OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 31, 2013

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

A G E N D A

Friday, May 31, 2013 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Ike Glass, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to Order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes.

4. **Reports.**

    a. **Report of the Chairman.** (No Action, No Discussion).

    b. **Report of Chancellor.** (No Action, No Discussion).

5. **State Regents.** Administration of Oaths of Office.

STUDENTS

6. **Student Advisory Board. (SAB).**

    a. Recognition of outgoing members and installation of incoming members of the Board. Page 1.

    b. Presentation of annual report with recommendations. Page 3.

FISCAL

7. **E&G Allocation.** Approval of allocation of state appropriated funds to institutions and programs for FY2014 and Acceptance of FY14 Budget Principles and Guidelines. Page 15.

8. **Tuition and Fee Guidelines.** Approval of FY14 Tuition and Mandatory Fee Principles and Guidelines. Page 17.

9. **Policy.** Posting of changes to the Chapter Four Fiscal Policies of the State Regents Policy Manual. Page 21. (Supplement)

10. **Contracts and Purchases.** Approval of purchases over $100,000 for FY2014. Page 23.

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

Return to open session.

CONSENT DOCKET

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

  a.   Programs.

    (1)   Program Modifications. Approval of institutional requests. Page 103.

    (2)   Program Suspensions.   Approval of institutional requests. Page 119.

  b.   Electronic Media. Approval of Rose State College's request to offer the existing Associate in Applied Science in Networking/Cyber Security via distance delivery. Page 121.

  c.   ACT. Approval of the 2013-2014 ACT agreement. Page 123.

  d.   Capital. Ratification of capital allotments. Page 147.

  e.   Supplemental Allocations. Ratification of institutional budget revisions. Page 149.

  f.   Agency Operations. Ratification of purchases in excess of $25,000. Page 151.

  g.   Non-Academic Degrees.

    (1)   Ratification of a posthumous degree request from Northwestern Oklahoma State University. Page 153.

    (2)   Ratification of a posthumous degree requests from the University of Oklahoma. Page 155.

21.   **Reports.** Acceptance of reports listed.

  a.   Programs. Status report on program requests. (Supplement) Page 159.

  b.   Annual Reports.

    (1)   Acceptance of the Low Producing Programs Report. Page 161.

    (2)   Acceptance of the 2012-2013 Chiropractic Education Assistance Program Year End Report. Page 165.

(3)   Acceptance of the 2012-2013 Future Teachers Scholarship Program Year End Report. Page 167.

(4)   Acceptance of the 2012-2013 William P. Willis Scholarship Year End Report. Page 169.

(5)   Acceptance of the 2012-2013 George and Donna Nigh Scholarship Year End Report. Page 171.

(6)   Acceptance of the Academic Policy Exceptions Quarterly Report. Page 173.

(7)   Acceptance of the Annual Student Assessment Report. Page 177.

(8)   Teacher Education Annual Report on System Wide Review. Page 179.

(9)   Acceptance of the National Guard Tuition Waiver 2012-13 Year-End Report and Institutional Reimbursement. Page 199.

(10)   Acceptance of the High School Indicators report on Annual Student Remediation Rates. Page 201.

(11)   Acceptance of the 2011-2012 Annual College Student Remediation Report/Developmental Education Report. Page 203.

22.   **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.

23.   **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."

24.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, June 26, 2013 at 10:30 a.m. and Thursday, June 27 at 9 a.m. at the State Regents' Office in Oklahoma City.

25.   **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2013

AGENDA ITEM #6-a:

> **Student Advisory Board.**

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

AGENDA ITEM #6-b:

> **Student Advisory Board.**

SUBJECT: 2013 Annual Report of the Student Advisory Board.

RECOMMENDATION:

> **It is recommended that the State Regents accept the 2013 Annual Report of the Student Advisory Board.**

BACKGROUND:

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

The Student Advisory Board policy requires the Student Advisory Board to submit an annual written report of activities to the State Regents.

POLICY ISSUES:
This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

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

- Support and increase services on campus for mental health and substance abuse treatment. Increase awareness of available services to all students. Support Governor Fallin and the Oklahoma State Regents for Higher Education's efforts. Support the Council on Student Affairs work to gain insight on these services.

- Oppose allowing any handguns or similar weapons on public higher education campuses, whether concealed or not, with exceptions for certified security personnel and campus police officers.

- Support current state and institutional services for students who are military veterans, and encourage campuses to continue to meet student military veterans' needs.

- Support Oklahoma higher education's Complete College America initiative, and keep it as a top priority.

- Support the Oklahoma State Regents for Higher Education's budget request, and encourage the Oklahoma Legislature and Governor Fallin to ensure higher education is a priority in funding allocations. Encourage adequate funding for state student scholarship/grant programs, such as Oklahoma's Promise and the Oklahoma Tuition Equalization Grant.

- Oppose any attempts to lower or reduce income eligibility standards for participation in Oklahoma's Promise program that would decrease or further restrict the number of students in the program.

- Encourage the Oklahoma State Regents for Higher Education to emphasize the importance of professional development and training for high quality academic advisement to the administration in all institutions of higher education.

Supplement available upon request
Attachment

ANNUAL REPORT

of the

Student Advisory Board

to the

**Oklahoma State Regents
for Higher Education**

May 2013

ANNUAL REPORT

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

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

MEMBERS

Clayton (Eli) Potts, Chair, University of Oklahoma

Robin Ladd, Vice Chair, Oklahoma City University

Krista Beasley, Oklahoma State University Institute of Technology

Audery DePre', Connors State College

Mike Merit, Oklahoma State University (Resigned, January, 2013)

Will Robinson, Southwestern Oklahoma State University

Linda Savinova, University of Science and Arts of Oklahoma

Student Advisory Board

Recommendations and Counsel
to the State Regents

Mental Health and Substance Abuse Services

Recommendation

The Student Advisory Board supports any initiative that provides services to students struggling with substance abuse or mental health issues. We support the Council of Student Affair's Campus Survey of Substance Abuse and we recommend that the results from the statewide substance abuse survey be made available to the students. We also recognize and appreciate the efforts being made by Governor Fallin and the State Regents to improve mental health services. We encourage every campus in Oklahoma to adopt or develop substance abuse and mental health awareness programs to assist students who are struggling with these issues.

Background / Analysis

It was brought to the attention of the Student Advisory Board that substance abuse is a serious problem on Oklahoma's campuses. Upon inquiring, we discovered that COSA is planning to conduct a campus Survey of Substance Abuse services and best practices, and the Student Advisory Board feels that the results of this survey should be made available to all Oklahoma students.

With the recent outbreak of violence in American schools and communities, the nation has started to focus more resources on mental health awareness. Governor Fallin has asked for additional money in the state budget to support mental health awareness and services, and the Oklahoma State Regents for Higher Education have included it as part of the Complete College America initiative. The Student Advisory Board supports these efforts and wishes to thank Governor Fallin for her role.

The Student Advisory Board was also informed about the CLASS Task Force. The Campus Life and Safety and Security Task Force was formed by former Governor Brad Henry. With the recent outbreaks of violence, we encourage the State Regents to continue their support of the CLASS task force's work and we wish to thank Chancellor Glen D. Johnson for his proactive approach to violence on college campuses.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Concealed Weapons

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education actively oppose the carrying of handguns or other similar weapons on public campuses of higher education, concealed or not, with the exception of certified security personnel and campus police officers.

Background / Analysis

College campuses are recognized as high stress environments where binge drinking and illegal drug use is prevalent. Allowing weapons, concealed or not, increases the risk of accidental and intentional misuse of said weapons. Arguments pertaining to the violation of the Second Amendment rights are rendered invalid in the case of dorm rooms and on-campus housing on signing of housing/rental agreements that specifically state that your safety and well-being are put directly into the hands of campus police or security. The amount of training that one individual has does not guarantee that he/ she will not use a weapon, if given the opportunity, with accidental or mal-intent. State statutes have already recognized the necessity of banning firearms from some public and state property, such as the state capitol. The introduction of firearms on college campuses continues to be a risk within the state legislature every year, and is foreseen to be a risk again within future legislative sessions. The presidents of all Oklahoma colleges and universities unanimously oppose the carrying of firearms, concealed or not, on their campuses. It is imperative that the Oklahoma State Regents for Higher Education continue to actively oppose any measures that would grant such privilege. The Student Advisory Board commends the State Regents for their continued support in keeping weapons off campus.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Student Military Veterans

Recommendation

The Student Advisory Board strongly supports military veteran students and supports any measures that encourage veterans to continue their education. Veterans have served the United States and deserve our utmost support in their educational endeavors. Individuals who have served in the United States Armed Forces exemplify countless traits that employers search for in all of their employees. The Student Advisory Board believes that every effort should be made to ensure that veterans are able to earn a degree and enter the civilian workforce, and strongly encourages the development of more services to assist veterans.

Background / Analysis

Veterans learn many skills through their military service that are invaluable in the workforce. However, many veterans exit the military lacking an accredited degree from a respectable college or university. Many veterans wish to pursue a formal degree, but are faced with multiple barriers that also affect nontraditional students. Universities in Oklahoma must do everything possible to aid America's veterans in the educational process.

Veterans have the GI Bill, which significantly aids in the process of continuing a veteran's education. The United State Congress recently passed a new GI Bill which is designed to assist veterans even more than before. Such services include:

- Academic counseling
- Counseling services
- The Statewide Conference on Serving Student Veterans
- Streamlined financial aid services
- Workshops

The Student Advisory Board strongly encourages the development of more services to assist veterans, including the consideration of academic credit for prior experiences.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Complete College America

Recommendation

The Student Advisory Board commends the Oklahoma State Regents for Higher Education as well as Governor Fallin for their efforts towards the Complete College America initiative. The members also agree with Chancellor Johnson that Complete College America should remain the top priority for higher education in Oklahoma.

Background / Analysis

With the United States being 16th in the world in degree completion, it is imperative that changes be made toward increasing the national graduation rates. Before the national rates can increase, each state must do its own part to increase its own graduation rates, and the Student Advisory Board believes that the goals set forth by Governor Fallin and the Oklahoma State Regents for Higher Education in the Complete College America Oklahoma initiatives are instrumental in the continuation of higher education in Oklahoma.

The main goal for the Oklahoma Complete College America initiative is to increase the number of degrees and certificates awarded by 1,700 each year. This increase will lead to the ultimate goal of 50,900 degrees and certificates by 2023, a 67 percent increase from the starting year of 2011. Not only have the Oklahoma State Regents for Higher Education met this yearly goal, they have surpassed it by nearly 12 percent. By 2020, 59 percent of the job market will require a career certificate or a college degree, so in order for Oklahoma as a whole to continue to prosper, the state must put a large emphasis on acquiring a college degree or a career certificate.

It is for the betterment of the entire state to have a well-educated workforce, and with the long-term goals set forth by the Complete College America program, put Oklahoma on a path to an even brighter future.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Higher Education State Funding

Recommendation

The Student Advisory Board supports the Oklahoma State Regents for Higher Education request for an increase in funding for higher education, to ensure that all programs and institutions may be able to continue to enrich the lives of the citizens of Oklahoma through economic and social progress. In order to continue to fulfill Complete College America standards, and excel nationally and internationally, the state must increase funds for higher education institutions.

Background / Analysis

The Student Advisory Board feels strongly that programs such as the Oklahoma Tuition Equalization Grant and the Oklahoma's Promise scholarship program aid students in the state substantially. These scholarships originate in state funds, and help students achieve graduation with less financial burden. Often, students suffer from financial stress that can lead to lower performance and incompletion of degree requirements. The financial stress of lack of funding is not only felt by students, however. Faculty, staff and university administration must find ways to continue vital university programming with less funding. This leads to a stressful environment for all involved in the higher education process. The Student Advisory Board believes that higher education is among the most important issues facing the state of Oklahoma, and needs an increase of funds in order to continue in the edification of the citizenry. Higher education's minimum budget needs exceed the allocations approved by the governor and legislative leaders, and the Student Advisory Board feels that it is imperative to the livelihood of Oklahoma that students receive all funds necessary to attain a college degree, and that institutions receive an increase in state funding in order to further the goals of Complete College America.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Oklahoma's Promise

Recommendation

To ensure the optimal opportunity for learning by students, the Student Advisory Board opposes the lowering of the second income check or any budget cut which would lower student eligibility.

Background / Analysis

Earlier this year there was legislation to lower the second income check from $100,000 to $60,000. This bill passed the House of Representatives and is currently "dead" in the Senate. Chancellor Glen D. Johnson and the Oklahoma State Regents for Higher Education support the up keeping of Oklahoma's Promise and oppose restricting access. In the 2011-2012 academic year a projected 20,300 students will complete and receive the help of Oklahoma's Promise.

We encourage the State Regents to continue their support for the continuing need of Oklahoma's Promise.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

Academic Advisement

Recommendation

The Student Advisory Board holds that academic advising is imperative to a college student's education. The Student Advisory Board believes that the Oklahoma State Regents for Higher Education should encourage institutions to provide clear, concise procedures for academic advising, as well as encourage institutions to engage in national and statewide professional development conferences for academic advisors.

Background / Analysis

The Student Advisory Board feels strongly that correct academic advising aids a student's educational process. Not only will the financial burden of the student decrease, but students benefit from being made cognizant of credits that transfer and different courses necessary for a particular degree choice. Furthermore, a college student's success can be contingent on the level of professionalism received from academic advisors. Failure to achieve proper advising standards can result in students having to retake courses, or remain in school for a longer period of time. This failure also affects four-year graduation rates, and can cause undue financial strain on the student. Because of the important nature of academic advising, the Student Advisory Board believes that each institution should encourage academic advisors to become members of the Oklahoma Academic Advising Association (OACADA), which hosts one conference per academic semester. The OACADA helps academic advisors in professionalism, development and strategic advising, and is a local system that can aid in the sharing of ideas and innovation. The Student Advisory Board believes that the resources available at this conference would substantially benefit academic advisors in aiding students through the educational process, and as a result lead to higher four-year graduation rates, and better student satisfaction.

Approval: Beasley, DePre, Ladd, Potts, and Robinson
Absent: Savinova

2012-2013 Student Advisory Board Activities

Monthly Meetings. Beginning in May, 2012, members of the Board met monthly, with the exception of June, July, and November, to receive orientation, discuss issues, campus visits, and work plans, and prepare and vote on recommendations.

State Regents Tuition Hearing. A member attended the Oklahoma State Regents for Higher Education Tuition Hearing in Oklahoma City on April 18, 2013.

Higher Education Day at the State Capitol. Several members of the Board traveled to the State Capitol on February 12, 2013, to work with the state higher education community in representing The Oklahoma State System of Higher Education's concerns to state legislators and Governor Fallin.

