.1 million per year.

The new award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;

- the recruitment and retention of high quality science and engineering faculty; and

- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of biofuels. The scientific theme of Oklahoma's award, "Building Oklahoma's Leadership Role in Cellulosic Bioenergy" is consistent with the state's science and technology plan, with the EDGE (Economic Development Generating Excellence) Program, and with the Oklahoma Bioenergy Center. The project capitalizes on Oklahoma's strengths in genomics and nanotechnology to explore methods to increase biomass yield from sources such as switchgrass and to develop microbial and thermocatalytic methods for efficient conversion of biomass to biofuels. This undertaking will position Oklahoma at the forefront of cutting-edge research geared toward establishing energy independence utilizing renewable energy sources. NSF will provide $15 million over five years to support this project.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for year four of the award.

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

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 8th day of September 2011.

> WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

> WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

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

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

THEREFORE, the parties agree that:

1)   The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $1,100,000 for the period of September 1, 2011 through August 31, 2012. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2)   OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:

   a.   The Principal Investigator (PI), James Wicksted, shall have final budget authority for all expenditures of State Regents matching funds.

   b.   OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

   c.   OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.

   d.   A no-cost extension may be requested for any unspent funds at the end of this agreement.

e.   OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.

3)   This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.

4)   OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

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

Oklahoma State University   Oklahoma State Regents for Higher Education

By: _____   By: _____
   Vice President for Research   Chancellor

Date:_____   Date: _____

AGENDA ITEM #13-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. VI in the amount of $152,500.00 for media campaign targeted at adult students in an effort to increase adult degree completion within the state (funded from 210-Core).

Change Orders to Previously Approved Purchases Over $100,000.
1. NCO in the amount of $75,783.21. An increase is needed due to increased remittances for collections of defaulted student loans. The new total of the purchase order will be $1,195,783.21 (funded from 701-OCAP).

AGENDA ITEM #13-b:

Contracts and Purchases.

SUBJECT: Oklahoma Department of Human Services contract amendments relating to the Scholars for Excellence in Child Care Program.

RECOMMENDATION:

It is recommended that the State Regents accept the attached contract modifications to the Scholars for Excellence in Child Care Program in the amount of $1,369,226 and $1,054,989, respectively.

BACKGROUND:

Since Spring 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Oklahoma Department of Human Services (OKDHS) have entered into an annual contract for the purpose of funding the Scholars for Excellence in Child Care Program. There are two separate contracts for the Scholars program. The first, allows eleven community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of child development. The second, allows the State Regents to administer and operate the scholarship portion of the program.

POLICY ISSUES:

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

ANALYSIS:

The attached contract modifications between the OSRHE and OKDHS in the sum of $1,369,226 to fund, the operations of the Scholars program at the community colleges reflects a 27 percent reduction in the contract amount approved at the May 2011 State Regents meeting. The contract modification between the OSRHE and OKDHS in the sum of $1,054,989 that funds the administration and scholarship portion of the Scholars program reflects a 29 percent reduction to the contract that was approved by the State Regents at the June 2011 meeting.

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

Attachments

CONTRACT MODIFICATION

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, PA# 09001088, PO# 501088 effective July 1, 2011.

This modification serves to decrease the contract to an amount not to exceed $1,369,226 in accordance with revised "Attachment A".

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as amended by this modification

Approval: Approval:

_____   _____
Howard H. Hendrick   Glen D. Johnson
Director   Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

CONTRACT MODIFICATION

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, PA# 08001416, PO# 401416 effective July 1, 2011.

This modification serves to decrease the contract to an amount not to exceed $1,054,989 in accordance with revised "Attachment A".

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as amended by this modification

Approval: Approval:

_____   _____
Howard H. Hendrick   Glen D. Johnson
Director   Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

AGENDA ITEM #13-c:

Contracts and Purchases.

SUBJECT: Oklahoma Department of Human Services contract amendments relating to the Temporary Assistance to Needy Families Program.

RECOMMENDATION:

It is recommended that the State Regents accept the attached contract amendments to the Temporary Assistance to Needy Families Program in the amount of $3,182,500 and $131,064, respectively.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The contract amendment between the OSRHE and OKDHS in the sum of $3,182,500 reflects a 5 percent reduction to the contract that was approved by the State Regents at the June 2011 meeting to fund the TANF employment training programs at the community colleges. The attached contract amendment between the OSRHE and OKDHS in the sum of $131,064 to fund the job readiness TANF program at OSU-OKC reflects a 5 percent reduction in the contract that was approved by the State Regents at the May 2010 meeting.

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

Attachments

AMENDEMENT

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, Agency Requisition #10001355, PO# 0601355 effective 08-01-11.

This modification serves to decrease the contract to an estimated $3,182,500.00 in accordance with revised "Attachment A".

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval: Approval:

_____   _____
Howard H. Hendrick   Glen D. Johnson
Director   Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

AMENDEMENT

The State of Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") hereby mutually agree to amend the current contract, Agency Requisition #11000523, PO# 0700523 effective 08-01-11.

This modification serves to decrease the contract to an estimated $131,064.00 in accordance with revised "Attachment B".

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval: Approval:

_____   _____
Howard H. Hendrick   Glen D. Johnson
Director   Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher   Education

_____   _____
Date   Date

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #14:

State Regents' Meetings.

RECOMMENDATIONS:

It is recommended that the State Regents approve the 2012 schedule of regular meetings for filing with the Office of Secretary of State according to law.

STAFF ANALYSIS:

The following times and dates for State Regents' regular meetings in 2012 are proposed.

DATE	TIME	LOCATION
Wednesday, January 25, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, January 26, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, February 29, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, March 1, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, April 18, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 19, 2012	9 a.m.	Tuition Hearing State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, April 19, 2012	10 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

Thursday, May 24, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Friday, May 25, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, June 20, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, June 21, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, September 5, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, September 6, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, October 24, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, October 25, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, November 8, 2012	10:30 a.m.	Special Budget Meeting State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Wednesday, December 5, 2012	10:30 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma
Thursday, December 6, 2012	9 a.m.	State Regents Office 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma

AGENDA ITEM #15:

>   **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:

- **Rachell Bowers,** payroll/benefits manager, completed the certified personnel professional training program and is now a Certified Personnel Professional in Oklahoma State Government.

- **Tarnya Brooks**, policy specialist III for OCAP, received her Masters of Business Administration degree from Southern Nazarene University.

- **Chancellor Glen D. Johnson,** met with Secretary of State Glenn Coffee to discuss higher education issues in Oklahoma City; met with Oklahoma State University – OKC President Dr. Natalie Shirley to discuss higher education issues in Oklahoma City; spoke with Northeastern Oklahoma A&M College President Dr. Jeff Hale to discuss higher education issues in Oklahoma City; met with Redlands Community College President Dr. Larry Devane to discuss the Achieving the Dream program in Oklahoma City; spoke at the University Center's Grand Opening in Ponca City; addressed the GEAR UP CBO meeting in Oklahoma City; participated in the Southern Regional Education Board's nominating committee conference call; met with Secretary of Commerce Dave Lopez to discuss higher education issues in Oklahoma City; met with East Central University President Dr. John Hargrave to discuss higher education issues in Oklahoma City; met with Cameron University President Dr. Cindy Ross to discuss higher education issues in Oklahoma City; addressed the Grant Writers Institute in Oklahoma City; met with Secretary of State Glenn Coffee, Secretary of Finance and Revenue and Office of State Finance Director Preston Doerflinger and Alex Petitt, Oklahoma's Chief Information Officer concerning OneNet in Oklahoma City; spoke at the Farewell Reception for Northeastern State University President Dr. Don Betz in Tahlequah; spoke at the Oklahoma State University Institute for Agricultural Biosciences building dedication ceremony at the Noble Foundation in Ardmore; met with Secretary of Education Dr. Phyllis Hudecki and Governor Fallin's Chief of Staff Denise Northrup in Oklahoma City; met with Senator Jim Halligan to discuss higher education issues in Oklahoma City; met with Senator Andrew Rice to discuss higher education issues in Oklahoma City; met with Representative Randy Grau to discuss higher education issues in Oklahoma City; met with Representative Scott Inman to discuss higher education issues in Oklahoma City met with Senator Clark Jolley to discuss higher education issues in Oklahoma City; spoke and served as moderator during the 2011 State Regents' Staff

Retreat panel discussion of State Leaders on Oklahoma Higher Education: Leveraging and Maximizing Higher Education's Unique Role in the New Legislative and Budget Environment in Oklahoma City.

- **Dr. Kermit R. McMurry,** vice chancellor for student services, served as a peer reviewer for the US Department of Education's GEAR-UP competitive grant competition. The GEAR UP program is a discretionary grant project which encourages applicants to provide support and maintain a commitment to eligible low-income students as a way to assist these students in obtaining a secondary school diploma and to prepare for and succeed in postsecondary education.

- **Chris Wadsworth**, scholarship programs coordinator, completed his Master of Business Administration (MBA) degree from Oklahoma Christian University.

AGENDA ITEM #16:

       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.

AGENDA ITEM #17:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

State Regents' personnel policy (2.8.2) requires Regents' ratification of decisions relating to director level and above personnel.

STAFF ANALYSIS:

DIRECTOR-AND-ABOVE ACTIONS. It is recommended that the State Regents' ratify the following personnel actions regarding the Interim Vice Chancellor for Information Technology, Telecommunications and OneNet, Interim Assistant Vice Chancellor for Gear Up and Interim Executive Director of OneNet:

Interim Vice Chancellor for Information Technology, Telecommunications and OneNet. It is recommended that the Oklahoma State Regents ratify the appointment of Amanda Paliotta to serve as the Interim Vice Chancellor for Information Technology, Telecommunications and OneNet. This position will be combined with her current position of Vice Chancellor for Budget and Finance and will report directly to the Chancellor. Amanda Paliotta assumed her new position on July 1, 2011 with a $1,000 per month increase. A copy of the job description is attached.

Interim Assistant Vice Chancellor for Gear Up. It is recommended that the Oklahoma State Regents ratify the appointment of JoLynn Horn to serve as Interim Assistant Vice Chancellor for Gear Up. This position will be combined with her current position of Director of Student and Community Outreach and will report directly to the Chancellor. JoLynn Horn assumed her new position on September 1, 2011 with a $1,126.58 per month increase. A copy of the job description is attached.

Interim Executive Director of OneNet. It is recommended that the Oklahoma State Regents ratify the appointment of Von Royal to serve as the Interim Executive Director of OneNet. This position will be combined with his current position of Senior Network Engineer and will report directly to the Interim Vice Chancellor for Information Technology, Telecommunications and OneNet. Von Royal assumed his new position on July 1, 2011 with a $2,110.83 per month increase. A copy of the job description is attached.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION
Interim Vice Chancellor for Information Technology, Telecommunications and OneNet

Exempt
Position #100328

ESSENTIAL FUNCTION

Serve as chief operating officer responsible for overall direction and administration of Information Technology and OneNet, a statewide telecommunications wide-area network that serves higher education institutions, K-12 schools, vocational technical schools, hospitals, public libraries, and governmental agencies.

RESPONSIBILITIES AND DUTIES

- Responsible for oversight and general administration of the Information Technology and OneNet divisions of the State Regents.
- Develop long-range plans for OneNet for recommendation to the Chancellor.
- Develop the statewide backbone and local connections, including contract negotiations as required.
- Stay informed on national and international developments in telecommunications technology and applications to ensure that network technology and network development are kept current.
- Develop and maintain customer support for OneNet's short-term and long-term goals.
- Serve as spokesperson for OneNet to communicate with customers on service and policy issues.
- Represent OneNet at national and state conferences and hearings before the Oklahoma State Legislature as required.
- Ensure compliance with applicable State Regents policies and federal and state rules, regulations and statutes
- Responsible for recommending hiring, firing, advancement, promotion or other changes to assigned employee status.
- Perform other related duties as assigned

POSITION QUALIFICATIONS

Knowledge of computer operations and telecommunication networks; of design specifications for application program systems; of system development procedures; of data processing hardware and software functions, capabilities and interrelationships; of agency standards and procedures; of security and control methods and systems; of the principles of business and public administration; or documentation standards for information technology; and of planning techniques. Ability is required to direct the work of others; to coordinate activities and resources within or between units, sections or divisions; to assess and evaluate the performance of computer operating systems; to communicate effectively; and to establish and maintain effective working relationships with others. Demonstrated ability to direct and coordinate activities involving multiple work units or sections and in planning and implementing information systems and technology. The completion of computer science or management information systems course work or related experience and/or training and four years of professional experience, or a master's degree in computer science, management information systems, business or public administration management with science or management information systems course work or other related course work and three years of qualifying professional experience, including two years in a supervisory or administrative capacity or an equivalent combination of education and experience. Some travel required.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION
Interim Assistant Vice Chancellor
GEAR UP

Exempt
Position #100103

ESSENTIAL FUNCTION

Work to advance the Oklahoma State System of Higher Education through K-16 partnerships with common education, external business and community entities, other states, and nationwide public policy organizations whose goals and objectives link with the Student Success goals of the State System. The position is expected to coordinate and participate in projects pertinent to the State Regents' goals throughout the agency, the system, and the state.

RESPONSIBILITIES AND DUTIES

- Provide leadership for the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP), a federally funded program aimed at early college awareness and preparation.
- Serve as Guidance and Assessment Representative for The College Board, Advisory Board Member for the National Council for Community and Education Partnerships, and on other boards as assigned
- Participate and coordinate State System involvement in state, regional, and national public policy initiatives including the National Association of System Heads (NASH) K-16 Network, through in which Oklahoma is included as a National Partner through GEAR UP; SHEEO K-16 funded by State Regents GEAR UP program through the U.S. Department of Education supplemental grant; multiple state standards alignment programs funded by the U.S. Department of Education supplemental grant.
- Seek and disseminate external funding opportunities that match State Regents' student success goals or would individually benefit institutions of higher education in Oklahoma and link local higher education efforts to State Regents' goals
- Conduct presentations on behalf of the Chancellor for local, state, regional and national meetings as assigned.