Student Leadership Retreat. Six members of the Board worked in conjunction with the State Regents Council on Student Affairs and the Oklahoma Student Government Association to host and attend the Twelfth Annual Oklahoma Student Leadership Retreat that took place October 4 - 5, 2012 in Oklahoma City. As Chair of the Board, Eli Potts served on the Planning Committee for the 2013 Student Leadership Retreat.

Oklahoma Student Government Association Conferences. Members of the Board attended the annual Oklahoma Student Government Association Fall Congress at the State Capitol in Oklahoma City, and Spring Congress at Cameron University in Lawton.

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

Carl Albert State College
Langston University
Northeastern State University
Oklahoma Baptist University
Oklahoma Panhandle State University
Tulsa Community College, Metro Campus
University of Tulsa

AGENDA ITEM #7:

E&G Allocation.

This item will be available at the meeting.

AGENDA ITEM #8:

> **Tuition and Fee Guidelines.**

SUBJECT: Approval of FY14 Tuition and Fee Guidelines.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY14 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.**

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. 2004 Supp., Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY14 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY14 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents' publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents' communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous four years with the exception that an additional requirement was added in FY06 requiring documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of seven percent (7%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY14 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2014

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

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

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

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

Communication Between State Regents and Students.   Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2013 fall semester, the hearing took place at the State Regents for Higher

Education office in Oklahoma City, Oklahoma on Thursday, April 18, 2013. The State Regents for Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

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

1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;

2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;

3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;

4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;

5) Detailed justification for all tuition and mandatory fee increases in excess of seven percent (7%); and

6) Dedication to cost-effectiveness in institutional operations.

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

AGENDA ITEM #9:

> **Policy.**

SUBJECT: Posting of Amendments to the Chapter 4 –Budget and Fiscal Affairs Policy.

RECOMMENDATION:

> **It is recommended that the State Regents post amendments to the Chapter 4 – Budget and Fiscal Affairs Policy to include updates as prescribed by current state statutes and incorporation of new policy language.**

BACKGROUND:

The State Regents Chapter 4- Budget and Fiscal Affairs Policy provides guidance on all aspects of the fiscal administration of the State System of Higher Education. In 2006 a comprehensive review and update of the State Regents' entire policy manual was undertaken. Since that time, various components of the Chapter 4 – Fiscal policy have been updated as necessary. These proposed changes are comprehensive in nature to address required changes needed through the entire chapter to bring the statutory references up-to-date, incorporate policy in relation to current practices, deletion of outdated policy and to incorporate relevant references as required.

POLICY ISSUES:

The proposed policy amendments are provided as a supplement and require State Regents' approval.

ANALYSIS:

The proposed policy updates are summarized below:

- In April 2012, the State Regents accepted the recommendations of the Council of President's Budget Formula Taskforce to move to a performance-based funding formula. This proposed policy draft incorporates those approved recommendations into the fiscal policy chapter. The major components of new policy include: (1) the replace the peer factor components with performance-based incentives, (2) the hold harmless provision remains intact as the new formula will be applied to new monies as allocated by the State Regents' to the funding formula, (3) provides for equity based adjustments for institutions that are below one standard deviation of the tier or system per FTE average, and (4) the incorporation of the Complete College America goals for our institutions.

- The *Brain Gain Policy*, originally adopted in June 2002, has become obsolete and is recommended for deletion. After approval of this deletion, the remaining fiscal policies subsequent to the current Brain Gain policy in numbering format will be renumbered.

- Proposed changes include all references to the Office of State Finance to the new nomenclature of the Office of Management and Enterprise Systems. Associated changes are also the references from the previous Director of State Finance, to the current reference of the Director of the Office of Management and Enterprise Systems.

- The references to the sections in O.S.Title 62 Oklahoma Budget Law, throughout Chapter 4, have been updated to reflect the renumbering and recodification of section numbers as approved by the legislature.

- All dates previously noted in our statutory references have been removed so that policy remains current even as the statute publication dates change.

- The specific references to the GASB Statements in the *Disclosure of Pension Information* have been removed as they are now obsolete as more current statements have been issued. The proposal is written to provide a generic reference to the necessary GASB statements that govern disclosure issues.

- The Tuition Policy section on Waivers for Dependents of Peace Officers, Fire fighters and Emergency Technicians has been edited for clarification and emphasis of inclusion of a statutory reference for room and board waivers for commissioned member's dependents of the Oklahoma Law Enforcement Retirement System at the time of their death.

- Additional very minor edits are included as clean-up and scrivener's preferences.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #10:

> **Contracts and Purchases.**

SUBJECT: Approval of FY-2014 Purchases in excess of $100,000.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY-2014 purchases for amounts that are in excess of $100,000 that need to be effective July 1, 2013.**

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of $100,000.

ANALYSIS:

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

Purchases Over $100,000

Core
1) Presbyterian Health Foundation in the amount of $771,564.00. The Oklahoma State Regents will exercise their option to renew the lease for the office space occupied by the Oklahoma State Regents for Higher Education located at 655 Research Parkway, Suite 200, Oklahoma City. (Funded from 210-Core).

2) Ellucian Company LP in the amount of $117,685.00. For maintenance to provide telephone support and upgrades to our Banner software. Banner is the agency accounting and Human Resources system. (Funded from 210-Core).

3) University of Missouri in the amount of $223,000.00. To provide membership and Internet 2 connectivity for University of Oklahoma, Oklahoma State University-Tulsa and the Oklahoma State Regents for Higher Education. (Funded from 210-Core).

4) US Postmaster in the amount of $170,045.00. Annual postage meter expenses for OSRHE for fiscal year 2014. (Funded from 210-Core)

OCAP

5) Presbyterian Health Foundation in the amount of $226,890.00 The Oklahoma State Regents for Higher Education will exercise their option to renew the lease on office space occupied by the Oklahoma College Assistance Program located at 840 Research Parkway, Suite 450, Oklahoma City. (Funded from 701-OCAP).

Endowment Funds

1) Mercer in the amount of $360,000.00 for investment consulting. This is paid in arrears on a monthly basis. (Funded from 707-Endowment Funds).

AGENDA ITEM #11:

Deleted Item.

AGENDA ITEM #12-a:

New Programs.

SUBJECT: Northwestern Oklahoma State University. Approval of requests to offer the Certificate in Entrepreneurial Studies, the Certificate in Personal Finance, the Certificate in Accounting, and the Certificate in Human Resources Management.

RECOMMENDATION:

It is recommended that the State Regents approve Northwestern Oklahoma State University's (NWOSU's) request to offer the Certificate in Entrepreneurial Studies, the Certificate in Personal Finance, the Certificate in Accounting, and the Certificate in Human Resources Management in traditional and electronic media format with the stipulation that continuation of the certificate programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Entrepreneurial Studies.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 5 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Certificate in Personal Finance.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 5 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Certificate in Accounting.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 5 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Certificate in Human Resources Management.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 5 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

BACKGROUND:

Academic Plan

NWOSU's Academic Plan lists the following institutional priorities and new funding initiatives:
- Continuation of regional and programmatic accreditation
- Academic program assessment
- Implementation of the Title III grant to increase student retention
- Development of new certificate programs
- Implementation of a new online RN to BSN completion program

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

21	Degree and/or certificate programs deleted
7	Degree and/or certificate programs added

Program Review

NWOSU offers 42 degree and/or certificate programs as follows:

1	Certificate
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
35	Baccalaureate Degrees
6	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 NWOSU'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

NWOSU's faculty developed the proposals, which were reviewed and approved by institutional officials. NWOSU's governing board approved traditional and electronic media delivery of the Certificate in Entrepreneurial Studies, the Certificate in Personal Finance, and the Certificate in Human Resources Management at the January 11, 2013 meeting and the Certificate in Accounting at the February 28, 2013 meeting. NWOSU requests authorization to offer these certificates, as outlined below.

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

- Bachelor of Applied Arts and Sciences in Technical Management (064);
- Bachelor of Science in Accounting (001);
- Bachelor of Science in Business Administration (007);
- Bachelor of Science in Conservation Law Enforcement (010);
- Bachelor of Science in Nursing (047);
- Master of Counseling in Psychology (043);
- Master of Education in Elementary Education (014); and
- Master of Education in Secondary Education (033).

POLICY ISSUES:

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

ANALYSIS:

Certificate in Entrepreneurial Studies

Program purpose. The purpose of the proposed certificate program is to offer a specialty certificate for individuals who have a bachelor's degree in another discipline, for current students who are interested in gaining additional credentials, or for high-school graduates who need the specialty coursework for their career goals.

Program rationale and background. Small and entrepreneurial businesses are important to the success of a rural economy. NWOSU faculty frequently are contacted by individuals interested in pursuing entrepreneurial studies as a major or a minor. NWOSU does not offer a degree in this discipline and in response, developed the proposed undergraduate certificate using existing courses taught by current faculty.

Employment opportunities. The benefit of a certificate in entrepreneurial studies is not in the jobs available upon completion of the program, but in the opportunities of creating businesses in Oklahoma. Students interested in pursuing the proposed certificate will do so alongside their chosen discipline with the goal of possibly creating their own business. According to the Kauffman Foundation's Index of Entrepreneurial Activity, an average of 350 out of every 100,000 adults open a business in Oklahoma, resulting in about 70,000 new businesses each year. The proposed certificate will complement individuals' existing credentials or enhance current students' degree program by providing specialized knowledge and skills in entrepreneurship and increase their marketability in the workforce and chances for success in entrepreneurial activity.

Student demand. The new 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	5	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. The proposed certificate shares some similar content with the following program:

Institution	Existing Program
East Central University	Certificate in Business – Entrepreneurship (501)

A system wide letter of intent was communicated by email on February 22, 2013. None of the State System institutions notified the State Regents' office of a protest to the proposed certificate program.

Due to distance between institutions, continued student demand, and continued employment opportunities approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. No new courses will be added (Attachment A).

Content Area	Credit Hours
Required Core	30
Total	**30**

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

Delivery method and support services. The proposed certificate program will be offered in an online format using a variety of software suites or through interactive television and NWOSU will meet academic standards outlined in policy required 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 containing a variety of software suites 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 is 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 Entrepreneurial Studies 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	$7,000	$7,000	$7,000	$7,000	$7,000
Narrative/Explanation and Calculations: NWOSU has seven faculty chairs contributing to the salaries of the Division of Business faculty. The figures above are based on the following: (1) Each chair position contributing approximately $20,000 per year toward each faculty member's salary, for a total of $140,000. (2) Five percent of the $140,000 contributing toward the certificate programs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$73,943	$73,943	$78,606	$78,606	$78,606

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Narrative/Explanation: The above amounts reflect a percentage of current state resources that will be reallocated to support the certificate.					
Student Tuition	$4,800	$4,800	$7,200	$12,000	$12,000
Narrative/Explanation and Calculations: Year one and two are based on the tuition of two students being enrolled in the program. Year three includes three students and years four and five include five students. Tuition is calculated based on a tuition rate of $133.33 per credit hour and students completing 9 credit hours each semester.					
TOTAL	**$85,743**	**$85,743**	**92,806**	**97,606**	**97,606**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$10,470	$10,470	$13,866	$13,866	$13,866
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, the above amounts reflect a portion of cost for secretarial staff, the division chair and academic dean. The increase in year three assumes a 2 percent increase in salary.					
Faculty	$62,790	$67,790	$64,045	$64,045	$64,045
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, no additional expenses will be incurred. The increase in year three assumes a 2 percent increase in the chair's and dean's salary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$583	$583	$595	$595	$595
Narrative/Explanation: The amount shown reflects a 5 percent appropriation from the Division of Business operational budget.					
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	$100	$100	$100	$100	$100
Narrative/Explanation: Funds have been allocated to cover the costs of printing or ordering the certificates to be awarded to students upon completion of the certificate.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$73,943**	**$73,943**	**$78,606**	**$78,606**	**$78,606**

Certificate in Personal Finance

Program purpose. The purpose of the proposed certificate program is to offer a specialty certificate for individuals who have a bachelor's degree in another discipline, for current students who are interested in

gaining additional credentials, or for high-school graduates who need the specialty coursework for their career goals.

Program rationale and background. NWOSU does not offer a degree program in finance; however, students majoring in the Bachelor of Business Administration in Business Administration (007) have indicated an interest in also pursuing course work in finance. Additionally, the Division of Business' Advisory Board indicates that area employers have expressed a desire to hire graduates who have skills in finance, which will prepare them to move into mid-management positions. Because of student interest and stated need from employers, NWOSU development the proposed certificate program using existing courses taught by current faculty.

Employment opportunities. Career growth for individuals in the financial industry appears to be strong in Oklahoma. Statewide, employment as Financial Managers, Financial Analysts, Personal Financial Advisors, and Financial Examiners is expected to grow 10 to 27 percent between 2010 and 2020, depending on the career. In the NWOSU's workforce area and surrounding counties, the number of careers in these fields is expected to grow 7 to 25 percent from 2008 to 2018 depending on the career. NWOSU is confident that students completing this certificate will increase their employability within the business industry and find employment in their chosen career field.

Student demand. The new 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	5	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. The proposed certificate program shares some similar content with the following programs:

Institution	Existing Program
Oklahoma City Community College	Certificate in Banking and Finance (090)
East Central University	Certificate in Business – Banking and Finance (500)

A system wide letter of intent was communicated by email on February 22, 2013. None of the State System institutions notified the State Regents' office of a protest to the proposed certificate program. Due to distance between institutions, continued student demand, and continued employment opportunities approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the

following table. No new courses will be added (Attachment B).

Content Area	Credit Hours
Required Core	30
Total	**30**

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

Delivery method and support services. The program will be offered in an online format using a variety of software suites or through interactive television and NWOSU will meet academic standards outlined in policy required 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 containing a variety of software suites 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 is 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 Personal Finance 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	$7,000	$7,000	$7,000	$7,000	$7,000
Narrative/Explanation and Calculations: NWOSU has seven faculty chairs contributing to the salaries of the Division of Business faculty. The figures above are based on the following: (1) Each chair position contributing approximately $20,000 per year toward each faculty member's salary, for a total of $140,000. (2) Five percent of the $140,000 contributing toward the certificate programs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$73,943	$73,943	$78,606	$78,606	$78,606
Narrative/Explanation: The above amounts reflect a percentage of current state resources that will be reallocated to support the certificate.					
Student Tuition	$4,800	$4,800	$7,200	$12,000	$12,000
Narrative/Explanation and Calculations: Year one and two are based on the tuition of two students being enrolled in the program. Year three includes three students and years four and five include five students. Tuition is calculated based on a tuition rate of $133.33 per credit hour and students completing 9 credit hours each semester.					
TOTAL	**$85,743**	**$85,743**	**92,806**	**97,606**	**97,606**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$10,470	$10,470	$13,866	$13,866	$13,866
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, the above amounts reflect a portion of cost for secretarial staff, the division chair and academic dean. The increase in year three assumes a 2 percent increase in salary.					
Faculty	$62,790	$67,790	$64,045	$64,045	$64,045
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, no additional expenses will be incurred. The increase in year three assumes a 2 percent increase in the chair's and dean's salary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$583	$583	$595	$595	$595
Narrative/Explanation: The amount shown reflects a 5 percent appropriation from the Division of Business operational budget.					
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	$100	$100	$100	$100	$100
Narrative/Explanation: Funds have been allocated to cover the costs of printing or ordering the certificates to be awarded to students upon completion of the certificate.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$73,943**	**$73,943**	**$78,606**	**$78,606**	**$78,606**

Certificate in Accounting

Program purpose. The purpose of the proposed certificate program is to provide individuals who have a bachelor's degree in another discipline the advanced-level coursework needed to qualify to take the Oklahoma Certified Public Accounting exam.

Program rationale and background. NWOSU faculty frequently are contacted by individuals interested in changing careers to accounting but lack the necessary coursework to take the Oklahoma Certified Public Accountant exam. NWOSU also has seen interest from current students pursuing other business disciplines but also want a solid foundation in accounting to broaden their career opportunities upon graduation. In response to these requests, NWOSU developed the proposed undergraduate certificate using existing courses taught by current faculty.

Employment opportunities. Northwest Oklahoma is currently experiencing an energy boom and there is a shortage of qualified accountants. Area companies are seeking qualified accountants to fill these

positions. In addition, accounting firms in the state are having difficulty finding qualified new employees. According to the Oklahoma Employment Security Commission, jobs as accountants and auditors are expected to increase approximately 16 percent between 2010 and 2020. Similar careers requiring accounting knowledge and credentials are also expected to increase 14 percent during the same time period. NWOSU is confident students completing this certificate will find employment within the industry.

Student demand. The new 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	5	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. There proposed program shares similar content with the following programs:

Institution	Existing Program
Northeastern Oklahoma A&M College	Certificate in Accounting (087)
Tulsa Community College	Certificate in Accounting (096)

A system wide letter of intent was communicated by email on February 22, 2013. None of the State System institutions notified the State Regents' office of a protest to the proposed certificate program. Due to distance between institutions, continued student demand, unique focus of the curriculum and continued employment opportunities approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. No new courses will be added (Attachment C).

Content Area	Credit Hours
Required Core	30
Total	**30**

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

Delivery method and support services. The program will be offered in an online format using a variety of software suites or through interactive television and NWOSU will meet academic standards outlined in policy required 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 containing a variety of software suites 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 is 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 Accounting 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	$7,000	$7,000	$7,000	$7,000	$7,000
Narrative/Explanation and Calculations: NWOSU has seven faculty chairs contributing to the salaries of the Division of Business faculty. The figures above are based on the following: (1) Each chair position contributing approximately $20,000 per year toward each faculty member's salary, for a total of $140,000. (2) Five percent of the $140,000 contributing toward the certificate programs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$73,943	$73,943	$78,606	$78,606	$78,606
Narrative/Explanation: The above amounts reflect a percentage of current state resources that will be reallocated to support the certificate.					
Student Tuition	$4,800	$4,800	$7,200	$12,000	$12,000
Narrative/Explanation and Calculations: Year one and two are based on the tuition of two students being enrolled in the program. Year three includes three students and years four and five include five students. Tuition is calculated based on a tuition rate of $133.33 per credit hour and students completing 9 credit hours each semester.					
TOTAL	**$85,743**	**$85,743**	**92,806**	**97,606**	**97,606**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$10,470	$10,470	$13,866	$13,866	$13,866
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, the above amounts reflect a portion of cost for secretarial staff, the division chair and academic dean. The increase in year three assumes a 2 percent increase in salary.					
Faculty	$62,790	$62,790	$64,045	$64,045	$64,045
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, no additional expenses will be incurred. The increase in year three assumes a 2 percent increase in the chair's and dean's salary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$583	$583	$595	$595	$595
Narrative/Explanation: The amount shown reflects a 5 percent appropriation from the Division of Business operational budget.					
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	$100	$100	$100	$100	$100
Narrative/Explanation: Funds have been allocated to cover the costs of printing or ordering the certificates to be awarded to students upon completion of the certificate.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$73,943**	**$73,943**	**$78,606**	**$78,606**	**$78,606**

Certificate in Human Resources Management

Program purpose. The purpose of the proposed certificate program is to offer a specialty certificate for individuals who have a bachelor's degree in another discipline, for current students who are interested in gaining additional credentials, or for high-school graduates who need the specialty coursework for their career goals.

Program rationale and background. NWOSU faculty receive frequent inquiries about a major in Human Resources; however, NWOSU does not offer a bachelor's degree in this discipline. In response to this interest, NWOSU developed the proposed undergraduate certificate using mostly existing courses and current faculty.

Employment opportunities. With the oil and wind energy booms in the region, the number of human resource positions has increased substantially. According to the Oklahoma Employment Security Commission careers in the human resources field is expected to grow 3 to 30 percent depending on the type of position. The proposed certificate will address the workforce needs in the state by preparing students to fill these positions.

Student demand. The new 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	5	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. The proposed certificate shares some similar content with the following program:

Institution	Existing Program
Tulsa Community College	Certificate in Human Resources (184)
East Central University	Certificate in Business – Human Resource Management (502)

A system wide letter of intent was communicated by email on February 22, 2013. None of the State System institutions notified the State Regents' office of a protest to the proposed certificate program. Due to distance between institutions, continued student demand, and continued employment opportunities approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 30 total credit hours as shown in the following table. One new course will be added (Attachment D).

Content Area	Credit Hours
Required Core	30
Total	**30**

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

Delivery method and support services. The program will be offered in an online format using a variety of software suites or through interactive television and NWOSU will meet academic standards outlined in policy required 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 containing a variety of software suites 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 is 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 Resources Management 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	$7,000	$7,000	$7,000	$7,000	$7,000
Narrative/Explanation and Calculations: NWOSU has seven faculty chairs contributing to the salaries of the Division of Business faculty. The figures above are based on the following: (1) Each chair position contributing approximately $20,000 per year toward each faculty member's salary, for a total of $140,000. (2) Five percent of the $140,000 contributing toward the certificate programs.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and Reallocation	$73,943	$73,943	$78,606	$78,606	$78,606

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Narrative/Explanation: The above amounts reflect a percentage of current state resources that will be reallocated to support the certificate.					
Student Tuition	$4,800	$4,800	$7,200	$12,000	$12,000
Narrative/Explanation and Calculations: Year one and two are based on the tuition of two students being enrolled in the program. Year three includes three students and years four and five include five students. Tuition is calculated based on a tuition rate of $133.33 per credit hour and students completing 9 credit hours each semester.					
TOTAL	$85,743	$85,743	92,806	97,606	97,606

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$10,470	$10,470	$13,866	$13,866	$13,866
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, the above amounts reflect a portion of cost for secretarial staff, the division chair and academic dean. The increase in year three assumes a 2 percent increase in salary.					
Faculty	$62,790	$62,790	$64,045	$64,045	$64,045
Narrative/Explanation: Because the courses area all taught as part of the Bachelor of Business Administration in Accounting (001) curriculum, no additional expenses will be incurred. The increase in year three assumes a 2 percent increase in the chair's and dean's salary.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$583	$583	$595	$595	$595
Narrative/Explanation: The amount shown reflects a 5 percent appropriation from the Division of Business operational budget.					
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	$100	$100	$100	$100	$100
Narrative/Explanation: Funds have been allocated to cover the costs of printing or ordering the certificates to be awarded to students upon completion of the certificate.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	$73,943	$73,943	$78,606	$78,606	$78,606

Attachments

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ENTREPRENEURIAL STUDIES

Degree Requirements		Credit Hours
Required Core		**30**
ACCT 2003	Survey of Accounting	3
ECON 2103	Survey of Economics	3
FIN 1113	Personal Finance	3
GBUS 2013	Business Math	3
FIN 3013	Survey of Finance	3
GBUS 3613	Principles of Entrepreneurship	3
GBUS 4313	Advanced Entrepreneurship	3
GBUS 4423	Entrepreneurship Seminar	3
MGMT 4213	Small Business Management	3
MRKT 3043	Principles of Marketing	3
Total		**30**

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PERSONAL FINANCE

Degree Requirements		Credit Hours
Required Core		**30**
ACCT 2003	Survey of Accounting	3
ECON 2103	Survey of Economics	3
FIN 1113	Personal Finance	3
GBUS 2013	Business Math	3
FIN 3013	Survey of Finance	3
ACCT 3133	Individual Income Tax	3
FIN 4213	Real Estate	3
FIN 4323	Investments	3
FIN 4433	Business Risk Management and Insurance	3
FIN 4480	Special Topics	3
Total		**30**

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ACCOUNTING

Degree Requirements		Credit Hours
Required Core		**30**
ACCT 3103	Intermediate Accounting I	3
ACCT 3113	Intermediate Accounting II	3
ACCT 3123	Governmental/Non-profit Accounting	3
ACCT 3133	Individual Income Tax	3
ACCT 3153	Cost Accounting I	3
ACCT 3923	Advanced Business Law/Ethics	3
ACCT 4133	Accounting Information System	3
ACCT 4173	Auditing	3
ACCT 4303	International Accounting	3
	3 credit hours upper-level Accounting elective	3
Total		**30**

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

Degree Requirements		Credit Hours
Required Core		**30**
ACCT 2003	Survey of Accounting	3
ECON 2103	Survey of Economics	3
FIN 1113	Personal Finance	3
GBUS 2013	Business Math	3
GBUS 2903	Legal Environment of Business	3
GBUS 4953	Employment Law	3
MGMT 3063	Principles of Management	3
MGMT 3433	Organizational Behavior	3
MGMT 4333	Human Resource Management	3
*MGMT 4223	Compensation Management	3
Total		**30**

* Asterisks denotes new course

AGENDA ITEM #12-b:

> **New Programs.**

SUBJECT: University of Oklahoma College of Law. Approval to offer the Master of Legal Studies in Legal Studies, the Graduate Certificate in Energy Law, the Graduate Certificate in American Indian Law, the Graduate Certificate in Natural Resource Law, and the Graduate Certificate in Law and Entrepreneurship.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Oklahoma College of Law's (OU-Law) requests to offer the Master of Legal Studies in Legal Studies in a traditional and electronic media format, the Graduate Certificate in Energy Law, the Graduate Certificate in American Indian Law, the Graduate Certificate in Natural Resource Law, and the Graduate Certificate in Law and Entrepreneurship with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Legal Studies in Legal Studies.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 30 students in Fall 2017; and Graduates: a minimum of 8 students in 2017-2018.

- **Graduate Certificate in Energy Law.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 6 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Graduate Certificate in American Indian Law.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 6 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Graduate Certificate in Natural Resources Law.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 6 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

- **Graduate Certificate in Law and Entrepreneurship.** Continuation beyond Fall 2018 will depend upon: Majors enrolled: a minimum of 6 students in Fall 2017; and Graduates: a minimum of 2 students in 2017-2018.

BACKGROUND:

Academic Plan

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

- Continue aggressive recruitment of large freshmen classes and improve the processing of graduate student applications for admission.

- Continue improving the undergraduate retention and graduate rates by 1) utilizing the holistic admissions to be able to provide early invention/mentoring/tutoring for students whose profiles suggest they will profit from such aggressive intervention, 2) increase the coordination of undergraduate academic advising across campus, and 3) enhance course offerings during the summer session. Additionally, we will work to get undergraduate students actively working towards a timely and there more efficient timeline for their degree completion.

- Continue to manage undergraduate course offerings to adequately meet student needs for courses by requiring course sections to be fully enrolled and by adding sections as needed to meet student demand by utilizing qualified instructors, lecturers, and other adjunct instructors.

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-Law has taken the following program actions in response to APRA:

0	Degrees and/or certificate programs deleted
1	Degrees and/or certificate programs added

Program Review

OU-Law offers 2 degree and/or certificate programs as follows:

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

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-Law'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-Law's faculty developed the proposals, which were reviewed and approved by institutional officials. OU's governing board approved delivery of the Master of Legal Studies in Legal Studies, the Graduate Certificate in Energy Law, the Graduate Certificate in American Indian Law, the Graduate Certificate in Natural Resource Law, and the Graduate Certificate in Law & Entrepreneurship at the January 24, 2013 meeting. OU-Law requests authorization to offer these degree and certificate programs, as outlined below.

POLICY ISSUES:

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

For institutions without approval to deliver degree programs electronically, the process calls for the President to send a letter of intent to the Chancellor along with a request to deliver an existing degree program via electronic media that addresses how the institution will meet the academic standards specified in policy and the following criteria: 1) centrality to the institution's mission, 2) academic standards, 3) method of delivery, 3) duplication, 4) student demand(s), and 5) program cost.

ANALYSIS:

Master of Legal Studies in Legal Studies

Centrality of the Proposed Electronic Media Program to the Institution's Mission. This degree program is consistent with OU-Law's mission, purpose and philosophy, which is to provide a dynamic intellectual community dedicated to teaching and learning, research, and service in the pursuit of law and justice.

Academic Standards. The academic standards meet State Regents' policy requirements listed in section 3.16.5. The proposal provided adequate detail regarding faculty, academic integrity, learning resources, admission, retention, assessment, student services, and technical support systems.

Method of Delivery. OU-Law will utilize the learning and course management system, Desire2Learn (D2L), for the Master of Legal Studies in Legal Studies instructional delivery. Additionally, OU-Law will contract with the OU College of Liberal Studies which will provide the technological support and online course design expertise to ensure a high quality learning environment. D2L will serve as the user interface/virtual classroom with academic features that include high quality video lectures, instructor facilitated and moderated discussion threads, online quizzes and exams, and relevant course material.

Program purpose. The purpose of the proposed program is to enhance and complement the existing Juris Doctor in Law (148) and Master of Law in Laws (384) and will provide students with knowledge and experience in the areas of energy, natural resources, and indigenous peoples.

Program rationale and background. Twenty of the top 100 law schools in the United States now offer a master's degree for non-lawyers; however, no other law school has the precise focus of energy, natural resources, and indigenous peoples. OU-Law has a long history of excellence and expertise in these fields. The proposed program builds on this excellence and faculty expertise to provide a master's degree that appeals to a diverse population. With this in mind, the program was designed to target those individuals in the workplace who hold a bachelor's degree but need or would benefit from legal knowledge in the areas of energy, natural resources, or indigenous peoples.