QUALIFICATIONS

Master's degree required; doctoral degree preferred. Five (5) years experience in related field or public agency required, including experience in management and supervision. Some travel is required. An ability to understand and interact professionally with staff, with external parties, state system participants and governmental officials is required.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION
Interim Executive Director of OneNet

Exempt
Position #100328

ESSENTIAL FUNCTION

Serve as executive director responsible for overall direction and administration of OneNet, a statewide telecommunications wide-area network that serves higher education institutions, K-12 schools, vocational technical schools, hospitals, public libraries, and governmental agencies.

RESPONSIBILITIES AND DUTIES

- Responsible for oversight and general administration of OneNet, a division of the Oklahoma State Regents for Higher Education.
- Develop long-range plans for OneNet for recommendation to the Chancellor.
- Develop the statewide backbone and local connections, including contract negotiations as required.
- Stay informed on national and international developments in telecommunications technology and applications to ensure that network technology and network development are kept current.
- Develop and maintain customer support for OneNet's short-term and long-term goals.
- Serve as spokesperson for OneNet to communicate with customers on service and policy issues.
- Represent OneNet at national and state conferences and hearings before the Oklahoma State Legislature as required.
- Ensure compliance with applicable State Regents policies and federal and state rules, regulations and statutes.
- Responsible for recommending hiring, firing, advancement, promotion or other changes to assigned employee status.
- Responsible for interagency communications related to OneNet functions and partnerships.
- Perform other related duties as assigned.

POSITION QUALIFICATIONS

Master's or bachelor's degree in telecommunications management, information management, or a related field of study, and ten (10) years professional experience including experience in evaluating, selecting, and implementing information systems, services, and related technologies. Must have at least five (5) years experience in a supervisory or administrative capacity or an equivalent combination of education and work-related experience.

Must have knowledge of information systems and telecommunication networks, data processing hardware and software, security and control methods and systems, planning techniques, and the principles of business and public administration. Must be able to direct the work of others, coordinate activities and resources within or between units, sections or divisions, communicate effectively and establish and maintain effective working relationships with others. Strong written, verbal, and presentation skills are required. Experience with state government or higher education budgeting processes is preferred. Some travel required.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Budget and Finance and Interim Vice Chancellor for Information Technology, Telecommunications and OneNet.

AGENDA ITEM #18-a:

> **Programs.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

> Oklahoma State University – Center for Health Sciences (OSU-CHS)
> > 1 degree program name change
>
> University of Oklahoma (OU)
> > 1 degree program name changes
> > 1 degree program option addition
> > 16 degree program requirement change
> > 2 degree program option deletions
>
> University of Oklahoma Health Sciences Center (OUHSC)
> > 1 degree program option addition
>
> Cameron University (CU)
> > 2 degree program requirement changes
> > 4 degree program option additions
>
> Langston University (LU)
> > 1 degree program requirement change
>
> Rogers State University (RSU)
> > 3 degree program requirement changes
> > 1 degree program option deletion
>
> Southeastern Oklahoma State University (SE)
> > 7 degree program requirement changes
>
> Southwestern Oklahoma State University (SWOSU)
> > 4 degree program requirement changes
> > 1 degree program option addition
>
> Connors State College (CSC)
> > 1 degree program name change

2 degree program requirement change
9 degree program option additions

Northeastern Oklahoma A&M College (NEOAMC)
7 degree program requirement changes

Rose State College (RSC)
2 degree program option additions

Oklahoma State University – Oklahoma City (OSU-OKC)
1 degree program option addition

POLICY ISSUES:

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

ANALYSIS:

OSU-CHS – Master of Science in Forensic Science (004)
Degree program name change
- Change program name to "Forensic Scienc<u>es</u>."
- The proposed change aligns the program name with the original program name request and is more indicative of the scope of disciplines within the degree program.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Doctor of Philosophy in History of Science (121)
OU – Master of Arts in History of Science (120)
Degree program name change
- Change program name to "History of Science, Technology, and Medicine."
- The proposed name change provides greater specification of the degree specializations within the program.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Social Work (211)
Degree program option deletions and degree program requirement change
- Delete options "Thesis" and "Social Work – Advanced Standing Thesis."
  - There are no students enrolled in the options.
  - No courses will be deleted and no funds are available for reallocation.
- For the "Social Work" and "Social Work – Advanced Standing" options:
  - Add SWK 5980 for 2-6 credit hours.
  - Change credit hour requirement for "Electives and/or Directed Reading" from 6 to 0-6, dependent upon the number of credit hours completed for SWK 5980.
  - No new courses will be added.
  - No courses will be deleted.

- The proposed changes will simplify the program options by modifying the requirements of the remaining options to allow students to complete either comprehensive exams or a thesis.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Arts in Administrative Leadership (373)
Degree program requirement change
- Remove LSTD 5643 and add LSTD 5013.
- The proposed change will create a common core for liberal studies graduate students across all degree programs.
- The proposed change will also provide students with a more in-depth foundation in understanding interdisciplinary theories.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Public Administration in Public Administration (197)
Degree program requirement change
- Add admission requirement of a Graduate Record Examination (no minimum score required) and submission of a 500-word statement of interest.
- Decrease "Elective Concentration" credit hour requirement from 12 credit hours to 6 and limit to the following areas: General, Non-Profit Management, Public Policy and Individualized Intensive Investigation.
- Add 6 credit hours of graduate advisor approved electives.
- The proposed changes will provide for additional information during the admission process to assist staff in making appropriate admission decisions.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Professional Writing (352)
Degree program requirement change
- Remove JMC 5023, JMC 5570, JMC 5043, JMC 5594, JMC 5503, JMC 5734, JMC 5514, JMC 5970, JMC 5553, JMC 5990, and JMC 5563 from "Graduate Professional Writing Electives."
- Allow students to complete 9-12 credit hours of "Graduate Professional Writing Electives" as approved by the Graduate Advisor and Liaison.
- The proposed changes will allow students to complete course work in a broader range of disciplines without having to seek a petition.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Education in Educational Administration (050)
Degree program requirement change

- Remove EACS 6243, EACS 5693, EACS 6333, and 3 credit hours of "Foundation Core" from "Major Core Requirements" and add EACS 5573 and EACS 5243.
- Decrease credit hour requirement for "Major Core Requirements" from 18 to 12.
- Increase credit hour requirement for electives from 18 to 22-24 and require advisor approval.
- The proposed changes better reflect the national standards of school administrator preparation.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 36 to 34-36.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Geophysics in Geophysics (097)
    Degree program requirement change
- For the all options:
  - Remove GEOL 4223 and GPHY 4953.
  - Add GPHY 4133.
  - Add GEOL 3333 as an alternative course to ENGL 3153.
  - Remove the maximum limit of 52 credit hours of Geophysics course work that can be used toward the total credit hours needed for graduation.
  - Remove the stipulation that students must complete 36 of the last 60 credit hours in residence.
- For the "General" option:
  - Remove GPHY 5713 and add 3 credit hours of upper-division Geophysics course.
  - Change upper-division Physics elective credit hour requirement from 4 to 3-4.
- For the "Geophysics-Exploration" option:
  - Change "Free Elective" credit hour requirement from 3-4 to 4-5.
- The proposed changes update the degree requirements to match current job market needs to keep students competitive in their job search.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Social Work (210)
    Degree program requirement change
- Change GPA requirement for graduation to "Overall and Major: Combined OU/Transfer 2.5, OU 2.5."
- Change overall GPA requirement for admission to program to 2.25
- Add BIOL 1013 and ZOO 1114 as alternative courses to BIOL 1005.
- The proposed changes in GPA reflect a more desirable standard for graduation from a nationally accredited professional school and allow faculty flexibility in admitting students with early academic difficulty.
- The proposed course change offers students an alternative biology course option for those who already have taken a lab course.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Business Administration in Business Administration (024)

Degree program requirement change
- Under "Major Requirements," limit non-business courses to 3 credit hours.
- Change the "Pre-Approved International Experience" requirement to the following:
  - "A minimum 15 weeks, full foreign language and cultural immersion in a non-English speaking country. Method of completion must be approved by Price College faculty member."
  - "Complete and submit the Declaration of Intent to Study Abroad to Price Hall."
  - "Earn passing credits while abroad as determined by foreign institution."
  - "Upon return, prepare a written debriefing report on the international experience."
- Change "Additional Business Major" credit hour requirement from 15-45 to 18-41.
- The proposed changes will provide students with an enhanced opportunity to meet major requirements within a four-year period, as well as a greater breadth of content of courses to tailor their courses to their chosen career path.
- The addition of specific guidelines for the international experience will clarify current practice and allow students to better prepare for their time abroad.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will increase from 123 to 126.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Architectural Engineering in Architectural Engineering (357)

Degree program requirement change
- Remove AME 3663 and delete "Professional Elective."
- Add AME 4653 and CEES 1213.
- The proposed changes provide students with content that will better prepare them for the workforce.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Russian (200)

Degree program requirement change
- Remove RUSS 3073 and RUSS 4613 from "Major Requirements."
- Add "Two of the following" to "Major Requirements" and include RUSS 3023, RUSS 3073, RUSS 3523, and RUSS 4613.
- The proposed changes will update the curriculum to reflect current course offerings within the department and provide students with more options in course selection.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Petroleum Engineering in Petroleum Engineering (182)

Degree program requirement change
- Change the credit hour requirement for PE 2012 from 2 credit hours to 1 credit hour.
- Remove ENGR 2002 from "Core Course Requirements" and add PE 4323.
- Limit PE electives to PE 4563, PE 4533, PE 4543, or any PE 5000 level course.

- The proposed changes will better prepare students for a highly competitive workforce.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Industrial Engineering in Industrial Engineering (129)

Degree program requirement change
- For the "Industrial Engineering" option:
  o Add IE 4113 and remove 3 credit hours of "IE Elective."
- For the "Information Technology" and the "IE – Pre-Medicine" options:
  o Add IE 4113 and remove 3 credit hours of "CS Elective."
- The proposed changes are in response to student, alumni, and employer feedback regarding the value of course content.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Geology in Geology (094)

Degree program requirement change
- For all options:
  o Remove CS 1313.
  o Add GEOL 3333 as an alternative to ENGL 3153.
  o Remove the maximum limit of 52 credit hours of Geology course work that can be used toward the total credit hours needed for graduation.
  o Remove the stipulation that students must complete 36 of the last 60 credit hours in residence.
- For the "Geology" option:
  o Increase "Free Elective" credit hour requirement from 13 to 16.
  o Restrict one 3 credit hour "Free Elective" to a non-Geology course.
- For the "Environmental Geology" option:
  o Increase "Free Elective" credit hour requirement from 9 to 12.
  o Restrict one 3 credit hour "Free Elective" to a non-Geology course.
- For the "Petroleum Geology" option:
  o Increase "Free Elective" credit hour requirement from 6 to 9.
- The proposed changes will update degree requirements to align with current job market needs.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Chemistry and Biochemistry (033)

Degree program option addition and degree program requirement change
- Add option "Chemical Biosciences."
  o The proposed option provides students with a recommended chemical and biological science foundation curriculum that will prepare them for health profession programs.
- For the "Chemistry and Biochemistry" option:

o   Remove CHEM 3053, CHEM 3152, CHEM 3153, CHEM 3451, and CHEM 3453.
o   Add CHEM 3064, CHEM 3164, CHEM 3005, CHEM 3521, CHEM 3523, CHEM 3653, and CHEM 4023.
o   Reduce the credit hour requirement for "Major Chemistry Electives" from 9 to 3.
o   Add MATH 1914 and MATH 2924 as alternatives for MATH 2423.
o   The proposed changes place the degree in compliance with updated American Chemical Society program certification requirements.
o   Total credit hours for the option will increase from 31 to 36-37.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Chemistry in Chemistry (272)

Degree program requirement changes
- Remove CHEM 3053, CHEM 3152, CHEM 3153 and CHEM 3214.
- Add CHEM 3064, CHEM 3164, and CHEM 3005.
- Add MATH 1914 and MATH 2924 as an alternative to completing both MATH 1823 and MATH 2423.
- Add PHYS 1311 and PHYS 1321 to the "Physics" elective area.
- The proposed changes address recommendations from the American Chemical Society (ACS) and will also align the curriculum with ACS certification requirements.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the major will increase from 29 to 30.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Biochemistry in Biochemistry (336)

Degree program requirement changes
- Remove CHEM 3053, CHEM 3152, CHEM 3153 and CHEM 3214.
- Add CHEM 3064, CHEM 3164, and CHEM 3005.
- The proposed changes addresses recommendations from the American Chemical Society.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the major will increase from 35 credit hours to 36 credit hours.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC – Doctor of Pharmacy in Pharmacy (065)

Degree program option addition
- Add option "Leadership."
- The proposed option is in response to the OUHSC's national advisory board's recommendation to provide students with leadership education and development for healthcare professionals to assume roles in leadership and management.
- Two new courses will be added.
- No courses will be deleted.
- Total credits hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Arts in Political Science (162)

Degree program requirement change

- Remove PS 3721-3 (Internship) from the area of "Politics and Behavior" and add PS 3721-3 as an option for the 15 credit hours of elective with the major.
- The proposed change aligns the curriculum with the original intent of having students complete theoretical courses in the major areas and allowing the Internship to be completed as an elective.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Elementary Education (350)

Degree program option addition

- Add option "Special Education."
- Cameron University does not have a program for students interested in obtaining Special Education certification. The proposed change will allow interested students an avenue by which they can meet the requirements.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 124 to 136.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Chemistry (340)

Degree program option additions

- Add options "American Chemical Society Certified Chemistry Degree Major-Minor," "Chemistry Degree with Chosen Minor," and "Health Profession Chemistry Degree Major-Minor."
- The proposed option additions reflect notification from the American Chemical Society that CU's program warranted certification. The options will provide clarity in the degree requirements and better preparation of students for their chosen career path.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Bachelor of Music Education (681)

Degree program requirement change

- For the "Vocal/General" option:
  o Remove 4 credit hours of "Piano" and add 4 credit hours of "Minor Lesson Field: Piano (vocalist)/Voice (pianists).
- The proposed change allows Keyboard students to complete a minor lesson field in voice.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

LU – Bachelor of Science in Family and Consumer Sciences (021)

Degree program requirement change
- For the "Early Childhood Education" option:
  - Add FCS 3163, FCS 3042, FCS 2233, FCS 4223, FCS 1143, FCS 3123, ED 4001, SP 2713, and ED 3153.
  - Remove FCS 2113, FCS 2123, FCS 3223, LS 3153, ED 3043, MS 3913, AT 4013, EG 3153, and GE 2143.
  - The proposed changes align the curriculum with requirements of the National Association for the Education of Young Children (NAEYC) to meet accreditation standards for Early Childhood Education.
  - The proposed changes will also assist in recruiting and retaining students by decreasing the number of hours to complete the degree.
  - Total credit hours for the degree will change from 164 to 147.
- For the "Early Childhood Education" option:
  - Add FCS 3163, FCS 2173, FCS 2163, FCS 2123, SO 1113, FCS 2153, FCS 1143, FCS 1113, and FCS 4620.
  - Remove FCS 3323, FCS 3223, FCS 4223, MS 3913, AT 4013, SO 3253, FCS 4343, and FCS 4828.
  - The proposed changes will better prepare students by providing specialized courses in their area of study.
  - Total credit hours for the degree will change from 126 to 124.
- No new courses will be added.
- No courses will be deleted.
- No funds are requested from the State Regents.