Employment opportunities. Potential career opportunities for graduates of this program will be in academia, local, state, tribal, and federal governments, agriculture, and energy. However, many students interested in the proposed program will already be employed in their chosen career field but would benefit from legal knowledge in one of the concentration areas offered in the curriculum. OU-Law anticipates that many students will be early and mid-career professionals in the tribal, agricultural, and energy sectors seeking to enhance their career potential with some knowledge of the law that intersects with their industry. OU-Law is confident that graduates of the program will find employment or enhance their career opportunities within their field.

Student demand. The proposed graduate 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	30	Fall 2017
Minimum Graduates from the program	8	2017-2018

Duplication and impact on existing programs. There are no Master of Legal Studies in Legal Studies programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 25, 2013. 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 30 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Core Courses	15
Guided Electives	9
General Electives	6
Total	**30**

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

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

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

Program resource requirements. Program resource requirements for the Master of Legal Studies in Legal Studies 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	$24,250	$0	$0	$0	$0
Narrative/Explanation: This amount represents a one-time seed fund that will come from the Annual Giving Campaign. Resources for further development costs will come from the program's cash flow.					
Existing State Resources	$0	$0	$0	$0	$0
State Resources Available through Internal Allocation and reallocation	$22,750	$7,300	$0	$0	$0
Narrative/Explanation: Now that the existing Master of Law in Laws (LLM)(384) program is established, the College of Law is allocating .25 FTE from its Assistant Director of the LLM program's salary to the proposed program, as well as .25 FTE of the Assistant Directors' travel for student recruitment. Additionally, $1,500 of the LLM equipment and instructional budget is being reallocated to the proposed program.					
Student Tuition	$120,950	$241,900	$302,375	$362,850	$362,850
Narrative/Explanation: Tuition and fees are based on current rates with an average enrollment of 10, 20, 25, 30, and 30 students in years 1 through 5. The amounts shown assume in-state students.					
TOTAL	**$167,950**	**$249,200**	**$302,275**	**$362,850**	**$362,850**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$17,500	$18,000	$18,500	$19,000	$19,500
Narrative/Explanation: 1.0 FTE shared (.75 for LLM program and .25 for proposed program).					
Faculty	$75,000	$150,000	$180,000	$195,000	$195,000
Narrative/Explanation: Faculty costs represent the estimated added instructional cost to deliver existing courses in an on-line format and hiring faculty on an overload/adjunct basis if needed.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,500	$250	$250	$1,250	$1,250
Narrative/Explanation: Costs for computer, printer, and supplies shared with the LLM program.					
Library	$0	$0	$0	$0	$0
Contractual Services	$60,000	$68,000	$74,000	$54,000	$58,000
Narrative/Explanation: Year 1: Cost of course design and technological support for 4 online courses based on discussions with the College of Liberal Studies. Year 2: Cost of course design for 4 online courses and technological support for 8 online courses. Year 3: Cost of course design for 4 courses and technological support for 12 online courses. Years 4 and 5: Cost of course design for 2 courses each year and for technological support for 14 and 16 courses respectively.					

Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$10,000	$9,000	$9,000	$9,000	$9,000
Narrative/Explanation: Cost for brochure and marketing materials, including handouts, direct mail, posters, etc. Costs also for Banner ads, website presence, etc.					
Telecommunications	$200	$200	$200	$200	$200
Narrative/Explanation: The amounts shown will be used for international communication with prospective students.					
Travel	$3,750	$3,750	$3,750	$3,750	$3,750
Narrative/Explanation: Cost for conferences and student recruitment split with LLM recruiting.					
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$167,950**	**$249,200**	**$285,700**	**$282,200**	**$286,700**

Graduate Certificate in Energy Law

Program purpose. The purpose of this proposed graduate certificate is to encourage current and post-Juris Doctorate students to pursue a focus area of excellence in their legal education by providing an opportunity to obtain knowledge and expertise in the energy industry area.

Program rationale and background. OU-Law has a long history of excellence and expertise in energy law. Many of the students attending and graduating from OU-Law have found employment in the energy field, especially in the oil and gas industry. Additionally, OU-Law has seen significant enrollment in energy related courses. Several law schools across the United States, including those at the University of California-Berkeley, the University of California-Davis, the University of Utah, the University of Illinois, the University of Connecticut, the University of Denver, the University of New Mexico, the University of Kansas and the University of Tulsa offer certificates in related areas. The proposed graduate certificate builds on this reputation and student demand and will provide students with a credential that will appeal to prospective employers.

Employment opportunities. OU-Law places approximately 10 percent of its graduates from the existing Juris Doctor in Law (148) in energy related careers. Therefore, several of the students interested in pursuing the proposed certificate will already be employed in their chosen career field. Additionally, the Oklahoma Employment Security Commission predicts the long-term industry outlook for careers in energy related careers are expected to grow through 2020. OU-Law is confident that students completing the proposed certificate will find employment in the 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	6	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. There are no Graduate Certificate in Energy Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 25, 2013. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed graduate certificate program.

Curriculum. The proposed graduate certificate programs will consist of 18 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 Elective Courses	12
Guided Electives	6
Total	**18**

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 graduate 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 Graduate Certificate in Energy Law 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	$0	$0	$0	$0	$0
Student Tuition	$39,526	$79,052	$118,578	$118,578	$118,578

Narrative/Explanation: Tuition is based on resident tuition and fees of $658.77 per credit hour. OU-Law anticipates students completing 30 credit hours in each academic year.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
TOTAL	**$39,526**	**$79,052**	**$118,578**	**$118,578**	**$118,578**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$500	$500	$500	$500	$500

Narrative/Explanation: The amounts shown reflect a percentage of the salary of the Registrar that will be used to support the proposed graduate certificate. OU-Law anticipates the Registrar will spend a limited amount of time working to ensure students have completed the requirements for the proposed graduate certificate.

Faculty	$1,000	$1,000	$1,000	$1,000	$1,000

Narrative/Explanation: The amounts shown reflect a percentage of the salary for faculty members to teach the additional students enrolled in the proposed graduate certificate. OU-Law anticipates that with the small number of students enrolled in the graduate certificate, the faculty will spend a small amount of time reading papers for the students enrolled only in the graduate certificate program.

Graduate Assistants	$0	$0	$0	$0	$0
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	$2,000	$2,000	$2,000	$2,000	$2,000

Narrative/Explanation: Cost for marketing materials for the graduate certificate.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,500**	**$3,500**	**$3,500**	**$3,500**	**$3,500**

Graduate Certificate in American Indian Law

Program purpose. This purpose of this proposed graduate certificate is to encourage current and post-Juris Doctorate students to pursue a focus area of excellence in their legal education by providing an opportunity to obtain knowledge and expertise in the area of indigenous peoples' law.

Program rationale and background. OU-Law has a long history of excellence and expertise in the field of American Indian Law and is home to the American Indian Law review, the leading publication of its kind in the United States. The Center for the Study of American Indian Law and Policy at the University of Oklahoma has been offering a non-transcripted certificate option since 2002. Since that time 52

students have earned the certificate. Several law schools across the United States, including those at Arizona State University, the University of Colorado, Michigan State University, the University of New Mexico, the University of North Dakota, and the University of Tulsa offer certificates in American Indian Law. Adding the proposed graduate certificate as a transcripted credential will enhance OU-Law's ability to compete for students who might otherwise choose one of these schools. Moreover, the proposed graduate certificate will provide students with a credential that appeals to potential employers.

Employment opportunities. OU-Law anticipates that the students interested in the proposed graduate certificate will either be currently pursuing the Juris Doctorate or already employed. Many of the graduates of OU-Law find employment in law firms, corporations or tribal governments that require an expertise in American Indian Law. The proposed graduate certificate will provide these individuals with a credential that will make them more competitive in the job market.

Student demand. The proposed graduate 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	6	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. There are no Graduate Certificate in American Indian Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 25, 2013. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed graduate certificate program.

Curriculum. The proposed graduate certificate program will consist of 15 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 Elective Courses	12
Guided Electives	3
Total	**15**

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

Financing. The proposed graduate 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 Graduate Certificate in American Indian Law 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	$0	$0	$0	$0	$0
Student Tuition	$39,526	$79,052	$118,578	$118,578	$118,578
Narrative/Explanation: Tuition is based on resident tuition and fees of $658.77 per credit hour. OU-Law anticipates students completing 30 credit hours in each academic year.					
TOTAL	**$39,526**	**$79,052**	**$118,578**	**$118,578**	**$118,578**

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts shown reflect a percentage of the salary of the Registrar that will be used to support the proposed graduate certificate. OU-Law anticipates the Registrar will spend a limited amount of time working to ensure students have completed the requirements for the proposed certificate.					
Faculty	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: The amounts shown reflect a percentage of the salary for faculty members to teach the additional students enrolled in the proposed graduate certificate. OU-Law anticipates that with the small number of students enrolled in the graduate certificate, the faculty will spend a small amount of time reading papers for the students enrolled only in the graduate certificate program.					
Graduate Assistants	$0	$0	$0	$0	$0
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	$2,000	$2,000	$2,000	$2,000	$2,000
Narrative/Explanation: Cost for marketing materials for the graduate certificate.					

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,500**	**$3,500**	**$3,500**	**$3,500**	**$3,500**

Graduate Certificate in Natural Resource Law

Program purpose. This purpose of this proposed graduate certificate is to encourage current and post-Juris Doctorate students to pursue a focus area of excellence in their legal education by providing an opportunity to obtain knowledge and expertise in the area of natural resources law.

Program rationale and background. Many students currently attending OU-Law have shown an interest in environmental and natural resources issues, including the areas of water law and agricultural law. Enrollments in courses addressing these content areas have shown strong demand. Several law schools across the United States, including those at the University of California-Berkeley, the University of California-Davis, the University of Utah, the University of Illinois, the University of Connecticut, the University of Denver, the University of New Mexico, the University of Kansas and the University of Tulsa offer certificates in related areas. Adding the proposed graduate certificate as a transcripted credential will enhance OU-Law's ability to compete for students who might otherwise choose one of these schools. Moreover, the proposed graduate certificate will provide students with a credential that appeals to potential employers.

Employment opportunities. OU-Law anticipates that the students interested in the proposed graduate certificate will either be currently pursuing the Juris Doctorate or already employed. Many of the graduates of OU-Law with a strong interest in environmental and natural resources issues will seek employment in law firms, corporations or tribal governments that require an expertise in Natural Resource Law. The proposed graduate certificate will provide these individuals with a credential that will make them more competitive in the job market.

Student demand. The proposed graduate 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	6	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs. There are no Graduate Certificate in Natural Resource Law programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 25, 2013. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed graduate certificate program.

Curriculum. The proposed graduate certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Core Courses	9
Guided Electives	3
General Electives	6
Total	**18**

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

Financing. The proposed graduate 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 Graduate Certificate in Natural Resource Law 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	$0	$0	$0	$0	$0
Student Tuition	$39,526	$79,052	$118,578	$118,578	$118,578
Narrative/Explanation: Tuition is based on resident tuition and fees of $658.77 per credit hour. OU-Law anticipates students completing 30 credit hours in each academic year.					
TOTAL	**$39,526**	**$79,052**	**$118,578**	**$118,578**	**$118,578**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts shown reflect a percentage of the salary of the Registrar that will be used to support the proposed graduate certificate. OU-Law anticipates the Registrar will spend a limited amount of time working to ensure students have completed the requirements for the proposed graduate certificate.					
Faculty	$1,000	$1,000	$1,000	$1,000	$1,000
Narrative/Explanation: The amounts shown reflect a percentage of the salary for faculty members to teach the additional					

students enrolled in the proposed graduate certificate. OU-Law anticipates that with the small number of students enrolled in the graduate certificate, the faculty will spend a small amount of time reading papers for the students enrolled only in the graduate certificate program.

Graduate Assistants	$0	$0	$0	$0	$0
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	$2,000	$2,000	$2,000	$2,000	$2,000
Narrative/Explanation: Cost for marketing materials for the graduate certificate.					
Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,500**	**$3,500**	**$3,500**	**$3,500**	**$3,500**

Graduate Certificate in Law and Entrepreneurship

Program purpose. The purpose of this graduate certificate program is to encourage current and post-Juris Doctorate students to pursue a focus area of excellence in their legal education by providing students with an opportunity to obtain knowledge and expertise to serve entrepreneurs.

Program rationale and background. Pepperdine Law School offers a similar certificate and students at the University of Wisconsin can earn an Entrepreneurship Certificate through their Business School. Additionally, several law schools across the United States, including those at Oklahoma City University, Texas Tech University and the University of Southern California offer related Business Law certificates. Adding the proposed certificate as a transcripted credential will enhance OU-Law's ability to compete for students who might otherwise choose one of these schools. Moreover, the proposed graduate certificate will provide students with a credential that appeals to potential employers.

Employment opportunities. OU-Law anticipates that the students interested in the proposed graduate certificate will either be currently pursuing the Juris Doctorate or already employed. Many of the graduates of OU-Law will pursue employment in transactional practice or general solo practice. The proposed graduate certificate will provide these individuals with a credential that will make them more competitive in the job market and increase their ability to secure jobs in the broad filed of business law.

Student demand. The proposed graduate 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	6	Fall 2017
Minimum Graduates from the program	2	2017-2018

Duplication and impact on existing programs.   There are no Graduate Certificate in Law and Entrepreneurship programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 25, 2013. Approval will not constitute unnecessary duplication, and none of the State System institutions notified the State Regents' office of a protest to the proposed graduate certificate program.

Curriculum. The proposed graduate certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment E).

Content Area	Credit Hours
Core Elective Courses	12
Guided Electives	6
Total	**18**

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

Financing. The proposed graduate 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 Graduate Certificate in Law and Entrepreneurship 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	$0	$0	$0	$0	$0

	Year of Program				
A. Funding Sources	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Student Tuition	$39,526	$79,052	$118,578	$118,578	$118,578

Narrative/Explanation: Tuition is based on resident tuition and fees of $658.77 per credit hour.   OU-Law anticipates students completing 30 credit hours in each academic year.

TOTAL	**$39,526**	**$79,052**	**$118,578**	**$118,578**	**$118,578**

	Year of Program				
B. Breakdown of Budget Expenses/Requirements	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**5th Year**
Administrative/Other Professional Staff	$500	$500	$500	$500	$500

Narrative/Explanation: The amounts shown reflect a percentage of the salary of the Registrar that will be used to support the proposed graduate certificate.   OU-Law anticipates the Registrar will spend a limited amount of time working to ensure students have completed the requirements for the proposed graduate certificate.

Faculty	$1,000	$1,000	$1,000	$1,000	$1,000

Narrative/Explanation: The amounts shown reflect a percentage of the salary for faculty members to teach the additional students enrolled in the proposed graduate certificate. OU-Law anticipates that with the small number of students enrolled in the graduate certificate, the faculty will spend a small amount of time reading papers for the students enrolled only in the graduate certificate program.

Graduate Assistants	$0	$0	$0	$0	$0
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	$2,000	$2,000	$2,000	$2,000	$2,000

Narrative/Explanation: Cost for marketing materials for the graduate certificate.

Telecommunications	$0	$0	$0	$0	$0
Travel	$0	$0	$0	$0	$0
Awards and Grants	$0	$0	$0	$0	$0
TOTAL	**$3,500**	**$3,500**	**$3,500**	**$3,500**	**$3,500**

Attachments

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
MASTER OF LEGAL STUDIES IN LEGAL STUDIES

Degree Requirements		Credit Hours
Core		**15**
LAW 6320	Directed Legal Research	2
LAW 6100	Introduction to the American Legal System	2
LAW 6100	Research Writing and Analysis	2
	To complete the Core, students must complete at least 9 credit hours from the following	
LAW 5403	Administrative Law	3
LAW 5702	Agency and Partnership	2
LAW 5433	Corporations	3
LAW 6523	Environmental Law	3
LAW 6520	Intellectual Property Law	2-4
LAW 6040	International Business Transactions	2-3
LAW 6000	International Environmental Law	2
LAW 6060	International Law Foundations	2-3
LAW 6100	International Trade Law	2
LAW 6100	Patents	3-4
LAW 6100	Trademarks	2-3
Guided Electives		**9**
	Students must complete 9 credit hours from the following according to their area of interest	
LAW 6500	Agricultural Biotech Law	2-3
LAW 6500	Agricultural Environmental Law	2-3
LAW 6503	Agricultural Law	3
LAW 5602	Comparative Indigenous Peoples Law	2
LAW 6510	Energy Law	2-3
LAW 6510	Energy Law and Natural Resources	2-3
LAW 5443	Family Law	3
LAW 5610	Federal Indian Law	3
LAW 6100	Federal Indian Water Law	2
LAW 5463	Income Tax: Individual	3
LAW 6700	Indian Gaming Law	2

LAW 6050	International Human Rights	2-3
LAW 6552	International Petroleum Transactions	2
LAW 6100	Mineral Title Examination	2
LAW 5633	Native American Natural Resources	3
LAW 6540	Oil and Gas Law	3-4
LAW 6550	Oil and Gas Contracts and Tax	2-3
LAW 6100	Oil and Gas Practice	2
LAW 6700	Tribal Courts and Tribal Law Seminar	2
LAW 6580	Water Law	2-3
LAW 6100	Wind Law	2
General Electives		**6**
Students may choose 6 credit hours from any course offered at OU-LAW		
Total		**30**

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN ENERGY LAW

Degree Requirements			Credit Hours
Core Elective Courses			**12**
Students must take 12 credit hours from the following			
	LAW 6510	Energy Law	2-3
	LAW 6540	Oil and Gas	3-4
	LAW 6552	International Petroleum Transactions	2
	LAW 5633	Native American Natural Resources	3
	LAW 6100	Mineral Title Examination	2
	LAW 6100	Oil and Gas Practice	2
	LAW 6100	Wind Law	2
	LAW 6550	Oil and Gas Contracts	2-3
	LAW 6580	Water Law	2-3
	LAW 6700	Federal Indian Water Law	2
Guided Electives			**6**
	Students must complete 6 credit hours of existing non-law courses approved by the College of Atmospheric & Geographic Sciences, Price College of Business, Mewbourne College of Earth & Energy, or the College of Engineering, in collaboration with the College of Law's Advanced Degree and Certificate Programs Committee. Potential courses include, but are not limited to EMGT 3001, EMGT 3713, ENGB 5131, CH E 2133, and GEOL 4143.		
Total			**18**

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN AMERICAN INDIAN LAW

Degree Requirements		Credit Hours
Core Elective Courses		**12**
LAW 5610	Federal Indian Law	**3**
Students must select 9 credit hours from the following:		
LAW 5600	Native American Natural Resources	3
LAW 5600	American Indian Law Seminar: Selected Legal Problems	2-3
LAW 6311	American Indian Law Review	1
LAW 5602	Comparative and International Indigenous People's Law	2
LAW 6700	Tribal Courts/Tribal Law	2
LAW 6700	Indian Gaming Law and Regulation Seminar	2
LAW 6700	Federal Indian Water Law	2
	Water Law	2-3
LAW 6700	Federal Indian Water Law	2
Students must also select an experiential component. Up to 3 credit hours of an externship may be included in the Core by choosing one of the following :		
LAW 6500	Federal Indian Law Externship	
LAW 6400	Extern Placement	3
LAW 6400	Inter-American Human Rights Commission Externship	
	100 hours of employment as approved by Center Director	
Guided Electives		**3**
Students must select one course from the following:		
LAW 5403	Administrative Law	3
LAW 5543	Federal Courts	3
LAW 6060	International Law Foundations	2-3
LAW 6523	Environmental Law	3
LAW 6540	Oil and Gas	4
LAW 6580	Water Law	2-3
Total		**15**

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN NATURAL RESOURCE LAW

Degree Requirements		Credit Hours
Core Elective Courses		**9**
Students must take 9 credit hours from the following:		
LAW 5633	Native American Natural Resources	3
LAW 6100	Animals and Agricultural Production	2
LAW 6100	International Environmental Climate Change Law	2
LAW 6100	Wind Law	2
LAW 6500	Agricultural Biotechnology Law	2
LAW 6500	Agricultural Environmental Law	2-3
LAW 6503	Agricultural Law	3
LAW 6523	Environmental Law	3
LAW 6580	Water Law	2-3
LAW 6700	Federal Indian Water Law	2
Guided Electives		**3**
LAW 5403	Administrative Law	3
LAW 5543	Federal Courts	3
LAW 6510	Energy Law	2-3
LAW 6060	International Law Foundations	2-3
General Electives		**6**
	Students must complete 6 credit hours of existing non-law courses approved by the College of Atmospheric & Geographic Sciences, Price College of Business, Mewbourne College of Earth & Energy, or the College of Engineering, in collaboration with the College of Law's Advanced Degree and Certificate Programs Committee. Potential courses include, but are not limited to CEES 2313, CEES G 4243, CEES 4463, EMGT 3523, GEOG 4333, and GEOG 3563.	
Total		**18**

UNIVERSITY OF OKLAHOMA COLLEGE OF LAW
GRADUATE CERTIFICATE IN LAW & ENTREPRENEURSHIP

Degree Requirements			Credit Hours
Core Elective Courses			**12**
	Students must take 12 credit hours from the following:		
	LAW 5702	Agency and Partnership	2
	LAW 5433	Corporations	3
	LAW 5760	Corporate Finance	2-3
	LAW 6820	Corporate Income Tax	3-4
	LAW 5753	Federal Securities Regulation	3
	LAW 6520	Intellectual Property	2-3
	LAW 6552	International Petroleum Transactions	2-3
	LAW 6040	International Business	2-3
	LAW 5763	Mergers and Acquisitions	3
	LAW 5740	Payment Systems	2-3
	LAW 5750	Secured Transactions	3
General Electives			**6**
	Students must complete 6 credit hours of existing non-law courses approved by the Price College of Business, in collaboration with the College of Law's Advanced Degree and Certificate Programs Committee. Potential courses include but are not limited to ENT 3203, ENT 3613, and ENT 5912.		
Total			**18**

AGENDA ITEM #13:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the programs listed below:
- Master of Architecture in Architecture (022)
- Master of Architectural Engineering in Architectural Engineering (023)

University of Central Oklahoma (UCO) requests authorization to delete the program listed below:

- Bachelor of Arts in Mass Communication (118)

Northern Oklahoma College (NOC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Industrial Technology (082)
- Associate in Applied Science in Biotechnology (085)

Northeastern Oklahoma A&M College (NEOAMC) requests authorization to delete the program listed below:

- Certificate (Less Than One Year) in Medical Assistant (102)

Rose State College (RSC) requests authorization to delete the programs listed below:

- Certificate in Technical Supervision and Management (122)
- Associate in Applied Science in Web Development Technology (121)
- Associate in Applied Science in Court Reporting (009)
- Certificate in Realtime Translator Reporting (108)
- Certificate in Realtime Voicewriting (129)

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Master of Architecture in Architecture (022). This program was approved by the State Regents prior to 1990. Reasons for requesting the deletion include:
- OSU suspended the program in 2007 due to low enrollment.
- OSU indicates that students are more interested in pursuing the Master of Science in Civil Engineering (048).
- There are no students enrolled in the program.
- No courses will be deleted as they will continue to be used on an as needed basis.
- No funds are available for reallocation as they will be used to support programs within the College of Engineering, Architecture and Technology.

OSU requests authorization to delete the Master of Architectural Engineering in Architectural Engineering (023). This program was approved by the State Regents prior to 1990. Reasons for requesting the deletion include:
- OSU suspended the program in 2007 due to low enrollment and lack of faculty.
- OSU indicates they are not able to fill the faculty positions and support the program at this time.
- There are no students enrolled in the program.
- No courses will be deleted as they will continue to be used on an as needed basis.
- No funds are available for reallocation as they will be used to support programs within the College of Engineering, Architecture and Technology.

UCO requests authorization to delete the Bachelor of Arts in Mass Communication (118). This program was approved by the State Regents prior to 1990. Reasons for requesting the deletion include:
- UCO reports that in 2006 the Bachelor of Arts in Journalism (118) was changed to the Bachelor of Arts in Mass Communication (118) in an effort to merge with the Bachelor of Arts in Mass Communications (130).
- The Bachelor of Arts in Mass Communication (118) was not deleted at the time to allow students to complete their degree requirements.
- There are no students currently enrolled.
- No courses will be deleted as they are used as part of the curriculum for the Bachelor of Arts in Mass Communication (130).
- No funds are available for reallocation as they will be used to support the Bachelor of Arts in Mass Communication (130).

NOC requests authorization to delete the Associate in Applied Science in Industrial Technology (082). This program was approved by the State Regents at the May 25, 2001 meeting. Reasons for requesting the deletion include:
- This program and its options were integrated into the Associate in Applied Science in Engineering and Industrial Technology (070), which was approved at the April 8, 2011 State Regents' meeting.
- There are no students currently enrolled.
- No courses will be deleted as they are used as part of the curriculum for the Associate in Applied Science in Engineering and Industrial Technology (070).
- No funds are available for reallocation as they will be used to support the Associate in Applied Science in Engineering and Industrial Technology (070).

NOC requests authorization to delete the Associate of Applied Science in Biotechnology (085). This program was approved by the State Regents at the June 28, 2007 meeting. Reasons for requesting the deletion include:

- This program was offered as a cooperative agreement with Meridian Technology Center (MTC).
- MTC no longer offers the technical course work required for the degree and NOC does not have the facilities or equipment to do so.
- There are no students currently enrolled.
- No funds are available for reallocation as the technical courses were funded by MTC.

NEOAMC requests authorization to delete the Certificate (Less Than One Year) in Medical Assistant (102). This program was approved by the State Regents at the May 27, 1994 meeting. Reasons for requesting the deletion include:

- NEOAMC continues to offer the Certificate (Less Than Two Years) in Medical Assistant (084) and believes the skills necessary for this degree cannot be obtain in less than one year.
- NEOAMC also indicates that due to course rotation, most students are unable to complete the program in less than one year.
- One student is currently enrolled and will be transitioned to the Certificate (Less Than Two Years) in Medical Assistant (084) program.
- No courses will be deleted as they will continue to be used for the Certificate (Less Than Two Years) in Medical Assistant (084) program.
- No funds are available for reallocation as they will fund the Certificate (Less Than Two Years) in Medical Assistant (084).

RSC requests authorization to delete the Certificate in Technical Supervision and Management (122). This program was approved by the State Regents at the March 30, 2001 meeting. Reasons for requesting the deletion include:

- This program was developed in partnership with Tinker Air Force Base (TAFB).
- TAFB redesigned their supervision/employee training program and the program was suspended at the June 25, 2009 State Regents' meeting.
- No students are currently enrolled.
- No courses will be deleted as they are offered within other programs.
- Funds were reallocated at the time the certificate was suspended to support other programs.

RSC requests authorization to delete the Associate in Applied Science in Web Development Technology (121). This program was approved by the State Regents at the May 25, 2001 meeting. Reasons for requesting the deletion include:

- This program was suspended at the May 28, 2010 State Regents' meeting due to low productivity.
- No students are currently enrolled.
- No courses will be deleted as they were renamed and are being taught in the Associate in Applied Science in Multimedia Communications (113) program.
- Funds were reallocated at the time the degree was suspended to support other programs.

RSC requests authorization to delete the Associate in Applied Science in Court Reporting (009), the Certificate in Realtime Translator Reporting (108), and the Certificate in Realtime Voicewriting (129). The Associate in Applied Science in Court Reporting (009) and the Certificate in Realtime Translator Reporting (108) were approved by the State Regents prior to 1990. The Certificate in Realtime Voicewriting (129) was approved by the State Regents at the April 27, 2006 meeting. Reasons for requesting the deletions include:

- The program and certificates were suspended at the September 13, 2007 State Regents meeting due to low productivity.
- No students are currently enrolled.
- 31 courses will be deleted.
- Funds were reallocated within the division at the time the programs were suspended to support other programs.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2013

AGENDA ITEM #14:

> **Academic Policy.**

SUBJECT: Amendment to the In-State/Out-of-State Status of Enrolled Students policy.

RECOMMENDATION:

> **It is recommended the State Regents approve the amended changes to the In-State/Out-of-State Status of Enrolled Students policy.**

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions made at this meeting involved enacting legal immigration status legislation SB 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language, and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the *Residence Status of Enrolled Students* policy including format, definitions, and separating policy from procedures into the *Academic Affairs Procedures Handbook* to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required to enact legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from *Residence Status of Enrolled Students* to *In-State/Out-of-State Status of Enrolled Students*.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 *Military Personnel* to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs *In-State/Out-of-State Status of Enrolled Students* policy with the Chapter 4 *Budget and Fiscal Affairs Student Tuition and Fees* policy pertaining to the Oklahoma National Guard tuition waiver.

- December 6, 2012 – Revisions included provisions for dependent children of members of the military reserve as required by House Bill 2689.

POLICY ISSUES:

The *In-State/Out-of-State Status of Enrolled Students* policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes. These revisions better align policy with the provisions of Oklahoma § Title 70, O.S., Section 3242 (2007).

ANALYSIS:

These revisions address the in-state/out-of-state status of enrolled students who have graduated from an Oklahoma public or private high school and resided with a parent or legal guardian while attending classes for at least two (2) years prior to graduation. The recommended change will bring the policy into alignment with the state statute and provide guidance to State System institutions. A policy excerpt that includes the amended sections is included below.