RSU – Bachelor of Science in Nursing (118)

Degree program requirement change
- Remove NURS 4015, NURS 4225, and NURS 4205 from "Program Core" requirements and add NURS 4214, NURS 4224, and NURS 4234.
- Reduce the credit hour requirement for "Program Core" requirements from 59 to 56.
- Add 3 credit hours of required "Free Elective."
- The proposed changes will align field experience requirements with similar Registered Nurse completion programs and will also provide a seamless flow of curricular content.
- Three courses will be deleted.
- Three new courses will be added.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

RSU – Bachelor of Science in Business Information Technology (108)

Degree program option deletion and degree program requirement change
- Delete option "Telecommunications Foundations."
  - There are currently 2 students enrolled.
  - Students will be advised to change majors to one of the two remaining options.
  - This option has consistent low enrollment and the outcome of a recent self-study recommended deletion of the option.
  - No funds are available for reallocation.
- For all options:
  - Remove the 3 credit hours of electives from the "Business Support Courses."
  - Decrease credit hour requirement of "Business Support Courses" from 27 to 24.
  - Remove IT 4313.

- For the "Computer Network Administration" option:
  o Require IT 3153 and IT 4113 and allow students to select 9 credit hours from IT 3253, IT 3753, TECH 3023, IT 4353, and IT 4373.
  o Increase option credit hour requirement from 12 to 15.
- For the "Software Development and Multimedia" option:
  o Add CS 3633 as a required course and allow students to select 12 credit hours from CS 3213, CS 3333, CS 3423, CS 3523, CS 4523, IT 3113, and TECH 3023.
  o Increase option credit hour requirement from 12 to 15.
- The proposed changes will provide students with an increased level of expertise in their discipline.
- Five courses 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.

RSU – Bachelor of Science in Justice Administration (115)
　　Degree program requirement change
- Delete JA 4113, JA 4513, SOC 3043, SBS 3013, SBS 3013 and SBS 3023 from "Program Core" requirements.
- Add CJ 3023, CJ/POLS 3243, ORGL 3333, CJ 4613, and CJ/POLS 4993 to "Program Core" requirements.
- Delete CJ 3023, JA 3123, PHIL 3213, POLS 4043, and TECH 3013 from "Guided Electives."
- Add CJ 3003, CJ 3213, CJ 3523, SOC 3213, SBS 3013, SBS 3063, NAMS 3263, and CJ 3950 to "Guided Electives."
- The proposed changes will refine the interdisciplinary nature of the program, as well as provide students with more opportunities to develop excellence in oral and written communications, scientific reasoning, and critical and creative thinking.
- One new course will be added.
- Three courses will be deleted.
- Total credit hours for the degree will not change.
- No new funds are requested from the State Regents.

SEOSU – Master of Business Administration in Business Administration (075)
　　Degree program requirement change
- Add an alternate admission option for applicants taking a non-credit admission preparation program.
- The proposed change allows student applicants to show proof of readiness through the use of skill assessment program.
- No 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.

SEOSU – Bachelor of Arts in Art (003)
　　Bachelor of Arts in Art Education (004)
　　Degree program requirement changes
- Remove ART 3103 and add ART 4133 from "Core" requirements.

- The proposed change will provide students additional content knowledge in art history and better prepare students for the Area Concentration Achievement Test.
- One new course will be added.
- No courses will be deleted.
- Total credit hours for the degrees will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Arts in Communication (049)
  Degree program requirement change
- Remove COMM 4950 from "Core" requirements and add COMM 2253.
- For the "Media Studies" option:
  - Remove COMM 1153, COMM 2253, and COMM 2573 from "Required" courses.
  - Add "9 credit hours from the following:" and include COMM 1153, COMM 2573, COMM 4970 (Special Studies), and ART 2633.
  - Add COMM 2223 to "Advertising/Public Relations" courses and remove COMM 3583, COMM 4893, and COMM 4940.
  - Add "Social Influence" elective courses and require 3 credit hours from the following: COMM 3463, COMM 3543, COMM 4443, and COMM 4893.
  - Add "Communications Contexts" elective courses and require 3 credit hours from the following: COMM 3273, COMM 3313, COMM 3453, COMM 3883, COMM 4970, and COMM 4940.
  - Increase credit hours for the option from 37 to 39-42.
- For the "Organizational and Strategic Communication" option:
  - Remove COMM 3453 and COMM 3543 from "Required" courses and decrease credit hour requirement from 12 to 6.
  - Remove COMM 1153, COMM 3123, and COMM 3513 from "Organizational Communication" courses and add COMM 4970.
  - Change credit hour requirement for "Organizational Communication" elective courses from 9 to 7-9.
  - Add COMM 3453 and COMM 3543 to "Required Strategic Communication" courses.
  - Remove COMM 4463 from "Strategic Communication" elective courses and add COMM 4853.
  - Change credit hour requirement for "Strategic Communication" courses from 9 to 15.
  - Remove COMM 4690 (Capstone Experience) for 1 credit hour and add COMM 4940 (Communication Internship) for 1-3 credit hours.
- The proposed changes align curriculum requirements with recommendations from an external program review.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degrees 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 "Theatre Management Promotion" option:
  - Remove COMM 3773, COMM 3883, MKT 3233, MKT 3533, ACCT 2103, and MNGT 1133.
  - Add "12 credit hours from the following:" and include: COMM 3733, COMM 2113, COMM 2573, COMM 3573, COMM 2223, COMM 4853, COMM 4893, ART 2633, ART 2333, ART 2903, and ART 3033.

- The proposed changes align curriculum requirements with recommendations from an external program review.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degrees will not change.
- No new funds are requested from the State Regents.

SEOSU – Bachelor of Science in Health Physical Education (021)

Degree program requirement change
- Remove HPER 1113 and add HPER 2622 from "Required" courses.
- Require HPER 1113 in "General Education."
- Increase elective credit hours from 2 to 3.
- The proposed changes align the curriculum with accreditation requirements.
- 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.

SEOSU – Bachelor of Science in Recreation (041)

Degree program requirement change
- Require HPER 1113 in "General Education."
- Remove HPER 1113 and from "Required" courses and add HPER 2622.
- Remove "OR" and require both HPER 3753 and HPER 3763 in "Required" courses.
- For students pursuing a "Major-Minor," total credit hours will increase from 48 to 50.
- For students pursuing a "Major Only:"
  - Remove 2 credit hours of elective in Health, Physical Education, and Recreation.
  - Total credit hours will not change.
- The proposed change aligns the curriculum with accreditation requirements and enhances the knowledge base of teaching techniques.
- 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.

SEOSU – Bachelor of Science in Aviation Management (002

Degree program requirement change
- Add AVIA 1004 to "Core Requirements."
- The proposed change aligns the curriculum with accreditation requirements.
- Total credit hours for the major will increase from 51-52 to 55-56.
- No 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.

SWOSU – Bachelor of Science in Education in Elementary Education (017)

Degree program requirement change
- For the Early Childhood Education option, remove KINES 1153 from "Required Courses" and add KINES 3393.
- Remove EDPSY 3453 from "Professional Education Requirements" and add EDPSY 3653.

- The proposed course changes provide students with a course that better meets the needs of early childhood education candidates for certification and accreditation purposes.
- No 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.

SWOSU – Bachelor of Science in Education in Mild/Moderate Special Education (053)

Degree program requirement change
- Remove EDSPY 3453 from "Professional Education Requirements."
- The proposed course changes provide students with a curriculum that better meets the needs of special education candidates.
- No 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.

SWOSU – Bachelor of Science in Health Sciences (157)

Degree program option addition
- Add "Medical Science" option.
- The proposed option increases science based courses that will prepare students who plan to enter medical school, dental school, optometry school or physician's associate school.
- Policy indicates options will usually share at least a 50 percent common core. Although the program will not have a common core, based on student needs, an exception to this practice is warranted.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 120 to 120-127.
- No new funds are requested from the State Regents.

SWOSU – Bachelor of Science in Health Care Administration (005)

Degree program requirement change
- Remove HIM 3023 from "Major" courses and add HIM 3122.
- Decrease the credit hours for "Major" courses from 34 to 33.
- The proposed change provides instruction necessary to prepare graduates to meet federally mandated Medicare reimbursement changes and the new requirement to change to electronic health care records.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 121-128 to 121-127.
- No new funds are requested from the State Regents.

SWOSU – Bachelor of Science in Health Information Management (033)

Degree program requirement change
- Remove HIM 3023 from "Professional Courses" and add HIM 3122, HIM 3123, and HIM 4041.
- Increase credit hours for "Professional Courses" from 36 to 39.
- Remove MNGMT 3333 from "Ancillary Courses" and reduce credit hours from 27 to 24.

- The proposed change provides instruction necessary to prepare graduates to meet federally mandated Medicare reimbursement changes and the new requirement to change to electronic health care records.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 126-127 to 125-126.
- No new funds are requested from the State Regents.

CSC – Associate in Arts in Pre-Education (043)
　　Degree program name change and degree program requirement change
- Change program name to "Pre-Elementary Education."
- In "General Education," require students to complete a 4 credit hour General Physical Science with a lab, BIOL 1114, and MATH 1493 or MATH 1513.
- Increase "General Education" required credit hours from 37 to 38.
- Under "Program Requirements:"
  - Remove BIOL 1114, BIOL 1404, BIOL 1604, ENGL 2413, PSYC 1113, PSYC 2313, SOCI 2313, SOCI 2323, SOCI 2423, and SPAN 1113.
  - Add "Mathematics" requirement of MATH 2113.
  - Add 3 credit hours of "Life Skills" to be selected from FCSE 1213 or HLTH 1113.
  - Add 6 credit hours of "Global Perspective" to be selected from GEOG 2243 and 3 credit hours of a foreign language.
  - Add 11 credit hours of "Program Electives" to be selected from ART 1113, ART 1213, HIST 1223, HIST 1323, HUMN 1113, HUMN 2413, SPCH 1013, SPCH 1123, ENGL 2113, and ENGL 2883.
  - Decrease credit hour requirement from 24 to 23.
- The proposed name change better reflects the purpose of the degree.
- The proposed program changes will better assist students who will be transferring into baccalaureate degrees in Elementary Education.
- No 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.

CSC – Associate in Science in Business Administration (005)
　　Degree program option addition and degree program requirement change
- Add option "Management Information Science."
- The proposed change will provide an option for students previously interested in the Associate in Science in Computer Information Systems (089) (see program deletion agenda item).
- No 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.

CSC – Associate in Science in Agriculture (001)
　　Degree program option additions
- Add options "Agriculture Economics/Agribusiness," "Agriculture Education, Communication and Leadership," "Animal Science," "Horticulture," "Natural Resources," "Plant and Soil Science," and "Pre-Vet Medicine."

- The proposed options will provide students majoring in Agriculture an opportunity to complete course work in a specific discipline and will allow for an easier transfer to four-year institutions offering similar programs.
- Policy indicates options will usually share at least a 50 percent common core. Although the program will not have a common core, based on student needs, an exception to this practice is warranted.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the "Agricultural Economics/Agribusiness" option will increase from 63 to 64.
- Total credit hours for the "Pre-Vet Medicine" option will increase from 63 to 73.
- No new courses will be added.
- No courses will be deleted.
- No new funds are requested from the State Regents.

NEOAMC – Certificate in Medical Assistant (102)
Degree program requirement change
- Add OIS 1143 to the "Technical/Occupational Specialty" requirements and remove OIS 2333.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No 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.

NEOAMC – Certificate in Medical Assistant (084)
Degree program requirement change
- Remove HHP 2653 from "General Education" requirements and reduce credit hour requirement to 6.
- Add OIS 1143 to the "Technical/Occupational Specialty" requirements and remove OIS 2333.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will decrease from 54 to 51.
- No new funds are requested from the State Regents.

NEOAMC – Certificate in Administrative Assistant (088)
Degree program requirement change
- Add OIS 1133 to the "Technical/Occupational Specialty" requirements and remove OIS 2313.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No 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.

NEOAMC – Certificate in Administrative Assistant (067)
Degree program requirement change
- Remove POLS 1113 from "General Education" requirements and decrease credit hours from 9 to 6.
- Add BADM 2153 to "Technical/Occupational Specialty" requirements and remove OIS 2313.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will decrease from 49 to 46.
- No new funds are requested from the State Regents.

NEOAMC – Certificate in Management and Marketing (100)
Degree program requirement change
- Remove HIST 1483/1493 and POLS 1113 from "General Education" requirements and add 3 credit hours of "General Education Elective."
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No 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.

NEOAMC – Certificate in Management and Marketing (082)
Degree program requirement change
- Remove POLS 1113 from "General Education" requirements and decrease credit hour requirement from 9 to 6.
- Remove ECON 2013 and ECON 2023 from "Technical/Occupational Specialty" requirements and add BADM 2123 and BADM 2133.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will decrease from 49 to 46.
- No new funds are requested from the State Regents.

NEOAMC – Certificate in Accounting (066)
Degree program requirement change
- Remove ECON 2013 from "Technical/Occupational Specialty" requirements and add BADM 2133.
- The proposed changes reflect suggestions from a faculty and advisory council review of the curriculum.
- No 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.