Summary of proposed change:

3.17.2 – Definitions	The revision adds the following to the "in-state" definition: resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school.
	The revision adds the following definition: "Home of record" is the location where the military member enlisted, reenlisted, or was commissioned into the military.
3.17.3 – Principles	The revision adds the following to 3.17.3.D: and has established a domicile.
	The revision deletes the following from 3.17.3.E.: unless residency has been established in another state.
3.17.6 – Undocumented Students	The revision aligns and formats this section of policy consistent with Oklahoma § Title 70, O.S., Section 3242 (2007).

It is recommended that the State Regents approve the amended changes to policy as outlined above. It is anticipated the revisions will be effective for the Fall 2013 semester.

Attachment

Excerpt
[Policy Manual]

3.17   In-state/out-of-state Status of Enrolled Students

3.17.1 **Purpose**

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students.   Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state.   Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities.   Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently.   Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

3.17.2 **Definitions**

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

"Dependent Person" is one who is under the care, custody, and support of a parent or legal guardian.

"Domicile" is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

"Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

"Full-Time Active Duty Military Personnel" for the purposes of this policy, are members of the armed forces who are on active duty for a period of more than 30 days (means active duty under a call or order that does not specify a period of 30 days or less). Personnel and their spouse and dependent children may be classified upon admission as in-state as long as they are continuously enrolled.

"Armed Forces" means Army, Navy, Air Force, Marine Corps and Coast Guard. Such term does not include full-time National Guard duty. For details regarding the Oklahoma National Guard, refer to Chapter 4 Budget and Fiscal Affairs policy section 4.18.5.j pertaining to eligibility requirements for the tuition waiver.

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

"Full-Time Student" is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school, or lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student, and has established domicile in Oklahoma, and or meets requirements associated with in-state status including sections 3.17.4, 3.17.7 and 3.17.8. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

"Home of record" is the location where the military member enlisted, reenlisted, or was commissioned into the military.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal Policy*.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.17.6

"U.S. Citizen" is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.17.3 **Principles**

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

A.   Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.

B.   Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but

are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.

C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

D. An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.

E. Unless residency has been established in another state, aAn individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.17.6, 3.17.7 and 3.17.8.

F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.17.7 or 3.17.8.

G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' Tuition and Fees Policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.17.4 Dependent and Independent Persons

A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.

B. In-state/out-of-state classifications of postsecondary students with

extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.

C.   A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

D.   If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.17.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.17.6 Undocumented Students

In accordance with Title 70, O.S., Section 3242 (2007) (also known as HB 1804 of the First Regular Session of the 51st Legislature)~~,~~: ~~an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:~~

A.   A student is allowed to enroll in an institution within The Oklahoma State System of Higher Education and is eligible for in-state status classification if the student:

    1.   Graduated from a public or private Oklahoma high school; <u>and</u>

    2.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in thi~~s~~<u>e</u> state for at least two (2) years prior to graduation~~; and~~<u>.</u>

B.   To be eligible for the provisions of subsection A of this section, an eligible student shall:

    1.   Satisf~~iesy~~ admission standards for the institution~~.,~~<u>have secured admission to, and enrolled in an institution within The Oklahoma State System of Higher Education.</u>

    2.   <u>If the student cannot present to the institution valid documentation of U.S. nationality or an immigration status permitting study at a postsecondary institution:</u>

~~Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:~~

        a.   Provide~~s~~ the institution with a copy of a true and correct application or petition filed with the U.S. Citizenship and Immigration Service (USCIS) to legalize the student's immigration status; or

        b.   File~~s~~ an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:

            i.   One (1) year after the date on which the student enrolls for study at the institution; or

            ii.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process; and

        c.   If the student files an affidavit pursuant to ~~subsection~~<u>paragraph</u> ~~B~~<u>b</u> above, present~~s~~ to the institution a copy of a true and correct application or petition filed with the USCIS no later than:

            i.   One (1) year after the date on which the student enrolls for study at the institution, or

            ii.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.

C.   Any student who ~~completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status~~ <u>satisfies the following</u> shall not be

disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state ~~as long as the student meets the following~~:

    a.   Graduated from a public or private Oklahoma high school;

    b.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation;

    c.   <u>Satisfy admission standards for the institution, have secured admission to, and enrolled in an institution within The Oklahoma State System of Higher Education; and</u>

    d.   <u>Provide the institution with a copy of a true and correct application or petition filed with the USCIS to legalize the student's immigration status.</u>

    e.   ~~Satisfies admission standards for the institution.~~

D.   This policy shall not impose any additional conditions to maintain eligibility for ~~an out-of-state tuition waiver~~<u>in-state status</u> at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received ~~an out-of-state tuition wavier~~ <u>in-state status</u> and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.17.7 Military Personnel

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

B.   Dependent children of members of the military reserve on full-time active duty shall be immediately classified upon admission as in-state status provided that Oklahoma is the home or record and the student maintains continuous enrollment. These dependent children shall retain in-state status without the 12 month requirement provided that the member of the military reserve was discharged or released under conditions other than dishonorable and as long as the student remains continuously enrolled. ~~For the purpose of this section, "home of record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.~~

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

3.17.8 Full-Time Professional Practitioner or Worker

A U.S. 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 along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.17.3 of this policy.

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

Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22 , 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). June____, 2013.

AGENDA ITEM #15-a:

Scholars for Excellence in Child Care.

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

RECCOMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship and program contract modifications, renewing the existing contract for the second one-year term and first one-year term allowable, respectively.

BACKGROUND:

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

Given the success of the Scholars for Excellence in Child Care (Scholars) program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the OSRHE current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

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

ANALYSIS:

The Scholars Program has achieved success since its inception. Through Summer 2012, approximately 406 child care providers have obtained a Child Development Associate, a nationally recognized credential, through taking courses at the community colleges. Approximately 2,835 providers have earned a certificate of mastery and 816 an associate degree through the Scholars program initiative. There have been 242

directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. One scholar has received a bachelor's degree through the pilot bachelor's scholarship.

Since the inception of the Early Education Pathway to Your CDA curriculum, offered on-line and at the area technology centers, with scholarship funding through the Scholars program, there have been approximately 231 child care providers who have obtained the national CDA credential.

The contract modifications will extend the program through FY14.

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

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND THIRD MODIFICATION OF CONTRACT

This Renewal and Modification of the current contract PA# 12000290, PO# 800290 is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 16, 2011, the Department and the OSRHE entered into an agreement effective July 1, 2011 through June 30, 2012 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree. ("Agreement");

WHEREAS, on or about September 13, 2011 the parties entered into a modification to decrease the original contract to an amount not to exceed $1,054,989;

WHEREAS, on or about July 1, 2012, the parties renewed the contract for the first renewal period and modified Attachments A & B of the Agreement;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

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

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

I.   Modifications

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See "Attachments A & B" attached hereto.

II. Renewal

This Agreement shall be renewed for the second of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2013 and ending June 30, 2014.

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

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

Oklahoma Department of Human Services　　　**Oklahoma State Regents for Higher Education**

By: _____　　By: _____
　　Ed Lake, Director　　　　　　　　　　　　　　　Glen D. Johnson, Chancellor

Date:_____　　　　Date:_____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

FIRST RENEWAL AND FIRST MODIFICATION OF CONTRACT

This Renewal and Modification of the current contract PA# 13000376, PO# 0900376 is entered into by and between the Oklahoma Department of Human Services ("Department") and the Oklahoma State Regents for Higher Education ("OSRHE").

WHEREAS, on or about July 1, 2012, the Department and the OSRHE entered into an agreement effective July 1, 2012 through June 30, 2013 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at 11 community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director's Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor's degree. ("Agreement");

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

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

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

I.   Modifications

      Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

          See "Attachments A & B-1 – B-12" attached hereto.

II. Renewal

      This Agreement shall be renewed for the first of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2013 and ending June 30, 2014.

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

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

Oklahoma Department of Human Services   **Oklahoma State Regents for Higher Education**

By: _____   By: _____
      Ed Lake, Director   Glen D. Johnson, Chancellor

Date:_____   Date:_____

AGENDA ITEM #15-b:

Scholars for Excellence in Child Care.

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

RECOMMENDATION:

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

BACKGROUND:
Since June 2000, the Oklahoma State Regents for Higher Education (OSRHE) and the Department of Human Services (OKDHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Ten community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place. Northern Oklahoma College offers a program in Stillwater and the Enid campus.

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

ANALYSIS:
A review of the community college Scholars for Excellence in Child Care program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY14:

College	Amount
Carl Albert State College	82,293
Murray State College	75,775
Northeastern Oklahoma A&M College	69,336
Northern Oklahoma College-Enid	81,483
Northern Oklahoma College-Stillwater	96,532
Oklahoma City Community College	79,272
Oklahoma State University-OKC	68,176
Redlands Community College	72,075
Rose State College	93,851
Seminole State College	84,990
Tulsa Community College	158,558
Western Oklahoma State College	87,379

AGENDA ITEM #16-a:

> **Temporary Assistance to Needy Families.**

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the attached contract modifications.**

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs have been offered at the community colleges, Oklahoma State University Institute of Technology, and Oklahoma State University-Oklahoma City (OSU-OKC) tailored for recipients of Temporary Assistance to Needy Families (TANF). The programs 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). Specifically the programs are designed to offer vocational education/training and other skills necessary to facilitate employment at the end of the program. Currently, there are a total of 20 program locations including sites on and off campuses serving TANF recipients.

In July 1999 OKDHS and the OSRHE entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. The purpose of this program is to offer intensive training in job readiness and job search skills to help TANF recipients find employment within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

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

ANALYSIS:

Each year the community colleges' TANF programs provide vocational education/training to a combined total of approximately 900 – 1,000 recipients, many of whom are working toward associate degrees.

The attached contract modifications between the OSRHE and OKDHS will extend the TANF programs at the community colleges and the TANF job readiness program at OSU-OKC through FY14.

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

Attachments

AMENDMENT TO CONTRACT

This Amendment to the contract identified by Agency Requisition #10001355, PO#0601355, for the purpose of operating TANF programs at certain community colleges is entered into by the Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE").

WHEREAS OKDHS AND OSRHE recognize the need to modify their existing contract to reflect a current budget;

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

    1.   **Attachment A to the existing contract is hereby deleted in its entirety and replaced by Attachment A, for FY14 attached hereto.**

    2.   **This amendment shall be effective as of July 1, 2013.**

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:

_____   _____
Authorized Representative   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher Education

_____   _____
Date   Date

AMENDMENT TO CONTRACT

This Amendment to the contract identified by Agency Requisition #11000523, PO#0700523, for the purpose of operating the TANF job readiness program at OSU-OKC, is entered into by the Oklahoma Department of Human Services (hereinafter "OKDHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE").

WHEREAS OKDHS AND OSRHE recognize the need to modify their existing contract to reflect a current budget;

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

1. **Attachment B to the existing contract is hereby deleted in its entirety and replaced by Attachment B, for FY14 attached hereto.**

2. **This amendment shall be effective as of July 1, 2013.**

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:

_____   _____
Jim Struby, Deputy Director   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher Education

_____   _____
Date   Date

AGENDA ITEM #16-b:

Temporary Assistance to Needy Families.

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

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of funds to Oklahoma community colleges participating in the TANF program in the amounts set forth herein pursuant to the contracts between the OKDHS and the Oklahoma State Regents for Higher Education (OSRHE).**

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of the TANF program have been operational through funding provided through a contract between the OKDHS and the OSRHE. Five State System two-year colleges offer TANF programs at 13 locations on and off the campus as follows: Carl Albert State College – Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Murray State College – Tishomingo, Ardmore and Atoka. Effective July 1, 2011 Murray State College has undertaken administration oversight for the programs formerly administered by Eastern Oklahoma State College in McAlester and Idabel; Northeastern Oklahoma A&M College – Miami and Jay, and Northern Oklahoma College – Stillwater and Enid.   Five additional community colleges and the two OSU technical branches offer TANF programs on their campus.

Since July 1999, OKDHS and the OSRHE have entered into a separate contract to offer a job readiness program for TANF recipients at Oklahoma State University-Oklahoma City. The purpose of this program was to offer intense job readiness skills and job search assistance to help TANF recipients become employed in 4-6 weeks. Most of the TANF recipients referred to this program have already received some type of vocational training and have been unable to find employment.

POLICY ISSUES:

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

ANALYSIS:

A review of the two-year college TANF program continuation applications for FY14 by OKDHS and OSRHE staff resulted in the recommended amounts listed below:

Community College TANF Programs
FY14 Allocations

College	Amount
Carl Albert State College	$217,405
Connors State College*	$140,071
Murray State College (McAlester & Idabel program locations**)	$293,520
Murray State College	$336,636
Northeastern Oklahoma A& M College	$190,000
Northern Oklahoma College-Enid	$143,432
Northern Oklahoma College – Stillwater	$156,735
Oklahoma City Community College	$270,851
Oklahoma State University – Oklahoma City	$200,922
Oklahoma State University – Oklahoma City (job readiness)	$131,030
Oklahoma State University Institute of Technology – Okmulgee	$195,593
Redlands Community College	$264,002
Rose State College	$259,090
Seminole State College	$228,104
Western Oklahoma State College*	$140,829

* joint program with area technology center

** previously administered by Eastern Oklahoma State College

AGENDA ITEM #17:

Oklahoma Tuition Aid Grant.

SUBJECT: Award Schedule for 2013-2014.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2013-2014 award schedule for the Oklahoma Tuition Aid Grant program as described below.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is $1,000 at public institutions and $1,300 at private institutions. The program currently serves about 22,000 students with a total budget of more than $19 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

Until 2010-2011, the OTAG program received annually approximately $900,000 in federal matching funds. However, due to federal budget reductions in 2011, those funds were eliminated beginning in 2011-2012.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

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

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay "out of pocket" toward the student's college costs. The amount is determined by a formula utilized for the federal student financial aid application.

- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through March 1, 2013. This date can be extended if funds are sufficient. For 2012-2013, funds were sufficient to pay full year awards to students applying through March 10, 2012 and spring-semester-only awards were allowed through March 20, 2012.

- The maximum award level will remain at $1,000 for students attending public institutions and $1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained $1,000 since 1982.

- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.

- The proposed schedule includes an option for offering awards for Summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.

- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5081, which is consistent with eligibility for federal Pell Grants in 2013-2014.

Attachment

OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2013-14 AWARD PAYMENT SCHEDULE

EFC-DRIVEN NEED ANALYSIS FORMULA

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

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

EFC RANGE	% OF ENROLLMENT COSTS
0 –1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5081	45%

- Shaded area represents initial 2013-2014 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5081 are ineligible in 2013-2014.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2013-2014 Awarding Priorities:
Only undergraduates will be considered for awards in 2013-2014.