RSC – Associate in Arts in Social Sciences (112)
> Degree program option additions
> - Add options "Women Studies" and "Enterprise Development-General Studies."
> - The proposed options will prepare students to transfer to similar degree programs at four-year institutions.
> - Policy indicates options will usually share at least a 50 percent common core. Although the program will not have a common core, based on student needs, an exception to this practice is warranted.
> - No 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.

OSU-OKC – Associate in Applied Science in Information Technology (094)
> Degree program option addition
> - Add option "Computer Forensics."
> - The proposed option will provide students knowledge in assessing various computer technologies for criminal and civil investigations and prepare qualified professionals for careers in computer forensics.
> - Three 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.

AGENDA ITEM #18-b (1):

> **Grants.**

SUBJECT: Acceptance of grant from Washington Campus Compact for the Students in Service Program.

RECOMMENDATION:

> **It is recommended that the Oklahoma State Regents for Higher Education accept the Students in Service grant on behalf of Oklahoma Campus Compact in the amount of $15,900 from Washington Campus Compact, as described below.**

BACKGROUND:

In October 2000, the Oklahoma State Regents for Higher Education became affiliated with Campus Compact (located in Boston, Massachusetts) by establishing a state office in the Academic Affairs Division. The mission of this organization is to support the civic purpose of higher education that includes developing students as citizens. There are 35 state offices across the country with over 1,100 member institutions.

Oklahoma Campus Compact (OkCC) has 36 campus members that pay annual dues including all State System institutions and six private/independent institutions. Presidents assign campus representatives to work with Oklahoma Campus Compact. OkCC assists member institutions in their efforts to develop citizenship skills by promoting and advancing the fields of service-learning, volunteerism, community service and political engagement. Services to members include the following: workshops, on-site technical training and assistance, sub grants, learning resources, faculty development initiatives, and student-led activities.

The Students in Service (SIS) is an AmeriCorps program funded by the Corporation for National and Community Service which offers scholarships (education assistance awards) to students in exchange for part-time volunteer service. Students sign up to volunteer 300 hours in a 12-month period and when they complete their service they receive a $1,175 scholarship. WaCC provides leadership and administrative support to OkCC and a comprehensive web site that allows students to enter and track their service hours once they are enrolled.

OkCC was awarded a first-year sub grant in 2010 and participated successfully in the multi-state SIS consortium which is administered by Washington Campus Compact. An institutional administrator responsible for enrolling students in the program is appointed at each institution. A total of 155 students were enrolled, including reallocated slots from other states, resulting in a total of $175,460 education awards with $18,073 in administrative funding. The students' service totaled 46,500 volunteer hours, valued at $967,200. OkCC has been awarded a second-year sub grant for 150 student slots. This grant provides the support to build direct community service on OkCC member campuses and increase student participation in these efforts.

Practicums and community-based internships can often be counted as service (examples: nursing, EMT, social work and counseling, human services, public safety, teacher education in Title I schools and in certain subject areas). Community service work-study students working in community agencies or campus-based service-learning centers may count their work hours as service toward an award. The critical community needs most often identified by the campuses are: disadvantaged youth across the academic continuum, education for retention and college preparedness, and health awareness and access to services.

The SIS program emphasizes the importance of direct community service and provides a benefit for students who enroll and complete the program. The following institutions received were awarded a certain number of student member slots as follows: East Central University, Oklahoma Panhandle State University, Seminole State College, Southeastern Oklahoma State University, the University of Central Oklahoma, the University of Oklahoma and Western Oklahoma State College. The University of Oklahoma subsequently allocated a portion of its allotment to the University of Oklahoma-Tulsa, bringing the total number of pilot sites to eight. Oklahoma State University began participating when national refill slots became available, bringing the initial year participation in the program to nine institutions.

POLICY ISSUES:

No policy issues are related to this item.

ANALYSIS:

Plans for the second year include reallocation of student slots to expand the program to Northeastern State University. Once the 150 slots are filled and service completed, the local communities benefit from 45,000 hours of service, valued at $936,000. Education Awards earned by students once service is completed is $176,260. Awards are paid directly from the National Service Trust to a Title IV education institution or lender of the student's choice.

OkCC will receive funding for administrative oversight at the rate of $106 per filled slot ($15,900 maximum). This amount is less than was received in the first year of the grant (2010) due to anticipated expenses for new federally required criminal background checks. Some of this funding will be distributed to participating sites to assist with administrative costs and maintenance of records.

It is recommended that the State Regents accept this grant award.

AGENDA ITEM #18-b (2):

> **Grants.**

SUBJECT: Acceptance of grant funds from the United States Department of Education.

RECOMMENDATION:

> **It is recommended that the State Regents accept grant funds for Improving Teacher Quality State Grants in the amount of $736,195.**

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A, Subpart 3, authorizes the Improving Teacher Quality State Grants, of which 2.50 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences, and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the United States Department of Education as:

> (A) A LEA that serves not fewer than 10,000 children from families with incomes below the poverty line **OR** for which not less than **20 percent** of the children served by the agency are from families with incomes below the poverty line,

> **AND**

> (B) A LEA for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, **OR** for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional LEA's, public or private, whether they are high-need or not; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations; entities carrying out a pre-kindergarten program; teacher organizations; principal organizations; or businesses.

The partnerships use the funds to conduct professional development activities in core subject areas specifically in mathematics; science; and reading and language arts. The goal is to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have pedagogical content knowledge in the academic subjects they teach, including computer-related technology, to enhance instruction. SAHEs should demonstrate leadership in identifying for grantees and prospective applicants scientifically based professional development that improves teaching and learning effectiveness and impacts student academic outcomes.

ISSUES:

The Title II-A Improving Teacher Quality State Grant Program was created by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110. It is designed to provide effective professional development for Oklahoma teachers and is consistent with the Oklahoma State Regents for Higher Educations' Teacher Education policy.

ANALYSIS:

During Summer 2011 and throughout the current school year, 312 teachers will participate in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve over 12,000 students during the current school year. The following map indicates the PK-12 districts served by the sub-grant awardees.
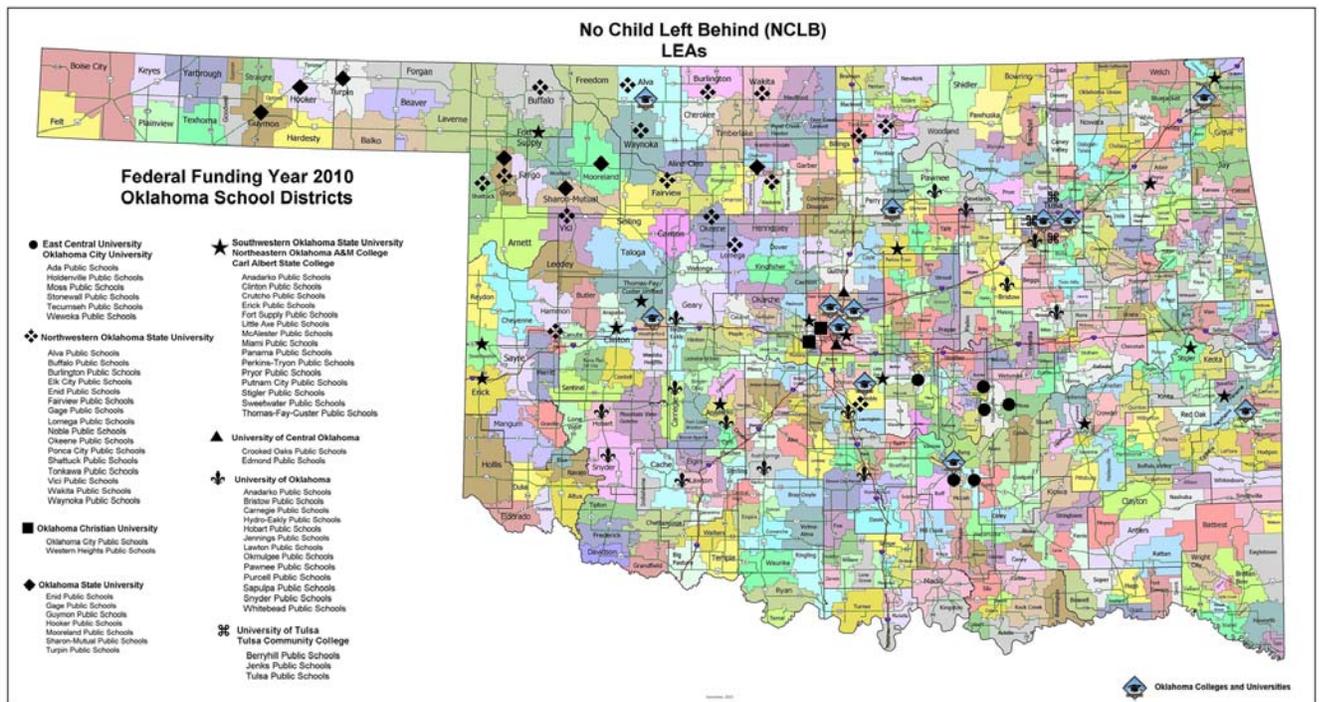
The goal of the program is to ensure that all students have highly effective teachers; teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma's Title II SAHE grants program will meet these priorities by funding professional development activities that will:

- **Provide** high quality and sustainable professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals, and principals who have subject matter knowledge in core academic subject areas to enhance student learning;

- **Enhance** teacher pedagogical content knowledge in Mathematics, Science and Language Arts;

- **Offer** challenging curriculum that aligns with Oklahoma's Common Core State Standards Initiative (Mathematics and Language Arts) and Oklahoma's Priority Academic Student Skills (PASS) to ensure students' success for the state and national assessment;

- **Present** teachers with challenging curriculum that aligns with the ACT standards for transition and PARCC assessment to increase students' success in higher education and to decrease the remediation rate;

- **Include** participation of appropriate higher-education faculty to promote the inclusion of proven methods and knowledge within teacher-education programs; and

- **Incorporate** scientifically research-based curriculum and practices.

A technical meeting will be held in September 2011 for those who are interested in writing an Improving Teacher Quality sub-grant for the upcoming year. This is a competitive grant application utilizing a peer-review award process as required by the Elementary and Secondary Education Act (ESEA) regulations. As part of the 2012 grants, applicants will be encouraged to focus on Common Core Standards, relevancy, and continuing professional education growth to those schools which are on high-need school poverty lists as determined by the United States Census Bureau and those schools not meeting highly qualified status as reported by Oklahoma State Department of Education. Proposals should demonstrate noteworthy progress toward the goal of ensuring that all teachers are highly effective, highly qualified, and have the knowledge and skills necessary to help all students improve academically.

AGENDA ITEM #18-b (3):

>   **Grants.**

SUBJECT: Allocation of the Oklahoma Teacher Connection (OTC) budget to fund Pre-Collegiate and Collegiate grant programs.

RECOMMENDATION:

>   **It is recommended that the State Regents approve the proposed OTC Pre-Collegiate and Collegiate Program expenditures in the amount of $175,497.**

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC), formerly called the Minority Teacher Recruitment Center (MTRC), is charged with developing and implementing programs to recruit and to retain teachers in Oklahoma public schools.

Pre-Collegiate Programs: The OTC supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools – Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP) and Future Educators Association (FEA). These programs include curriculum, professional development and grants to provide additional resources for teachers to furnish supplemental materials and enhance learning opportunities for students which promote academic achievement and meet the goals of the OTC.

The ACE curriculum was developed in 2003-2004 and has been successfully implemented in many high schools throughout the state. ACE incorporates the study of teacher competencies with teaching-like experience and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. Teacher surveys indicated that 50 percent of the 127 ACE students who reported their ethnicity were minority – up 15 percent from last year. There were a total of 144 students enrolled in the course. At the close of the 2010-2011 academic year, 92 percent (115) of the ACE high school graduating seniors planned to attend college – an increase of seven percent from the previous academic year. Thirty-four percent of all ACE students plan to become teachers; whereas, 16 percent acknowledge a teaching career as a possibility.

The LEAP curriculum, piloted during the 2004-2005 academic year, was designed to help eighth and ninth grade students who have strong academic potential, be successful in high school and college. During 2010-2011, LEAP was taught in 15 schools (83 classes), with a total enrollment of 1,229. Six of these schools utilized the curriculum in their leadership academies. Since 2006, at least 7,269 students have gone through LEAP. The feedback provided by teachers indicates that this curriculum has encouraged the academic and social growth of their students. LEAP students have acquired improved interpersonal communication skills, critical thinking skills as well as team collaboration skills in the classroom. Additionally, teachers generally agree that the curriculum has increased quality work assignments and positive behaviors among students in the school. Summative assessments show that

LEAP helps students understand the importance of school success and college preparation, increasing their potential for high academic achievement. Fourteen percent said they would consider teaching as a career option.

FEA, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field. FEA sponsor feedback indicated that close to half (46 percent) of the 50 FEA students indicated that they were interested in teaching. Of the 14 graduating seniors, six plan to become teachers.

Collegiate Programs: Since 1996, collaborative efforts by the OTC and teacher education programs in the state have led to partnerships that help address teacher recruitment and retention from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2011 academic year, approximately 2,289 pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in campus based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education.

Teacher Conferences: **Each year, the OTC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2010-2011, 1,830 participants engaged in OTC sponsored conferences.**

POLICY ISSUES:

The OTC has a legislative directive (HB 2557) to develop recruiting programs for potential teachers, including pre-collegiate curricular courses and future teacher clubs that emphasize school success and the opportunity to investigate teaching as a career choice as well as collegiate activities which deal with issues such as retention and placement.

ANALYSIS:

Resident Year Teacher Statistics in Oklahoma, data extracted from the annual First Year Teacher Survey report from the Oklahoma Commission for Teacher Preparation (OCTP), indicate that in 2010-2011, out of 419 first year teacher resident respondents, 14 percent (*self-reported*) were minority. A total of 470 first year teacher residents completed the survey. Fifty-nine percent of all the students surveyed went through traditional teacher certification; whereas, 41 percent took the alternative certification route.

The chart below provides a brief description of all OTC grant funding requests for 2011-2012, totaling $175,497. These programs support OTC goals and objectives stated in the aforementioned legislative directive.

The following projects are recommended for funding up to the following amounts.

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Pre-Collegiate Grants	**ACE and LEAP**	ACE incorporates the study of teacher competencies with teaching-like experiences. LEAP is designed to help students who have strong academic potential, be successful in high school and college.	**$79,000**
	FEA	Allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field.	**$3,000**
Collegiate Grants	**Cameron University** – *Recruiting Future Teachers: Fostering Leadership, Education and Achievement among Middle School Students*	Encourages students to consider teacher education as a possible career choice. This project is designed to increase awareness in the field of education, provide a glimpse into expectations of being an education major and expose students to the college entry process.	**$5,000**
	Cameron University – *Retaining Excellent Alternatively Licensed (REAL) Teachers: A Joint Project of Cameron University and Public Schools from Southwest Oklahoma.*	Collaboration between Cameron University and public schools from southwest Oklahoma designed to assist in retaining secondary alternatively licensed teachers with fewer than five years of teaching experience by providing professional development that meets their specific needs as alternatively licensed teachers.	**$10,000**
	Northeastern State University – *Teaching and Urban Reform Network (TURN): TURNing Pre-Service Teachers Into Effective Urban Educators*	A partnership with the Tulsa Public School district to increase the number of underrepresented populations in the teaching force and to recruit students interested in working with diverse students into the field of education by providing on-going, in-depth activities to enhance student interest and dedication leading to obtaining teacher certification and entering the teaching profession.	**$9,840**
	Northeastern State University – *Celebration of Teaching*	Encourages students (especially those from underrepresented populations) to consider teaching as a career. This conference is designed to promote collaboration among public school teachers, university professors, teacher education candidates, and visiting students in the interest of education.	**$7,000**
	Oklahoma City University – *Connecting Across Cultures*	A collaboration between Oklahoma City University (OCU) Teacher Education Program, the OCU Student Oklahoma Education Association, Kappa Delta Pi, Phi Kappa Phi and the OCU Office of Multicultural Affairs to inform teacher candidates about specific strategies to increase the effectiveness of their work with diverse students; recruit undergraduate students from underserved populations into the field of education and to empower teacher candidates to serve	**$6,755**

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
Collegiate Grants **(continued)**		as leaders in urban education.	
	Oklahoma State University – *Celebration of Teaching*	A conference in which outstanding Oklahoma educators are honored, the teaching profession is highlighted and academically talented students are encouraged to consider a career in education. Pre-collegiate and collegiate students have the opportunity to interact with seasoned educators in an effort to explore strategies that will help them become successful teachers. Additionally, professional educators are able to collaborate and share best practices in the field.	**$5,000**
	Oklahoma State University - *2011 International Fair: A Multicultural Exploration for Kids*	Pre-service teachers will gain confidence in their ability to work more effectively with the diverse populations of students and parents they will encounter in their careers. In-service teachers in the Stillwater Public Schools will use the resources to provide diverse cultural experiences for their students. Pre-service and in-service teachers will begin to develop strategies of culturally responsive teaching, thus enhancing the image of the teaching profession in the 21st century.	**$5,000**
	Oral Roberts University – *Educational "IMPACTS" '12: An Educational Program of Instructional Assistance for Future Teaching Prospects*	Designed to inform, attract and engage a select audience of students from the Tulsa Public School district in the various aspects of obtaining a degree in teacher education. Students will receive mentoring from teacher candidates as well as develop relationships with college faculty to explore the requirements for entering college and becoming a successful education major.	**$5,000**
	Rose State College – *Understanding of Students with Learning Disabilities Builds Success*	Professional development workshop for teachers designed to examine strategies, techniques and tools to effectively work with students who have learning disabilities. This opportunity will provide teachers with the skills and knowledge necessary to enhance the academic success of their students by reflecting upon and improving their current instructional practice.	**$5,000**
	University of Central Oklahoma – *Especially for Educators*	Professional development and networking opportunities for pre-service and in-service teachers, administrators and faculty members while highlighting the teaching profession by presenting successful nationally-renowned educators, as examples and role-models for future and present teachers.	**$7,000**

CATEGORY	PROGRAM TITLE	DESCRIPTION	RECOMMENDED FUNDING
	University of Central Oklahoma – *Minority Educational Encouragement Project IX*	Allows students to gain a positive understanding of the value of a college degree and how to prepare for the college experience as well as gain awareness in education careers.	**$6,902**
	University of Central Oklahoma – *Multicultural Institute Minority Youth Leadership Session*	Brings teachers, administrators and students together to explore critical issues and concerns related to the challenges and rewards of living and teaching in a culturally diverse society.	**$4,000**
	University of Central Oklahoma – *Scholarships for Teacher Recruitment to High-Need Urban Schools*	Provides financial assistance and concentrated training for third year teacher education students to prepare them to be highly qualified in urban schools through clinical practice with mentored support and professional development to foster knowledge and skills needed to approach the challenges of urban teaching.	**$10,000**
	University of Tulsa – *Equity and Excellence in Urban Education Symposium*	A symposium designed to recruit, prepare, retain and provide continued support for diverse educators in urban school districts. The goal is to facilitate a collective understanding around issues of equity, excellence and academic achievement among educators and community leaders to benefit students within the Tulsa area community.	**$7,000**
		TOTAL	**$175,497**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #18-c:

> **Capital.**

SUBJECT: Ratification of Capital Allotments for FY2012.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the capital allotments made during the period of June 2, 2011, through August 17, 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 June 2, 2011, through August 17, 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 $27,591,135 representing $14,628,131 in State funding and $12,963,004 in Section 13/New College Funds.

				Section 13/New College Amounts	State Fund	Totals by Institution
Institution	Source of Funds	Project Name	Date Allotted			
		ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS				
		(For the Period of June 2, 2011 through August 10, 2011)				
		Section 13, New College, and State Funding Sources				
University of Oklahoma	600-Section 13	HSC Network/Telecommunications Infrastructure	7/7/2011	$750,000		
	600-Section 13	HSC Asset Preservation Improvements	7/7/2011	$1,160,891		
	650-New College	Tulsa Academic & Administrative Const/Ren/Equip	7/7/2011	$529,376		
	650-New College	Tulsa Campus Operations Enhancements	7/7/2011	$100,000		
	600-Section 13	Debt Service Retirement	7/7/2011	$1,380,088		
	600-Section 13	Debt Service Retirement	7/7/2011	$678,562		
	650-New College	Emergency Repairs, Renovations, Equip, Technology NC	7/7/2011	$2,077,364		
		Total		$6,676,281	$0	$6,676,281
Oklahoma State University	295-State	General Campus Maintenance, Repair & Remodel	6/9/2011		$415,252	
	650-New College	General Campus Maintenance, Repair & Remodel	6/9/2011	$50,000		
	600-Section 13	Campus Streets, Maintenance & Repair	6/9/2011	$140,000		
	600-Section 13	Land Acquisition	6/9/2011	$345,000		
	600-Section 13	Student Union Comprehensive Upgrade	6/9/2011	$40,000		
	600-Section 13	ADA Compliance	6/9/2011	$6,000		
	600-Section 13	General Campus Maintenance, Repair & Remodel	6/9/2011	$44,000		
	650-New College	Agriculture Experiment Station	6/9/2011	$30,000		
	650-New College	Special Projects Area - INF	6/9/2011	$149,000		
	293-State	Sensor Testing	7/19/2011		$500,000	
	600-Section 13	Repair & Maintenance	7/6/2011	$500,000		
	600-Section 13	Deferred Maintenance	7/6/2011	$200,000		
	650-New College	Asbestos Abatement	7/6/2011	$350,000		
	650-New College	Fire & Life Safety Code	7/6/2011	$300,000		
	650-New College	Americans with Disablities Act	7/6/2011	$200,000		
	293-State	Sensor Testing	7/6/2011		$600,000	
		Total		$2,354,000	$1,515,252	$3,869,252
OSU Institute of Tech, Okmulgee	295-State	General Campus Maintenance Repair & Remodel	6/9/2011		$850,000	
		Total		$0	$850,000	$850,000
OSU Veterinary Medicine	295-State	OADDL	7/19/2011		$400,000	
		Total		$0	$400,000	$400,000
OSU Tulsa	295-State	General Campus Maintenance	7/19/2011		$1,000,000	
		Total		$0	$1,000,000	$1,000,000
OSU Center for Health Sciences	295-State	General Campus Maintenance & Remodel	7/27/2011		$1,455,000	
		Total		$0	$1,455,000	$1,455,000
East Central University	600-Section 13	General Campus Repairs, Renovation, ADA Compliance	6/9/2011	$150,000		
	650-New College	General Campus Repairs, Renovation, ADA Compliance	6/9/2011	$25,000		
		Total		$175,000	$0	$175,000
Rogers State University	295-State	ODFA 2011A Master Lease Athletic Facilities	7/25/2011		$4,000,000	
	295-State	Advanced Technology	7/25/2011		$335,000	
	295-State	Furniture, Fixtures and Equipment	7/25/2011		$50,000	
	295-State	Furniture, Fixtures and Equipment (Athletics)	7/25/2011		$150,000	
		Total		$0	$4,535,000	$4,535,000
Northeastern State University	600-Section 13	Roof Replacements	7/20/2011	$150,000		
		Total		$150,000	$0	$150,000

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Institution	Code	Description	Date	Amount 1	Amount 2	Amount 3
Northwestern OK State University	600-Section 13	Major Repairs & Renovations	6/22/2011	$660,000		
	650-New College	Purchase of Land	6/13/2011	$131,000		
	600-Section 13	Administrative Furniture & Equipment	8/4/2011	$31,500		
	600-Section 13	Equipment Physical Plant/Motorpool	8/4/2011	$21,900		
	600-Section 13	Major Repairs & Renovations	8/4/2011	$10,000		
	650-New College	Equipment Physical Plant/Motorpool	7/14/2011	$57,500		
	600-Section 13	Administrative Furniture & Equipment	7/14/2011	$25,200		
	600-Section 13	Instructional Furniture & Equipment	7/14/2011	$28,900		
	600-Section 13	Major Repairs & Renovations	7/14/2011	$201,850		
		Total		$1,167,850	$0	$1,167,850
Southeastern OK State University	600-Section 13	Sidewalks, ADA Ramps Rusell/4th & Paul Laird	7/21/2011	$700,000		
	600-Section 13	Infrastructure, Energy Performance Phase II	7/21/2011	$335,000		
	600-Section 13	Morrison Montgomery Auditorium Lighting/Rigging	7/21/2011	$420,000		
		Total		$1,455,000	$0	$1,455,000
Cameron University	600-Section 13	Purchase of Academic and Other Equipment	8/3/2011	$545,000		
	600-Section 13	Purchase of Academic and Other Equipment	7/25/2011	$100,000		
	600-Section 13	University Drive Closure	7/12/2011	$350,000		
		Total		$995,000	$0	$995,000
OK Panhandle State University	600-Section 13	Facilities Renovation - Debt Service	7/15/2011	$250,000		
	600-Section 13	Instructional Materials & Equipment	7/15/2011	$50,000		
	650-New College	Instructional Materials & Equipment	7/15/2011	$150,000		
	600-Section 13	Chiller Master Lease Debt Service	7/15/2011	$150,000		
	600-Section 13	Steamline Replacement Debt Service	7/15/2011	$250,000		
		Total		$850,000	$0	$850,000
Langston University	650-New College	Renovations	6/14/2011	$275,000		
	650-New College	Equipment	6/14/2011	$75,000		
		Total		$350,000	$0	$350,000
Carl Albert State College	295-State	Educational Improvements	6/22/2011		$25,000	
	295-State	Replacement HVAC	6/22/2011		$40,000	
	295-State	Roof Repair	6/22/2011		$100,000	
	295-State	Non-Structural Improvements	6/22/2011		$100,000	
	295-State	Structural Improvements	6/22/2011		$100,000	
	295-State	Motor Pool	6/22/2011		$36,500	
	295-State	College Improvements	6/22/2011		$500,239	
		Total		$0	$901,739	$901,739
Murray State College	295-State	Deferred Maintenance/Renovations	6/22/2011		$300,000	
	295-State	Technology	6/22/2011		$418,801	
		Total		$0	$718,801	$718,801
Northeastern OK A&M College	295-State	Real Property Debt Service 2007A	8/2/2011		$105,651	
	295-State	Master Lease Debt Service 2008A	8/2/2011		$44,100	
	295-State	Master Lease Debt Service 2009A	8/2/2011		$21,867	
	295-State	Master Lease Debt Service 2011A	8/2/2011		$26,897	
	295-State	Academic Equipment FY2012	8/2/2011		$15,000	
	295-State	Institutional Equipment FY2012	8/2/2001		$175,000	
		Total		$0	$388,515	$388,515
Northern Oklahoma College	650-New College	ADA Enid Campus	7/6/2011	$10,000		
	650-New College	Plant Equipment	7/6/2011	$20,000		
	650-New College	Computer Software Licenses	7/6/2011	$10,000		
	650-New College	Instructional Equipment	7/6/2011	$60,000		
	650-New College	Renovations	7/6/2011	$100,000		
	600-Section 13	ADA Compliance	7/28/2011	$60,000		
	650-New College	ADA Compliance - Enid	7/28/2011	$15,000		
	650-New College	Repair of Educational Facility	7/28/2011	$45,000		
	650-New College	Library Acquisitions	7/28/2011	$20,000		
	650-New College	Computer Software Licenses	7/28/2011	$30,000		
	650-New College	Instructional Equipment	7/28/2011	$70,000		
	650-New College	Computers & Networking	7/28/2011	$10,000		
	600-Section 13	Office Equipment and Furniture	7/28/2011	$5,000		
		Total		$455,000	$0	$455,000
Oklahoma City Community College	295-State	Parking Lots/Roads, Expansion	7/12/2011		$176,330	
		Total		$0	$176,330	$176,330
Rose State College	295-State	Modifications and Improvements to Comm. Center	8/3/2011		$257,000	
	295-State	Backup Natural Gas Generator	8/3/2011		$150,000	
		Total		$0	$407,000	$407,000
Western OK State College		Roofing HVAC	7/19/2011		$45,000	
	295-State	Land Improvements	7/19/2011		$110,000	
	295-State	Information Technology Equipment	7/19/2011		$315,000	
	295-State	Classroom/Program	7/19/2011		$65,000	
	295-State	Master Lease	7/19/2011		$40,777	
	295-State	Vehicles	7/19/2011		$39,590	
		Total		$0	$615,367	$615,367
		System Totals		$14,628,131	$12,963,004	$27,591,135

AGENDA ITEM #18-d:

     Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

    It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between May 28, 2011 and August 11, 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 provides for the Budget Committee's review of purchases in excess of $25,000.