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

AGENDA ITEM #18:

     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:

- Through **Oklahoma Teacher Connection**, Oklahoma is now recognized as a national Future Educators Association (FEA) chapter.

- **Carol Alexander**, Oklahoma's Promise Scholarship coordinator, was awarded the 2012 Partner Award by the Oklahoma Association of Student Financial Aid Administrators (OASFAA) at the association's annual conference. The award recognizes the significant contributions to the Oklahoma student financial aid community by a person who is not employed in an institution financial aid office. Ms. Alexander's award marks the second year in a row that an employee of the Oklahoma State Regents for Higher Education has received the award.

- **Valerie Autry,** Student Preparation staff assistant II, earned her Bachelor's Degree in Human Resource Management from the University of Central Oklahoma.

- **Liz Brandon**, Training coordinator and **Scott DeBoard**, training specialist provided training for the Oklahoma Association of Student Financial Aid Administrators support staff.

- **Ava Doyle**, Oklahoma Money Matter's outreach specialist, presented *"Their Money Matter$: Making the Case for Financial Literacy,"* at the annual Oklahoma Division of Student Assistance (ODSA) conference.

- **Mary Heid**, director for Default Prevention, Compliance, and Training, OCAP, gave a presentation on Regulations and Research at the Oklahoma Association of Student Financial Aid Administrators annual conference.

- **Chancellor Glen D. Johnson** met with Langston University President Kent Smith in Oklahoma City to discuss higher education issues; met with members of the State Regents Online Education Task Force subcommittees; participated in conference call with Dan Hurley and Bill Sederburg to discuss AASCU's Task Force on Making Public Higher Education a State Priority; taped comments for the event "A Stately Affair – Icons for OSU" in Tulsa to honor President McKeon and Senator Halligan; met with Kay Martin and new CareerTech Superintendent Dr. Robert Sommers in Oklahoma City to discuss CareerTech and higher education issues; met with President Pro Tempore Brian Bingman in Oklahoma City to discuss higher education issues; met with Speaker T.W. Shannon in Oklahoma City to discuss higher education issues; provided

remarks at the Council on Student Affairs (COSA) Leadership Academy in Oklahoma City; provided remarks and presented awards at Research Day at the State Capitol in Oklahoma City; met with Secretary of Commerce Dave Lopez in Oklahoma City to discuss higher education issues; attended the Price Family Garden Ribbon Cutting Ceremony at Oklahoma State University in Stillwater; provided remarks at the Reach Higher Spring Reception at the State Capitol in Oklahoma City; provided remarks at First United Bank's Recognition of Excellence and Honors Ceremony at East Central University (ECU) in Ada with Senator Clark Jolley and ECU President John Hargrave; attended the Oklahoma Heritage Association Board of Directors meeting in Oklahoma City; met with members of the State Regents Online Task Force; provided remarks at the Governor's Cup Awards Dinner in Oklahoma City; met with Representative Scott Inman in Oklahoma City to discuss higher education issues; provided remarks and presented awards at the Fourth Annual "Promoting Undergraduate Research Conference" in Oklahoma City; provided remarks at press conference for Independent Colleges and Universities at the State Capitol in Oklahoma City; met with Senator Clark Jolley in Oklahoma City to discuss higher education issues; met with Senator Sean Burrage in Oklahoma City to discuss higher education issues; met with President Pro Tempore Brian Bingman in Oklahoma City to discuss higher education issues; met with Secretary of Finance Preston Doerflinger in Oklahoma City to discuss higher education issues; met with Representative Scott Inman in Oklahoma City to discuss higher education issues; met with Representative Scott Martin in Oklahoma City to discuss higher education issues; participated in conference call for AASCU Board of Directors meeting; attended the Phi Beta Kappa Annual Meeting and Banquet in Oklahoma City; participated in a conference call with President Boren to discuss higher education issues; attended planning meeting in Oklahoma City with Secretary of Science and Technology Dr. Stephen McKeever for STEM Summit; provided remarks at the Okemah Chamber of Commerce Hall of Fame reception in Okemah; met with EPSCoR Director Dr. Jerry Malayer in Oklahoma City to discuss higher education issues; provided remarks at the "Partnership Recognition Program" at the University of Central Oklahoma in Edmond; provided remarks to the 2013 Senate Page Program in Oklahoma City at the State Capitol; met with Jon Erickson, president of ACT's Education Division, in Oklahoma City to discuss higher education issues; attended 2013 Tribute to Excellence Dinner honoring Governor Bill Anoatubby in Oklahoma City; attended Oklahoma City Rotary All-Club Luncheon featuring Governor Mary Fallin as speaker; met with new State Regent Ann Holloway in Oklahoma City to discuss higher education issues; met with Dr. Darrin Akins in Oklahoma City to discuss higher education issues; met with Representative Randy Grau in Oklahoma City to discuss higher education issues; attended the University of Oklahoma College of Law Board of Visitors meeting in Norman; met with Senator Mike Schulz in Oklahoma City to discuss higher education issues; attended Governor Fallin's "Boots, Bandanas and Barbeque" event in Oklahoma City; participated as guest speaker on Representative Harold Wright's radio show in Oklahoma City; attended dinner at the University of Oklahoma in Norman to honor retiring President Cindy Ross; attended the University of Oklahoma's Honorary Degree luncheon in Norman; served as Commencement speaker at Western Oklahoma State College in Altus; attended and spoke at the confirmation hearing for State Regent Ann Holloway in Oklahoma City; attended the Oklahoma City National Memorial and Museum "Reflections of Hope Award" luncheon in Oklahoma City; provided remarks at the Fortune Club of Oklahoma meeting in Oklahoma City; attended Conference on "The Governorship and Legacy of George Nigh" in Oklahoma City; met with Secretary of State Larry Parman in Oklahoma City to discuss higher education issues; met with Executive Director of Quartz Mountain Resort and Conference Center Dr. Terry Mosley in Oklahoma City to discuss Quartz Mountain Resort and Conference Center issues.

- **Ellen Marquardt**, staff assistant III in the Chancellor's Office, earned her Masters of Arts in General and Experimental Psychology from the University of Central Oklahoma.

- **Kermit McMurry,** vice chancellor for Student Services, served as keynote speaker for the Oklahoma College Student Personnel Association's spring conference at Rogers State University.

- **Melissa Michie,** coordinator, Oklahoma Teacher Connection, is on the President's Honor Roll at University of Central Oklahoma (UCO) and has been chosen to be in the Kappa Delta Pi national honor society for education, attended the 11th annual Celebration of Teaching at Northeastern State University.

- **Melissa Neal**, Oklahoma Money Matter's outreach coordinator, served as a presenter at the annual OASFAA conference. Her presentation, was titled, *'Clue' Them In: Money Messages in Minimal Time,* and demonstrated how financial aid professionals can help their students make wiser borrowing decisions.

- **Saeed Sarani**, STEM curriculum and professional development coordinator, Oklahoma Teacher Connection, attended a Partnership for Assessment of Readiness for College and Careers (PARCC) meeting; was selected to serve on the PARCC committee to review National PARCC assessment mathematics questions for grades 3-12 and was elected president of the Coalition for Advancement of Science and Mathematics Education in Oklahoma (CASMEO).

- **Wayne Sparks**, manager of Default Prevention and Scott DeBoard, training specialist, OCAP, gave a presentation on Default Prevention strategies at the Oklahoma Association of Student Financial Aid Administrators annual conference.

- **Deena Thomas**, Outreach coordinator, and **Melissa Michie,** coordinator, the Oklahoma Teacher Connection helped to plan and organize the 30th Annual Multicultural Institute Conference at the University of Central Oklahoma. This year's theme was *Thirty Years of Multicultural Education: A Work in Progress* which has been co-sponsored by OTC for more than 15 years.

- **Goldie Thompson,** director, Oklahoma Teacher Connection, in conjunction with the Oklahoma Commission for Teacher Preparation (OCTP), served as an observer for the Southwestern Oklahoma State University NCATE visit, and the Outstanding Graduate Student Award for Educational Studies from the University of Oklahoma. The award was given by the faculty in the department of Educational Leadership and Policy Studies in which Goldie is pursuing her doctorate.

AGENDA ITEM #19:

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 #20-a (1):

> **Programs.**

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

> Oklahoma State University (OSU)
>> 1 degree program requirement change

> University of Oklahoma (OU)
>> 9 degree program requirement changes
>> 1 degree program name change

> University of Oklahoma Health Sciences Center (OUHSC)
>> 3 degree program requirement changes
>> 2 degree designation changes

> Cameron University (CU)
>> 6 degree program requirement changes
>> 1 degree program option deletion

> Northeastern State University (NSU)
>> 27 degree program requirement changes
>> 2 degree program option additions
>> 4 degree program option deletions

> Oklahoma Panhandle State University (OPSU)
>> 1 degree designation change
>> 1 degree program requirement change

> Southwestern Oklahoma State University (SWOSU)
>> 2 degree program requirement changes

> University of Central Oklahoma (UCO)
>> 5 degree program requirement changes

> Eastern Oklahoma State College (EOSC)
>> 1 degree program option addition

Northeastern Oklahoma A&M College (NEOAMC)
    2 degree program requirement changes
    2 degree program option additions

Western Oklahoma State College (WOSC)
    1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Human Sciences in Human Development and Family Science (094)
    Degree program requirement changes
    - For the "Child and Family Services" option:
        o Remove 3 credit hours of "General Elective."
        o Require students to complete a "Professional Track" with a minimum of 21 credit hours of specific coursework from the following areas: "Aging Services," "Child and Parenting Practitioner," "Child Life Specialist," "Early Childhood and Infant Mental Health," "Fine Arts/Pre-Art, Pre-Music Therapy," "Health and Wellbeing," "Health Professions," "Individualized Plan," International Human Services," "Policy and Law," "Pre-Marriage and Family Therapy," "Research/Graduate Studies," "Social Work/Social Welfare," "and "Youth and Family Ministry/Outreach."
        o The proposed changes will align the program with current career options and to assist students in identifying a path toward these careers.
        o The proposed changes are also directly linked to certificate, license, and graduate programs where applicable and will better facilitate recruiting, career exploration, and advising.
        o No new courses will be added and no courses will be deleted.
        o Total credit hours for the option change from 124 to 121.
    - No funds are requested from the State Regents.

OU – Doctor of Philosophy in Industrial Engineering (131)
    Degree program name change and degree program requirement changes
    - Change degree program name to "Industrial and Systems Engineering."
    - Change "Core Courses" to 9 credit hours and require the following courses: ISE 5013, ISE 5023, and ISE 5033.
    - Remove all requirements for "Human Factors/Ergonomics," "Operations Research/Simulation," "Production and Manufacturing," and "Applied Probability/Statistics."
    - Change "Electives" requirements to require 9 credit hours of courses approved by the graduate liaison and advisory committee.
    - Require ISE 6980 (30 – 42 credit hours may be applied to the degree).
    - Require 12 credit hours of Industrial and Systems Engineering courses above the 5000 level.
    - Require 9 credit hours of Industrial and Systems Engineering courses at the 6000 level, which can include ISE 6990 taught by the major professor and approved by the advisory committee.
    - Students with a master's thesis from a recognized industrial engineering program may petition to apply up to 30 credit hours from the master's degree toward the doctorate.

- Students allowed to waive core course requirements are required to replace these courses with other approved courses, excluding independent study.
- The proposed changes are the result of a strategic decision to add a systems-based perspective and knowledge to the program and align the degree name to the new name of the School of Industrial and Systems Engineering.
- No new courses will be added and 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 Education Administration (051)
    Degree program requirement changes
- Change credit hours required for "Research Methods" from 18 to 21.
- Require students to complete EIPT 5023 and EIPT 6023 to fulfill the "Quantitative Research Methods" requirement.
- Allow students to complete 6 credit hours of committee approved course work to fulfill the "Qualitative Research Methods" requirement.
- Add 3 credit hours of additional research methods.
- The proposed changes update the curriculum and allow students greater flexibility in course selection.
- No new courses will be added and 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 (119)
    Degree program requirement changes
- Remove HIST 5054 and add HIST 5001 (1 credit hour Professional Historian).
- Change requirement for "Major Thematic Field" to 3 seminars (3 credit hours each) for a total of 9 credit hours.
- Change credit hours required for "General Area Field" from 12 to 9.
- Require students to complete 3 seminars (3 credit hours each) in a "Comparative Field" for a total of 9 credit hours.
- Add 1 seminar (3 credit hours) of course work in any field.
- Change credit hours required for "Dissertation Research" from 30 to 29.
- The proposed changes are the result of an internal program review and student suggestions and will offer students more content knowledge in major and comparative fields.
- One new course will be added and 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 Arts in History (118)
    Degree program requirement changes
- Remove HIST 5054 and add HIST 5001 (1 credit hour Professional Historian).
- Change requirement for "Graduate Seminars" from 2 courses (4 credit hours each) to 5 courses (3 credit hours each) for a total of 15 credit hours.
- Change credit hours required for "Directed Readings" from 12 to 9.
- Require students to have 12 credit hours or 4 courses in a major field with one course being a research seminar and 9 credit hours or 3 courses in a minor or comparative field.
- Change credit hours required for "Thesis" from 6 to 5.

- The proposed changes will offer students more content knowledge in major and comparative fields.
- The proposed changes also align with similar programs at peer institutions across the United States.
- One new course will be added and 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 Arts in French (085)
   Master of Arts in German (100)
   Master of Arts in Spanish (216)
   Degree program requirement changes
- Require Graduate Teaching Assistants to complete MLLL 5813 instead of MLLL 4813.
- The proposed change corrects an error in course level that was not previously noticed.
- No new courses will be added and 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 Human Relations (350)
   Degree program requirement changes
- Remove ECON 1113, PHIL 1213 and COMM 1113 or COMM 2613, 3 credit hours of "Cultural Diversity" courses from "Major Support Courses."
- Require students to complete 3 credit hours of electives from each of the following areas: "Personal/Social Development," "Organizational," "Global/Multicultural Perspectives," and "Social Responsibility/Ethical Living."
- The proposed changes allow students more courses from which to fulfill the "Major Support Courses" requirement.
- No new courses will be added and 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 English (068)
   Degree program requirement changes
- Remove ENGL 2313 and ENGL 3313 from "Core Courses" and add ENGL 2273 and ENGL 2283 or ENGL 2293.
- The proposed changes will provide students content focused on theory and will better prepare students for graduate school.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC – Master of Science in Nursing (027)
   Degree designation change and degree program requirement changes
- Change degree designation to "Professional Master of Science."
- For the "Administration/Management" option:
  - Add NURS 5103.
  - Change credit hours required for "Cognates" from 6 to 3.
  - The proposed changes result from a program review and recommendations from the American Organization of Nurse Executives.