ANALYSIS:

For the time period between May 28, 2011 and August 11, 2011, there were thirty-two (32) purchases in excess of $25,000 but not in excess of $100,000.

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

CORE

1) Immix Technology in the amount of $82,866.50 for software licenses and consulting services to continue the development of the Oklahoma Education Information System/Unitized Data System database (funded from 210-Core).

2) Office of State Finance in the amount of $27,552.00 for Core transaction processing fee for the PeopleSoft system (funded from 210-Core).

3) Xerox Corporation in the amount of $30,076.95 for the FY12 lease and maintenance for the Xerox's copiers located throughout the departments at RPIII (funded from 210-Core).

4) Oracle Corporation in the amount of $73,818.87 for FY12 maintenance for the Oracle Internet Application and Database Enterprise Edition software this is the front end for Banner which enables login to the website (funded from 210-Core).

5) United States Postmaster in the amount of $50,000.00 to cover FY12 postage needs (funded from 210-Core).

6) State Office of Attorney General in the amount of $51,065.64 for the legal services of Regina Switzer for FY12. This enables the agency to provide legal services support to Quartz Mountain

Arts and Conference Center and Nature Park and to smaller state institutions which do not have ready access to legal services (funded from 210-Core).

7) Xerox in the amount of $57,100.00 for FY12 lease and maintenance on the production printer in Central Services (funded from 210-Core).

8) Dell Marketing in the amount of $28,115.88 for new servers that will replace out of warranty servers that have increasing issues with hardware, resource availability and storage limitations. These servers will be located at RPIII (funded from 210-Core).

9) Xerox in the amount of $76,777.56 for FY12 lease and maintenance on the color copier and booklet maker in Central Services (funded from 210-Core).

10) Reherman Enterprises in the amount of $25,000.00 for Carl Reherman to administer the George and Donna Nigh Scholarship for FY12 (funded from 710-26320).

11) Cole & Reed in the amount of $48,300.00 for audit services for General Purpose Audit and Financial and Compliance Audit (funded from 210-Core and 701-OCAP).

12) Presbyterian Health Foundation in the amount of $60,900.00 for FY12 employee and visitor parking at 655 Research Pkwy, Oklahoma City OK (funded from 210-Core, 701-OCAP and 718-OneNet).

College Access Challenge Grant Program (Federal)

13) Post Oak Lodge in the amount of $71,764.00 for the Summer Institute for new counselors across the state and experienced counselors from the 19 counties and 3 urban school districts with poverty rates of greater than the Oklahoma average of 16 percent (funded from 430-CACGP).

14) Bank of America in the amount of $55,000.00 for FY12 p-card purchases (funded from 210-Core and 430-CACGP).

Oklahoma College Assistance Program

15) LiveVox Inc. in the amount of $40,320.00 for Hosted Predictive Auto Dialer services for FY12 to be used with the collection and recovery efforts from the defaulted borrowers and the internal default prevention program at OCAP (funded from 701-OCAP)

16) Dell Marketing in the amount $27,991.08 for new servers that will replace out of warranty servers that have increasing issues with hardware, resource availability and storage limitations. These servers will be located at OCAP (funded from 701-OCAP).

17) AT&T in the amount of $56,052.00 for basic, long distance and conference call phone services for FY 12 (funded from 701-OCAP).

18) Blackboard Connect in the amount of $45,000.00 to be used to communicate with current Oklahoma Promise students and those who are in the application process. With more than 45,000 students in the Oklahoma Promise system this is an efficient way to send them program reminders and other important information (funded from 701-OCAP).

19) Business Imaging Systems in the amount of $27,701.40 for FY12 maintenance including support and upgrades of the Document Management System. This system in the current web based system utilized by OCAP and the State Regents (funded from 701-OCAP).

OneNet

20) Patrick Emery in the amount of $60,000.00 for FY12 circuit provisioning services to establish new customer circuits and to service ongoing bandwidth needs for OneNet customers (funded from 718-OneNet).

21) SKC Communications in the amount of $52,250.62 for FY12 maintenance renewal of the High Definition Video Conference Server which support's OneNet's customers with video conferencing classes and meetings (funded from 718-OneNet).

22) Dell Marketing in the amount of $25,635.96 for replacement and warranty of Uninterruptible Power Systems that have reached their end of life; they are no longer supported by the manufacturer. These uninterruptible power systems are located at OneNet hub sites in Sallisaw, Tahlequah and Wilburton and will provide emergency power in the event of loss of electricity (funded from 718-OneNet).

23) True Digital Security in the amount of $63,500.00 for FY12 to monitor network traffic 24/7/365 for security against suspicious and/or malicious activity on the Regents network (funded from 718-OneNet).

24) K-Powernet, LLC in the amount of $36,000.00 for fast Ethernet circuits to provide services to OneNet customers for FY12 (funded from 718-OneNet).

25) AT&T in the amount of $36,000.00 for voice-grade telephone service lines for OneNet hub sites to access routers and circuits for VoIP services for FY12 (funded from 718-OneNet).

26) Suddenlink Media in the amount of $34,800.00 for Ethernet circuits to provide services to OneNet customers for FY12 (funded from 718-OneNet).

27) Comdata in the amount of $33,000.00 for fuel and vehicle maintenance and repairs for the ETN fleet for FY12 (funded from 718-OneNet)

28) University of Arkansas/ARE-ON in the amount of $30,600.00 for 2500 megabits of dedicated internet access with Cogent Technologies. This acquisition with ARE-ON will increase the available bandwidth for internet access (funded from 718-OneNet).

29) Oklahoma Gas & Electric in the amount of $29,500.00 for electricity for the ETN building and the following towers; Bethel, Lucien and Enid for FY12 (funded from 718-OneNet).

30) Cross Telephone in the amount of $25,950.00 for dial up modem and T1 circuits to provide services to OneNet customers for FY12 (718-OneNet).

31) Allegiance Communications in the amount of $28,500.00 for Ethernet circuit for the Shawnee Public Library and fast Ethernet circuit for McAlester Public School for FY12 (funded from 718-OneNet).

32) Beggs Telephone in the amount of $26,500.01 for a 45 megabit circuit and user fees (funded from 718-OneNet).

AGENDA ITEM #18-e:

Resolution.

This item will be available at the meeting.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #19-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, 2011 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 (2011-2011).

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.

AGENDA ITEM #19-b (1):

        Annual Reports.

SUBJECT: Annual Status Report on Program Requests.

RECOMMENDATION:

        This is item is for information only.

BACKGROUND:

Oklahoma State System institutions submitted 152 program requests from July 1, 2010 to June 30, 2011. Nine requests were carried over from 2009-2010. The following schedules summarize requests and State Regents' actions in 2010-2011. The detailed report is available as a supplement.

POLICY ISSUES:

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

ANALYSIS:

The following pages contain the 2010-2011 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Degree Program Deletions
3. Approved Degree Program Name Changes
4. Approved Degree Designation Changes
5. Cooperative Agreements
6. Requested Suspensions
7. Reinstated Programs
8. Inventory Reconciliations

2010-2011 Submissions and Actions. In the 2010-2011 year, institutions made the following requests and the State Regents took the following actions

Requested Item Category	2010-2011 Submissions	2010-2011 Actions	Percentage of Requests Approved
1. New Programs	77	62	80%
2. Program Deletions	27	27	100%
3. Degree Program Name Changes	23	23	100%
4. Degree Program Designation Changes	1	1	100%

5. Cooperative Agreements	6	6	100%
6. Program Suspensions	8	8	100%
7. Program Reinstatements	2	2	100%
8. Inventory Reconciliations	8	8	100%
Total	**152**	**137**	**90%**

Supplement available upon request.

AGENDA ITEM #19-b (2):

> **Annual Reports.**

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

At the May 1994 meeting, the Oklahoma State Regents for Higher Education delegated authority to the Chancellor to approve minor exceptions and clarifications to State Regents' policy that will not result in a broad scale circumvention of policy. All exceptions are requested by the President and supported by extenuating circumstances and are to be reported to the State Regents on a quarterly basis. This is the 50th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Six exceptions to State Regents' academic policies were granted by the Chancellor since the March 10, 2011 report.

ANALYSIS:

Northeastern Oklahoma A&M College (NEO A&M)
May 17, 2011

An exception to the State Regents' *Institutional Admission and Retention* policy, which states a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically at another institution by raising his or her GPA to the retention standards, was granted to a NEO A&M student. The exception was based on the documentation provided explaining the student's background and a recommendation of readmission by a NEO A&M.

Oklahoma State University (OSU)
May 23, 2011

An exception to the State Regents' *In-State/Out-of-State Status of Enrolled Students* policy, which states a United States citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status without the 12 month domiciliary requirement, was granted to an OSU student. The policy exception was based on the student's unique set of circumstances and recommendation by OSU.

University of Oklahoma (OU)

February 25, 2011

An exception to the State Regents' *Undergraduate Degree Requirements* policy, which states that baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, was granted to an OU student. The policy exception was based on an advising error and recommendation by OU.

July 5, 2011

An exception to the State Regents' *Undergraduate Degree Requirements* policy, which states that baccalaureate degrees shall be based upon a minimum of 40 hours of upper-division coursework, excluding physical education activity courses, at a baccalaureate degree-granting institution, was granted to an OU student. The policy exception was based on 16 years having elapsed, administrative error, the student's genuine success in his field, and recommendation by OU.

Rose State College (RSC)

July 5, 2011

An exception to the State Regents' *Institutional Admission and Retention* policy, which states that high school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a CGPA of 2.0 or above on a 4.0 scale, was granted to a RSC student. The policy exception was based on the student's unique extenuating circumstances, subsequent term academic performance, and recommendation by RSC.

Oklahoma Panhandle State University (OPSU)

July 7, 2011

An exception to the State Regents' *Institutional Admission and Retention* policy, which states a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically at another institution by raising his or her GPA to the retention standards, was granted to an OPSU student. The exception was based on the documentation provided explaining the student's background and a recommendation of readmission by OPSU.

AGENDA ITEM #19-b (3):

        Annual Reports.

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

RECOMMENDATION:

        This item is for information only.

BACKGROUND:

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

POLICY ISSUES:

These reports are consistent with State Regents' policy.

ANALYSIS:

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

The data describes 2009 Oklahoma high school graduates who entered an Oklahoma college or university as first-time entering freshmen in fall 2009. It lists the following information by county, district, and high school site: (1) the number of high school graduates; (2) the number of high school graduates who went directly to college the following academic year, which is known as the linear college-going rate; and (3) the number of high school graduates who delay entry into college for one year or more.

For 2009, the State Department of Education reported 38,105 students graduated from Oklahoma high schools. Of that amount 19,269 or 50.6 percent entered an Oklahoma college or university the following academic year. This is one tenth of a point higher than the previous year.

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

Meeting of the
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September 8, 2011

AGENDA ITEM #19-b (4):

> **Annual Reports.**

SUBJECT: FY12 Tuition and Fee Rate Report.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

The State Regents approved tuition and mandatory fee rates for the academic year 2011-2012 at their meeting on June 23, 2011. This publication is a compilation of resident and nonresident undergraduate, graduate, professional program, and guaranteed tuition rates and the required mandatory fees for institutions in the State System.

POLICY ISSUES:

This report is consistent with State Regents' policy.

ANALYSIS:

This report lists the actual rates approved for each institution and also reflects the following system observations:

- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $237.48 at the University of Oklahoma to a low of $83.00 at Carl Albert State College.

- The average resident tuition and mandatory fee rate is $135.10 per credit hour, or approximately $4,053.15 for a full-time student enrolled in 30 credit hours.

- Guaranteed tuition and mandatory fee rates at the main campuses range from a high of $258.41 at the Oklahoma State University to a low of $151.60 at Langston University.

- All tuition and mandatory fees are within the legislatively prescribed limits.

- The average cost of attendance for a full-time resident student, including tuition, fees, books and supplies, and room and board is $15,895.67 at the research institutions, $10,632.03 at regional institutions, and $8,752.56 at community colleges.

AGENDA ITEM #19-b (5):

>   **Annual Reports.**

SUBJECT: Student Cost in the Oklahoma State System of Higher Education
For FY 2011-2012.

RECOMMENDATION:

>   **This item is for information only.**

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student costs are based on a student enrolled full-time for the fall 2011 and spring 2012 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Student costs are calculated for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Room and Board costs are based on a student living in a traditional dormitory with a room mate and a board plan. The costs represent the preferred room and board plan available on each campus. Many institutions offer a wide variety of room and board plans that may be more or less than the amount reported in the tables below. Student costs are reported by tier and by individual institution. Below are the average student costs for resident and nonresident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

**FY2011-2012 ESTIMATED STUDENT COSTS FOR UNDERGRADUATE RESIDENT STUDENTS
AT OKLAHOMA PUBLIC COLLEGES AND UNIVERSITIES**

Expenses	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	4,076.25	3,537.44	2,206.03	2,802.00
Mandatory Fees	3,039.50	1,154.59	819.33	827.50
Average Academic Service Fees	858.42	292.04	60.43	113.49
Books and Supplies	1,041.50	1,105.41	1,229.93	1,620.00
Average Cost for Commuter Student	9,015.67	6,089.48	4,315.71	5,362.99
Room and Board - Note 1	6,880.00	4,542.56	4,436.85	5,030.00
Average Cost for On Campus Student	15,895.67	10,632.03	8,752.56	10,392.99

**FY2011-2012 ESTIMATED STUDENT COSTS FOR NONRESIDENT STUDENTS
AT OKLAHOMA PUBLIC COLLEGES AND UNIVERSITIES**

Expenses	Research Universities	Regional Universities	Community Colleges	Technical Branches
Tuition	15,226.50	9,945.68	6,321.28	8,145.75
Mandatory Fees	3,039.50	1,154.59	819.33	827.50
Average Academic Service Fees	858.42	292.04	60.43	113.49
Books and Supplies	1,041.50	1,105.41	1,229.93	1,620.00
Average Cost for Commuter Student	20,165.92	12,497.72	8,430.96	10,706.74
Room and Board - Note 1	6,880.00	4,542.56	4,436.85	5,030.00
Average Cost for On Campus Student	27,045.92	17,040.28	12,867.81	15,736.74

ANALYSIS:

Undergraduate Resident Commuter Students:
- The average cost for a commuter student at the research universities is $9,015.67, an increase of $409.35 or 4.8 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $6,089.48, an increase of $432.84 or 7.7 percent more than the previous year.
- The average cost for a commuter student at the community colleges is $4,315.71, an increase of $309.18 or 7.7 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is $5,362.99, an increase of $532.28 or 11.0 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:
- The average cost for a student living on campus at the research universities is $15,895.67, an increase of $526.35 or 3.4 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $10,632.03, an increase of $389.51 or 3.8 percent more than the previous year.
- The average cost for a student living on campus at a community college is $8,752.56, an increase of $467.53 or 5.6 percent more than the previous year.
- The average cost for a student living on campus at the OSU Institute of Technology, Okmulgee is $10,662.25, an increase of $940.69 or 9.7 percent more than the previous year. OSU OKC does not have traditional dormitories or board plans.

Undergraduate Nonresident Commuter Students:
- The average cost for a commuter student at the research universities is $20,165.92, an increase of $932.85 or 4.9 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $12,497.72, an increase of $702.08 or 6.0 percent more than the previous year.

- The average cost for a commuter student at the community colleges is $8,430.96, an increase of $539.06 or 6.8 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is $10,706.74, an increase of $681.53 or 6.8 percent more than the previous year.

Undergraduate Nonresident Student Living on Campus in a Traditional Dormitory with a Board Plan:
- The average cost for a student living on campus at the research universities is $27,045.92, an increase of $1,049.85 or 4.0 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $17,040.28, an increase of $658.74 or 4.0 percent more than the previous year.
- The average cost for a student living on campus at a community college is $12,867.81, an increase of $697.41 or 5.7 percent more than the previous year.
- The average cost for a student living on campus at the OSU Institute of Technology, Okmulgee is $15,972.25, an increase of $940.69 or 6.3 percent more than the previous year. OSU OKC does not have traditional dormitories or board plans.

FY2011-2012 ESTIMATED STUDENT COSTS FOR GRADUATE RESIDENT STUDENTS
AT OKLAHOMA PUBLIC COLLEGES AND UNIVERSITIES

Expenses	Research Universities	Regional Universities	OSU Tulsa	OSU - CHS	OUHSC
Tuition	4,065.60	3,678.84	4,044.00	4,044.00	4,087.20
Mandatory Fees	2,390.90	785.55	2,122.80	583.62	1,729.30
Average Academic Service Fees	982.28	205.44	544.30	443.06	501.16
Books and Supplies	1,245.00	1,010.68	1,525.00	1,525.00	3,120.00
Average Cost for Commuter Student	8,683.78	5,680.51	8,236.10	6,595.68	9,437.66
Room and Board - Note 1	6,880.00	4,608.71	0.00	0.00	0.00
Average Cost for On Campus Student	15,563.78	10,289.22	8,236.10	6,595.68	9,437.66

FY2011-2012 ESTIMATED STUDENT COSTS FOR GRADUATE NONRESIDENT STUDENTS
AT OKLAHOMA PUBLIC COLLEGES AND UNIVERSITIES

Expenses	Research Universities	Regional Universities	OSU Tulsa	OSU - CHS	OUHSC
Tuition	15,441.60	9,797.64	16,008.00	16,008.00	14,875.20
Mandatory Fees	2,390.90	785.55	2,122.80	583.62	1,729.30
Average Academic Service Fees	982.28	205.44	544.30	443.06	501.16
Books and Supplies	1,245.00	1,010.68	1,525.00	1,525.00	3,120.00
Average Cost for Commuter Student	20,059.78	11,799.31	20,200.10	18,559.68	20,225.66
Room and Board - Note 1	6,880.00	4,608.71	0.00	0.00	
Average Cost for On Campus Student	26,939.78	16,408.02	20,200.10	18,559.68	15,736.74

Graduate Resident Graduate Commuter Students:
- The average cost for a commuter student at the research universities is $8,683.78, an increase of $548.16 or 6.7 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $5,680.51, an increase of $392.48 or 7.4 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $8,236.10, an increase of $400.30 or 5.1 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is $6,595.68, an increase of $342.48 or 5.5 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is $9,437.66, an increase of $432.70 or 4.8 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:
- The average cost for a student living on campus at the research universities is $15,563.78, an increase of $665.16 or 4.5 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $10,289.22, an increase of $272.48 or 2.7 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Graduate Nonresident Graduate Commuter Students:
- The average cost for a commuter student at the research universities is $20,059.78, an increase of $1,199.16 or 6.4 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $11,799.31, an increase of $651.98 or 5.9 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $20,200.10, an increase of $1,188.70 or 6.3 percent more than the previous year.
- The average cost for a commuter student at OSU Center for Health Sciences is $18,559.68, an increase of $1,130.88 or 6.5 percent more than the previous year.
- The average cost for a commuter student at the OU Health Sciences Center is $20,225.66, an increase of $946.30 or 4.9 percent more than the previous year.

Graduate Nonresident Student Living on Campus in a Traditional Dormitory with Board Plan:
- The average cost for a student living on campus at the research universities is $26,939.78, an increase of $1,316.16 or 5.1 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $16,408.02, an increase of $531.98 or 3.4 percent more than the previous year.
- OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

Average Cost of Attendance for Full-Time Professional Resident and Nonresident Students - FY2012

Professional Programs - Residents	Resident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
College of Law	13,777.50	4,073.00	-	1,650.00	19,500.50
University of Oklahoma Health Sciences Center					
College of Medicine	19,120.00	2,782.50	22.50	5,272.00	27,197.00
College of Dentistry	19,147.00	2,564.50	3,990.71	8,420.00	34,122.21
Physician's Associate	9,748.00	2,564.50	213.60	4,001.00	16,527.10
Doctor of Pharmacy	13,205.00	2,355.70	431.93	3,513.00	19,505.63
Occupational Therapy	6,552.00	1,729.30	778.63	4,167.00	13,226.93
Masters of Physical Therapy	-	-	-	-	-
Doctor of Physical Therapy	8,453.00	2,355.70	1,005.22	4,167.00	15,980.92
Audiology	7,770.00	1,729.30	700.67	1,770.00	11,969.97
Public Health	5,851.80	1,416.10	530.94	2,185.00	9,983.84
Clinical Nurse Leader (CNL)	3,439.80	1,416.10	190.00	3,326.00	8,371.90
Doctor of Nursing Practice - Note 2	6,700.50	1,416.10	29.41	3,326.00	11,472.01
Oklahoma State University					
College of Veterinary Medicine	13,661.15	1,957.00	271.87	1,777.00	17,667.02
College of Health Sciences	20,953.50	579.47	443.06	2,125.00	24,101.03
Northeastern State University					
College of Optometry	12,975.00	1,033.20	50.89	3,249.50	17,308.59
Southwestern Oklahoma State University					
Doctor of Pharmacy	11,424.00	992.00	117.76	1,400.00	13,933.76
Langston University					
Doctor of Physical Therapy	6,809.00	1,700.45	706.50	2,830.00	12,045.95

Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, College of Law is $19,500.50, an increase of $1,365.00, or 7.5 percent more than the previous fiscal year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of $8,371.90 for the Nurse Professional (CNL) Program to $34,122.21 for the College of Dentistry Program.
- The program cost for a Nurse Professional (CNL) has increased $281.64 or 3.5 percent over the previous fiscal year; while the program cost for the College of Dentistry has increased $4,104.92 or 13.7 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University, College of Veterinary Medicine is $17,667.02, an increase of $788.93 or 4.7 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences is $24,101.03, a decrease of $184.43 or -0.76 percent over the previous year. The books and supplies decreased by $1,625 because the institution no longer requires the purchase of a tablet computer.
- The average cost of attendance for a student enrolled at Northeastern State University College of Optometry is $17,308.59, an increase of $430.53 or 2.6 percent over the previous year.

- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is $13,933.76, an increase of $1,302.87 or 10.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is $12,045.95, an increase of $590.33 or 5.2 percent over the previous year.

Average Cost of Attendance for Full-Time Professional
Nonresident Students - FY2012

Professional Programs - Nonresidents	Nonresident Tuition	Mandatory Fees	Academic Services Fees	Books & Supplies	Total
University of Oklahoma					
College of Law	24,202.50	4,073.00	-	1,650.00	29,925.50
University of Oklahoma Health Sciences Center					
College of Medicine	44,816.00	2,782.50	22.50	5,272.00	52,893.00
College of Dentistry	45,448.00	2,564.50	3,990.71	8,420.00	60,423.21
Physician's Associate	21,985.00	2,564.50	213.60	4,001.00	28,764.10
Doctor of Pharmacy	29,629.00	2,355.70	431.93	3,513.00	35,929.63
Occupational Therapy	15,726.00	1,729.30	778.63	4,167.00	22,400.93
Masters of Physical Therapy	-	-	-	0.00	0.00
Doctor of Physical Therapy	21,347.00	2,355.70	1,005.22	4,167.00	28,874.92
Audiology	20,307.00	1,729.30	700.67	1,770.00	24,506.97
Public Health	15,824.70	1,416.10	530.94	2,185.00	19,956.74
Clinical Nurse Leader (CNL)	12,272.40	1,416.10	190.00	3,326.00	17,204.50
Doctor of Nursing Practice - Note 2	17,001.00	1,416.10	29.41	3,326.00	21,772.51
Oklahoma State University					
College of Veterinary Medicine	32,707.16	1,957.00	271.87	1,777.00	36,713.03
College of Health Sciences	40,989.18	579.47	443.06	2,125.00	44,136.71
Northeastern State University					
College of Optometry	26,075.00	1,033.20	50.89	3,249.50	30,408.59
Southwestern Oklahoma State University					
Doctor of Pharmacy	23,840.00	992.00	117.76	1,400.00	26,349.76
Langston University					
Doctor of Physical Therapy	20,559.00	1,700.45	706.50	2,830.00	25,795.95

Average student costs for a nonresident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, College of Law is $29,925.50, an increase of $1,861.50, or 6.6 percent more than the previous fiscal year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of $17,204.50 for the Nurse Professional (CNL) Program to $60,423.21 for the College of Dentistry Program.
- The program cost for a Nurse Professional (CNL) has increased $281.64 or 1.7 percent over the previous fiscal year; while the program cost for the College of Dentistry has increased $6,495.92 or 12.1 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University, College of Veterinary Medicine is $36,713.03, an increase of $1,695.88 or 4.8 percent over the previous year.

- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences is $44,136.71, an increase of $1,213.41 or 2.8 percent over the previous year. The books and supplies decreased by $1,625 because the institution no longer requires the purchase of a tablet computer.
- The average cost of attendance for a student enrolled at Northeastern State University College of Optometry is $30,408.59, an increase of $825.53 or 2.8 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is $26,349.76, an increase of $2,326.87 or 9.7 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is $25,795.95, an increase of $266.93 or 1.1 percent over the previous year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #19-b (6):

Annual Reports.

SUBJECT: FY12 Report on Institutional Cash Flow Reserves Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Institutional E&G Budgets are comprised of state appropriations, student tuition and fees revenue and miscellaneous income. The State Regents' policy provides guidance that each institution should maintain a reasonable reserve in their revolving fund at the end of fiscal year to provide adequate cash flow during the new fiscal year to cover operations and any unexpected needs that should arise during the budget year.

POLICY ISSUES:

This report is consistent with State Regents' policy

ANALYSIS:

In FY2012, on a system-wide average 59.5 percent of the educational operating budget is in revolving funds (funds that the institution must collect) and because these funds are somewhat cyclical in nature, it is necessary that the institution maintain some level of reserve funds to provide adequate cash flow. Reserve funds are also used to fund unplanned financial emergencies that might arise during the year. Cash flow reserve funds play an important role in the financial management of the institution.

State Regents' policy provides a target of a minimum of ($1/12^{th}$) or 8.3 percent of the total allocated budget for the fiscal year. This report provides information regarding the projected reserve balances for the beginning of the fiscal year and the ending projected reserve for June 30th.

The system-wide projected reserve for July 1, 2011, was 12.81 percent and the projected system-wide reserve at June 30, 2012, is budgeted for 9.93 percent. The reduction in the reserve is, in part, indicative of the state appropriation reduction that our institutions experienced for F12.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 8, 2011

AGENDA ITEM #19-b (7):

   Annual Reports.

SUBJECT: Salaries in the Oklahoma State System of Higher Education, 2010-2011 Faculty and Selected Administrative Positions.

RECOMMENDATION:

   This item is for information only.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $62,288 for the year 2010-2011. This is an increase of $192 or 0.3 percent above 2009-2010. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2010-201 is 4,999, an increase of 10, or 0.2 percent, over 2009-2010. When the constituent agencies are included, the total for the system is 6,371, an increase of 119 or 1.9 percent above the previous year.

The 2010-2011 salaries range from a low of $9,000 to a high of $236,299 on a 9-10 month basis and from $4,999 to $350,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

As expected, the data shows that fringe benefits continue to increase by 4.1 percent for 9-10 month faculty and by 2.8 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $22,782 and $29,870 for 11-12 month faculty. The increase is largely influenced by increases in health care costs that became effective during FY11.

Research universities' average salary (all ranks) is 89.93 percent of the national average, compared to 90.08 percent in 2009-10. The four-year universities' average salary (all ranks) is 78.97 percent of the national average for four-year universities and the two-year colleges' average salary is 79.29 percent of the national average for this tier. A ten-year history is provided on Table 17 of the report for Oklahoma's average salaries by rank as compared to the national averages for like-type institutions.

Supplement

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

MINUTES

Seven Hundred Thirty-Fifth Meeting

June 23, 2011

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

Minutes of the Seven Hundred Thirty-Fifth Meeting
June 23, 2011

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Thirty-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
June 23, 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 9 a.m. on Thursday, June 23, 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. 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 Toney Stricklin, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent White, to approve the minutes of the State Regents' Committee-of-the-Whole and the minutes of the State Regents' regular meeting on May 27, 2011, with one correction. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.

4. **REPORTS.**

   a. Report of the Chairman. Chairman Parker stated that he had gained a new appreciation for the work of the Chancellor and the State Regents' staff and that he would be forever grateful for the opportunity to serve as Chairman for the Oklahoma State Regents for Higher Education.

   b. Report of the Chancellor. Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. Regent Glass complemented Chancellor Johnson on his recent live interview for OETA.

5.   **PUBLIC HEARING.**

a.   Regent Parker asked Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, to provide Regents with an overview of the requested exception to policy from Oklahoma State University to change previously posted academic services fees for FY 2012. Vice Chancellor Paliotta stated that the requested academic services fee would support renovations to the Student Union, scheduled for completion during the 2011-2012 academic year. Due to the delay in completion, Oklahoma State University has requested a change in this fee, which will allow students in their senior year during the Fall 2011 semester to be exempt.

b.   Regent Parker stated that notice of a public hearing on tuition and fees had been posted at the State Regents regular meeting in May. The public hearing would be held to receive comments and testimony related to the revised academic services fee proposal for Oklahoma State University as described in item 5-a of these minutes.

c.   Regent Parker reported that there had been no requests to provide comment at the public hearing. This concluded the public hearing on tuition and fees.

6.   **TUITION AND FEES.** Regents addressed the following tuition items:

a.   Regent Massey made a motion, seconded by Regent White to approve all institutional requests for changes to academic services fees for FY12. A public hearing on these requested changes had been held on April 20, 2011. Voting for the motion were Regents Price, Parker, Carson, Glass, Turpen, Massey, Stricklin, and White. Voting against the motion was Regent Harrel.

b.   Regent Massey made a motion, seconded by Regent Stricklin, to approve institutional requests for changes to tuition and mandatory fees for FY12. A public hearing on these requested changes had been held on April 20, 2011. Voting for the motion were Regents Parker, Carson, Glass, Turpen, Massey, Stricklin, White, and Price. Voting against the motion was Regent Harrel.

7. **E&G BUDGET.**

   a. Regent Carson made a motion, seconded by Regent Massey, to approve the FY12 Educational and General budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Stricklin, White, Price, and Parker. Voting against the motion were none.

   b. Regent Carson made a motion, seconded by Regent White, to approve the allocation of $2,117,696.86 each to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Stricklin, White, Price, Parker, and Carson. Voting against the motion were none.

   c. Regent Carson made a motion, seconded by Regent White, to approve that the State Regents act as fiscal agent for *Achieving the Dream,* in which Oklahoma City Community College, Rose State College, and Tulsa Community College and the State Regents are participating. Voting for the motion were Regents Harrel, Turpen, Massey, Stricklin, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

   d. Regent Carson made a motion, seconded by Regent White, to approve the allocation of $2,057,602 for Brain Gain funds for FY12. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.

8. **CAPITAL**. Regent Carson made a motion, seconded by Regent Price, to authorize the transmittal of institutional capital improvement plans for the five fiscal years 2013-2017 to the State of Oklahoma Long-Range Capital Planning Commission. Voting for the motion were Regents Massey, Stricklin, White, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

9. **MASTER LEASE**. Regent Carson made a motion, seconded by Regent Turpen, to authorize for submission to the Council of Bond Oversight the refunding request for the 2002C Master Lease Series. Voting for the motion were Regents Stricklin, White, Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

10. **REVENUE BOND**. Regent Carson made a motion, seconded by Regent Price, to approve the certification of the statements of essential facts for the University of Oklahoma, Series 2011E in an amount of approximately $21,275,000 and Series 2011F (taxable) in an amount of approximately $1,905,000. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.

11. **CONTRACTS AND PURCHASES.**

Regent Carson made a motion, seconded by Regent Massey, to approve the following FY2012 purchases for amounts in excess of $100,000 that must be effective July 1, 2011:

- ♦ Garnet Capital Advisors, LLC, in the amount of $336,000 for services related to the sales of rehabilitated loans.

- ♦ EBSCO Publishing in the amount of $189,614 for annual subscriptions to Newspaper Source Plus, Academic Source Premier, and Business Source Plus.

- ♦ EBSCO Publishing in the amount of $242,973 for an annual subscription to PsyINFO databases.

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

12. **NEW PROGRAMS.**

a. Regent Glass made a motion, seconded by Regent Carson, to approve the request from the University of Oklahoma to offer the existing Doctor of Philosophy in Instructional Leadership and Academic Curriculum degree in Tulsa. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.

b. Regent Glass made a motion, seconded by Regent Carson, to approve the request from the University of Oklahoma to offer the Bachelor of Arts in History of Science, Technology, and Medicine. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Stricklin, White, Price, and Parker. Voting against the motion were none.

c. Regent Massey made a motion, seconded by Regent White, to approve the request from Oklaoma State University to offer the Master of Arts in Art History. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Stricklin, White, Price, Parker, and Carson. Voting against the motion were none.

d. Regent White made a motion, seconded by Regent Carson, to approve the request from Northeastern State University to offer the existing Bachelor of Science in Computer Science degree on the Broken Arrow campus. Voting for the motion were Regents Harrel, Turpen, Massey, Stricklin, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

e. Regent Turpen made a motion, seconded by Regent White, to approve the request from Cameron University to offer the graduate certificate in Counseling Proficiency. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.

13. **PROGRAM DELETIONS.** Regent Turpen made a motion, seconded by Regent Price, to approve the following requests for program deletions:

a. Carl Albert State College requested to delete the Associate in Applied Science in Applied Business Practices

b. Western Oklahoma State College requested to delete the Associate in Applied Science in Production Agriculture

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

14. **POLICY.**

   a. Regent White made a motion, seconded by Regent Stricklin, to approve the proposed charge for the revision of the State Regents' *Functions of Public Institutions* policy. Voting for the motion were Regents Stricklin, White, Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

   b. Regent Turpen made a motion, seconded by Regent White, to approve revisions to the State Regents' *Academic Program Review* policy. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none. A copy of the revised policy is shown as Attachment "A".

15. **ACADEMIC SCHOLARS PROGRAM.** Regent Massey made a motion, seconded by Regent Harrel, to approve the lowering of the maximum authorized level for participation of nonresident students in the Academic Scholars Program from 25 percent to 20 percent effective for the 2012-2013 academic year in order to address the program's funding deficit. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, Massey, Stricklin, and White. Voting against the motion were none.

16. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES.** Regent Turpen made a motion, seconded by Regent Massey, to approve the community college Temporary Assistance to Needy Families (TANF) allocations totaling $3,072,144. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.

17. **LEGISLATIVE UPDATE AND RESOLUTION.** Regent Massey made a motion, seconded by Regent White, to approve resolutions recognizing Oklahoma Governor Mary Fallin and the Oklahoma State Legislature for their support of higher education during the 2011 legislative session. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Stricklin, White, Price, and Parker. Voting against the motion were none.

18. **COMMENDATIONS.** Regent Glass made a motion, seconded by Regent Massey, to recognize State Regents' staff for state and national recognitions. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Stricklin, White, Price, Parker, and Carson. Voting against the motion were none.

19. **EXECUTIVE SESSION.** Mr. Robert Anthony, State Regents' General Counsel, indicated that there was not a need for Regents to enter into an executive session.

20. **ITEM DELETED.**

21. **CONSENT DOCKET.** Regent Glass made a motion, seconded by Regent Carson, to approve the following consent docket items:

a. Programs. Approval of institutional requests for program modifications.

b. Electronic Media-Western Oklahoma State College. Approval of request to offer the Associate in Arts in Liberal Arts via electronic media.

c. Program Reinstatement. Ratification of institutional request.

d. Policy. Ratification of the approval for Western Oklahoma State College to adopt a grading symbol for certain violations of academic integrity.

e. Capital. Ratification of capital allotments.

f. Agency Operations. Ratification of purchases in excess of $25,000.

g. Non-Academic Degree. Approval of a request from the University of Oklahoma for a posthumous degree.

h. Resolution honoring retiring State Regents' staff.

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

22. **REPORTS.** Regent Harrel made a motion, seconded by Regent Glass, to accept the following reports:

a. Programs. Status report on program requests.

b. Annual Reports.

(1)	2008-2009 Annual Student Assessment Report	
(2)	Degrees Conferred Report 2009-10	

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

23.   **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. The Budget and Audit Committee had no additional items for Regents' action.

   c.   Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no action items.

   d.   Investment Committee. The Investment Committee had no items for Regents' action.

24.   **OFFICERS.** Regent Massey made a motion, seconded by Regent Price, to approve the following slate of officers for FY2012: Julie Carson, Chairman; Ike Glass, Vice Chairman; Jimmy Harrel, Secretary; and Mike Turpen, Assistant Secretary. Voting for the motion were Regents Massey, Stricklin, White, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

25.   **RECOGNITION.** Regent Carson presented Regent Jody Parker with a gavel in honor of his year of service as State Regents' Chairman. State Regents staff also honored Chairman Parker with a video presentation.

26.   **NEW BUSINESS.** No new business was brought before the Regents.

27.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Parker announced that the State Regents' next regular meetings would be held on Wednesday, September 7, 2011, at 10:30 a.m. and Thursday, September 8, 2011, at 9 a.m. at the State Regents' offices in Oklahoma City.

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

ATTEST:

_____   _____
Joseph L. Parker, Jr., Chairman   Ike Glass, Secretary

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, i~~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 ~~a~~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 <u>and goals</u> 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.

~~1~~<u>2</u>.   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 <u>including efficiencies and improved learner outcomes through appropriate use of this technology</u> 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~~ <u>utilizing internal or external review processes.</u> Institutions must provide specific documentation of student achievement. Such documentation should include program~~s~~ outcome<u>s</u> 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. <u>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:</u>

- <u>The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.</u>
- <u>The program values and supports effective teaching.</u>
- <u>The program creates effective learning environments.</u>
- <u>The program's learning resources support student learning and effective teaching.</u>
- <u>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.</u>
- <u>The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.</u>

<u>3.</u>   <u>Minimum Productivity Indicators</u>

~~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~~<u>.</u>

~~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 th~~is~~e 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.~~

2~~5~~.   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,~~ ~~t~~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~~.

~~3~~6. 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 (~~S~~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:

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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.~~6~~7. ~~Content of~~ Program Review Report~~s~~

Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive <u>analysis and assessment</u> ~~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~~ <u>Report Format</u>

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

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

<u>2.</u> <u>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.</u>

<u>3.</u> <u>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.</u>

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)

        c.   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, June 23, 2011.

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, June 22, 2011

1.   **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 9 a.m. Wednesday, June 22, 2011, in the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on December 13, 2010, and revised on June 27, 2011. A copy of the agenda had been posted as required by the Open Meeting Act.

2.   **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey. Chairman Parker called the meeting to order and presided.

3.   **EXECUTIVE SESSION.** Regent White made a motion, seconded by Regent Massey, 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, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.

4.   **FY12 BUDGET.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, provided Regents with an overview of the FY2012 budget for higher education institutions and constituent entities. She explained that tuition and fees constitute approximately 50 percent of institutional budgets. Tuition and mandatory fees increased nearly 6 percent for FY2012 in order to offset the cuts made to higher education's legislative appropriation. Regent Carson asked about the reserves at each institution. Vice Chancellor Paliotta indicated that she would provide those figures to Regents. Chancellor Glen D. Johnson explained the need for reserve funds for capital projects at institution campuses. Chairman Parker commented that the Oklahoma State System of Higher Education appears to be moving toward becoming state-assisted institutions rather than state-supported. Chancellor Johnson agreed and noted the downward trend in state funding for higher education. Regent Harrel commented that even with the downward trend in state funding, the state continues to bear a fiscal responsibility to the students of Oklahoma.

Chancellor Johnson and Vice Chancellor Paliotta also presented a recommendation that the State Regents provide State Regents' staff with a health benefit allowance of $100 per month. This allowance could be used to cover insurance premium costs for dependent health care or certain supplemental health care packages. If the allowance was not used for these costs it would be forfeited by the employee. Ms. Paliotta also stated that the State Regents were the only state agency that did not provide this type of benefit and noted that other state agencies provide a health benefit allowance of approximately $600 per month.

5.   **ACADEMIC FUNCTION POLICY.** Dr. Houston Davis, Vice Chancellor for Academic Affairs, provided Regents with an update on the academic function policy. He noted that

State Regents' staff and institutional academic officers had been addressing issues within the function policy as well as attempting to include policy definitions for more modern versions of institutions and institutional missions.

6.   **ACADEMIC SCHOLARS PROGRAM.** Mr. Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, provided Regents with an update on the Academic Scholars Program. He reminded Regents that without a change in the awarding of the program, either through the number of students awarded or the amount of each award, that the program fund would be depleted within the next few years. It was recommended that the State Regents revise the maximum of out-of-state students that may receive the award from 25 percent to 20 percent. This option will allow the program to continue beyond the current point of depletion, with the hopes that a permanent funding source may be found.

7.   **OKLAHOMA COLLEGE ASSISTANCE PROGRAM.** Mr. Rick Edington, Executive Director of the Oklahoma College Assistance Program (OCAP), provided Regents with an update on the transition from the role of guaranteeing student loans into a student support service agency. He also provided Regents with an overview of average student debt in Oklahoma as compared to the nation. Regent White asked if professional programs were included in the data, and Mr. Edington responded that the data was for all student loans in Oklahoma, including professional programs such as law and medicine. He also noted that the data included student debt for students attending private and for-profit institutions.

8.   **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with an overview of the 2011 legislative session. She also advised Regents of the potential for interim studies throughout the fall.

9.   **MERCER.** Regents received an update on the higher education endowment portfolio performance from Beth Johnson and Dick Anderson, Mercer. Mr. Anderson also announced that he would be retiring at the end of 2011.

10.   **TUITION.** Regents reviewed institutional requests for tuition for the 2011-2012 academic year. Twenty-four institution presidents were in attendance and presented their tuition recommendations to Regents. Increases in tuition ranged from 3.2 percent to 7.7 percent for FY2012. Chancellor Johnson stressed that the tuition increases were based on the decrease in appropriations from the state.

11.   **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Joseph L. Parker, Jr., Chairman   Ike Glass, Secretary