- o Total credit hours for the option will not change.
- For the "Nursing Education" option:
  - o Remove 9 credit hours of "Electives."
  - o Add NURS 5263, NURS 5093, and NURS 5003.
  - o The proposed changes are the result of a program review and recommendations from the American Association of Colleges of Nursing Essentials of Master's Education in Nursing.
  - o Total credit hours for the option will not change.
- For the "Clinical Nurse Specialist" option:
  - o Remove NURS 5643, NURS 5640, NURS 5653, NURS 5650, NURS 5943/NURS 5943.
  - o Add NURS 5xx3, NURS 5xx3, NURS 5xx3, NURS 5xx3, NURS 5xx3, and NURS 5xx4.
  - o The proposed changes are required to be consistent with the National Consensus Model which requires Clinical Nurse Specialist program to have one of six population foci.
  - o The proposed changes are also the result of rules changes from the Oklahoma Board of Nursing.
  - o Total credit hours for the option will change from 39-40 to 40.
- Eight new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC – Post Master's Certificate in Nursing (068)

Degree designation change and degree program requirement changes
- Change degree designation to "Professional Post Master's Certificate."
- For the "Nursing Education" option:
  - o Add NURS 5263.
  - o Total credit hours for the option will change from 11 to 14.
- For the "Clinical Nurse Specialist" option:
  - o Remove NURS 5640, NURS 5650, and NURS 5943.
  - o Add NURS 5763, NURS 5773, and NURS 5944.
  - o Total credit hours for the option will change from 27 to 28.
- For the "Nurse Practitioner – Adult" option:
  - o Remove NURSE 5663 and NURS 5673 and add NURS 5xx3 (Gerontological Management in Primary Care) and NURS 5xx3 (Gerontological Management in Primary Care Practicum).
- The proposed degree designation change will align the designation with the proposed designation change for the Master of Science in Nursing (027) program.
- The proposed curricular changes are the result of both internal and external reviews.
- Policy indicates options will usually share at least a 50 percent common core. Although the certificate options do not share a common core, admission criteria for the certificate requires students to have a Master of Nursing degree that includes a common set of embedded core courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OUHSC – Bachelor of Science in Communication Sciences and Disorders (049)

Degree program requirement change
- Add PSY 2003 or equivalent course as a pre-requisite for admissions into the program beginning with the entering class of Fall 2014.

- The proposed change is the result of a requirement by the Council for Clinical Certification of the American Speech-Language-Hearing Association.
- No new courses will be added and 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 Accounting in Accounting (305)

Degree program requirement changes
- Allow students to complete MATH 1513 as an alternative to MATH 2713.
- Remove FAMS 1123 from "General Education" requirements and add PSY 1113 or SOC 1113.
- Change credit hours required for "General Education" from 50 to 44.
- Add BUS 4632 to "Major Core" courses and remove MIS 3013.
- Change credit hours required for "Major Core" from 33 to 32.
- Add 15 credit hours of "Additional Requirements" and include: BUS 1113, FIN 2113, MATH 2713, MIS 2113, and MIS 3013.
- Change credit hours required for "Major Requirements" from 57 to 71.
- Remove "Electives to total 128."
- The proposed changes will better prepare students for careers in the field or for graduate studies.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 124.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Biology (310)

Degree program requirement changes
- For all options:
  - Add UNIV 1001 or UNIV 1113 and Computer Literacy as "University Requirements."
  - Change credit hours required for "Additional Requirements" from 13-19 to 16-22.
  - Remove "Electives" from "General Education" requirements and change credit hours required from 50 to 44.
- For the "Organismal Biology" option:
  - Change credit hours required for BIOL 3044 from 4 to 3 (3043).
  - Change credit hours for "Required Courses" from 8 to 7.
  - Change credit hours required for "Electives" from 12 to 13.
- The proposed changes incorporate a University Success course which is part of a university initiative to positively impact student retention.
- The proposed changes also update the curriculum to align with similar programs at other institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 124.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Biology Education (315)

Degree program requirement changes
- Add UNIV 1001 or UNIV 1113 and Computer Literacy as "University Requirements."
- Remove "Electives" from "General Education" requirements and change credit hours required from 50 to 44.
- Change credit hours required for BIOL 3044 from 4 to 3 (3043).

- Add CHEM 3314 to "Major Courses."
- Change credit hours for "Major Courses" from 74 to 80.
- Add 3 credit hours of "Guided Electives" and include ENGL 3003, ENGL 3063, or ENGL 3073.
- The proposed changes incorporate a University Success course which is part of a university initiative to positively impact student retention.
- The proposed changes update the curriculum to better meet the learning outcomes for the program.
- No new courses will be added and 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 Business Administration in Business Administration (320)
Degree program option deletion and degree program requirement changes
- Add UNIV 1001 or UNIV 1113 and Computer Literacy as "University Requirements."
- Delete option "Management Information Systems."
  - o The proposed option deletion is the result of a curricular realignment and the implementation of the Bachelor of Science in Information Technology (414).
  - o There are no students enrolled in the option.
  - o No courses will be deleted as they are used in the Bachelor of Science in Information Technology (414).
  - o No funds are available for reallocation.
- Allow students to complete MATH 1513 as an alternative to MATH 2713.
- Remove FAMS 1123 from "General Education" requirements and add PSY 1113 or SOC 1113.
- Change credit hours required for "General Education" from 50 to 44.
- Add BUS 4632 to "Major Core" courses and remove MIS 3013 and 6 credit hours of upper division business electives.
- Change credit hours required for "Major Core" from 39 to 32.
- Add 21 credit hours of "Additional Requirements" and include: BUS 1113, FIN 2113, MATH 2713, MIS 2113, MIS 3013 and 6 credit hours of upper division electives.
- Change credit hours required for "Major Requirements" from 54 to 68.
- The proposed changes will better prepare students for careers in the field or for graduate studies.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 124.
- No funds are requested from the State Regents.

CU – Bachelor of Science in Interdisciplinary Studies (360)
Degree program requirement changes
- Add UNIV 1001 or UNIV 1113 and Computer Literacy as "University Requirements."
- Change credit hours required for "Concentration" from 45 to 51.
- Require students to complete a minimum of 9 credit hours of upper division course work within the "Concentration" in residence.
- Students must complete 30 credit hours in a primary discipline within the "Concentration" and 18 credit hours in a secondary discipline.
- Change "Electives" to require students to complete only the number of credit hours needed to total 124 for the degree.

- The proposed changes will provide a better opportunity for proficiency in the disciplines chosen by students and promote competency in preparation for the senior capstone.
- The proposed changes will also align the curriculum to similar programs at other institutions.
- No new courses will be added and 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 Sport/Fitness Management (370)

Degree program requirement changes
- Remove FAMS 1123 and SOCI 1113 as alternative courses for PSY 1113.
- Add UNIV 1001 or UNIV 1113 and Computer Literacy as "University Requirements".
- Require students to complete PE 1021, PE 1181, PE 1111, and PE 1271 to fulfill the 4 credit hours of "Health and Wellness" requirement within "General Education."
- Change credit hours required for "General Education" from 50 to 44.
- Add HLTH 1063 and HPET 3353 to "Core Courses."
- Change credit hours required for HPET 4223 from 3 to 4 (4224).
- Remove "PE Activities" requirement.
- Change credit hours required for the "Major" from 74 to 80.
- Change credit hours required for "Additional Requirements" from 15 to 20.
- Require students to complete all courses in the "Major" with a C or better.
- The proposed changes will update the curriculum to better meet the needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 128 to 124.
- No funds are requested from the State Regents.

NSU – Master of Science in Environmental, Health and Safety Management (096)

Degree program requirement changes
- Remove EHSM 5023 and add EHSM 5183.
- The proposed change adds a course that is more relevant to the learning outcomes for the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Arts in Communication (106)

Degree program requirement changes
- Remove MC 5103 as an alternative to COMM/MS 5103 in "Required Courses" and add COMM/MS 5023.
- Change credit hours required in "Required Courses" from 3 to 6.
- The proposed changes will update the curriculum to ensure the learning objectives for the program are being met.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Arts in English (131)

Degree program requirement change

- Add an admission requirement of a writing sample that is a minimum of 5 pages and is recent and research-based and a 2 page statement of purpose that identifies the student's reasons for pursuing graduate study and their interest in teaching.
- The proposed change will allow NSU to better determine qualified students for admission into the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Natural Science (150)
Degree program requirement change
- Add SCI 5532 as an alternative course to SCI 5502.
- The proposed change allows students who enter the program with their research area and research advisor already determined to progress quicker toward their thesis.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Master of Science in Occupational Therapy (151)
Degree program requirement changes
- Change admission criteria to require students to hold a bachelor's degree with/and course work in the following areas: 3 credit hours of Introductory Psychology, 3 credit hours of Sociology or Anthropology, 3 credit hours of Life-Span Development, 4-5 credit hours of Human Anatomy, 4-5 credit hours of Human Physiology, 3 credit hours of Introduction to Computers, 3 credit hours of Abnormal Psychology, 1-3 credit hours of Medical Vocabulary or Medical Terminology, 4 credit hours of Physics, and 3 credit hours of Statistics.
- Remove OCTH 5112, OCTH 5231, OCTH 5232, OCTH 5233, OCTH 5272, OCTH 5322, OCTH 5323, OCTH 5332, OCTH 5353, OCTH 5411, OCTH 5442, OCTH 5552, OCTH 5642, OCTH 5712, OCTH 5722, OCTH 5863.
- Add OCTH 5002, OCTH 5042, OCTH 5063, OCTH 5115, OCTH 5123, OCTH 5242, OCTH 5245, OCTH 5283, OCTH 5313, OCTH 5343, OCTH 5353, OCTH 5811, OCTH 5831, OCTH 5846, OCTH 5856, OCTH 5872, OCTH 5882, and OCTH 5903.
- The proposed changes update the admission criteria and curriculum to meet national standards and current professional practices.
- Eleven new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Spanish (082)
Bachelor of Arts in Education in Spanish Education (083)
Degree program requirement changes
- Require "Program Prerequisites" of SPAN 1113 and SPAN 1123 or SPAN 2113 with a grade of C or better.
- Remove SPAN 3203, SPAN 4503 or SPAN 4553 and SPAN 4953 from "Core Courses" and add SPAN 4951.
- Remove the requirement of 3 credit hours from the following courses: ENGL 4083, FREN 1113, GERM 1113, or CHER 1113.
- Require 3 credit hours from either SPAN 4503 or SPAN 4553.

- Add 9 credit hours of "Electives" from the following courses: SPAN 2010, SPAN 2990, SPAN 2313, SPAN 3223, SPAN 4213, SPAN 4223, SPAN 4410, SPAN 4330, SPAN 4503, and SPAN 4553.
- The proposed changes are the result of a restructuring of the program to provide students with more contact hours in Spanish and to improve graduates' speaking and writing proficiency levels.
- Eight new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Education in Art Education (006)
Bachelor of Science in Education in Early Childhood Education (023)
Bachelor of Science in Education in Elementary Education (025)
Bachelor of Arts in Education in English (029)
Bachelor of Science in Education in Health & Physical Education (041)
Bachelor of Science in Education in Mathematics Education (058)
Bachelor of Music Education in Music Education (062)
Bachelor of Arts in Education in Social Studies Education (080)
Bachelor of Arts in Education in Spanish Education (083)
Bachelor of Science in Education in Special Education Mild/Moderate Disorders (084)
Bachelor of Science in Education in Science Education (120)
Bachelor of Arts in Education in Cherokee (141)
Degree program requirement changes
- Change the Grade Point Admission criteria from a minimum overall of 2.50 to a minimum overall of 2.75.
- The proposed change will help to ensure graduates of the programs become high quality teaching professionals.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Business Administration (012)
Degree program option deletion, degree program option additions, and degree program requirement changes
- Delete option "Economics."
  - NSU reports that students have shown little interest in this option.
  - There are currently no students enrolled.
  - No courses will be deleted as they will continue to be used for other options.
  - No funds are available for reallocation as they will be used to support the core courses.
- Add options "Global Sourcing" and "Healthcare Management."
  - The proposed options with provide students with content in important administrative areas within business career fields.
- For all options:
  - Remove FIN 4183, MGMT 4113, BADM 4911, and 2 credit hours of Business elective from "Core Courses."
  - Add BADM 3253, MGMT 3253, and IBUS 4843 or IBUS/MKT 4343 to "Core Courses."
- For the "General Business" option:
  - Remove IBUS 4843 and 3 credit hours of 3000/4000 level Business elective.
  - Add FIN/ECON 3013 or FIN 3633 or MKT 4353 or MGMT 3263 and MGMT 3313.

- The proposed change updates the curriculum to provide students with more current content knowledge to be successful.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Media Studies (050)
   Degree program requirement changes
- Remove ART 1173 from "Core Courses" and add VCOM 1173.
- For the "Journalism/Broadcasting" option:
   o Remove MS 3523 and add MS 4833.
- The proposed changes add courses that are more relevant for Media Studies majors.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Management (054)
   Degree program requirement changes
- Remove MGMT 4113 and 3 credit hours of 3000/4000 Business elective from "Management Core Courses" and add MGMT 3313.
- Change credit hour requirement for "Core Courses" from 18 to 15.
- For the "General Management" option:
   o Require students to complete the following courses: MGMT 3313 or MGMT 3273, MGMT 4143, MGMT 3613, and MKT 3663 or MKT 3453 or MGMT 4323 or MKT 3553 or MGMT 4223.
   o Change credit hours required for the option from 9 to 12.
- For the "Human Resources" option:
   o Add MGMT 4113.
   o Change credit hours required for the option from 9 to 12.
- The proposed changes will better prepare students for entry level employment.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Hospitality and Tourism Management (093)
   Degree program option deletions and degree program requirement changes
- Delete options "Meetings," "Destinations," and "Gaming."
   o There are currently 50 students enrolled in the "Meetings" option, 8 students enrolled in the "Destinations" option, and 3 students enrolled in the "Gaming" option.
   o Students will be able to complete their degree requirements or provided appropriate course substitution when necessary.
   o No courses will be deleted as they will be offered as electives for the program.
   o No funds are available for reallocation as they will continue to be used to support the program.
- Add HTM 3423, HTM 3523, HTM 3523, HTM 3113, and 3 credit hours of HTM elective to "Required" courses.
- The proposed changes will provide students with a broader exposure to the field and better align with the current hospitality industry.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Nursing (104)

Degree program requirement changes
- Remove NURS 3373 and add NURS 3102 and NURS 4003.
- Change credit hours required for NURS 3205 from 5 to 4 (3204), NURS 4103 from 3 to 2 (4102), NURS 4215 from 5 to 4 (4214), and NURS 4293 from 3 to 4 (4294).
- The proposed changes reflect updates in the curriculum and the inclusion of courses in cultural competency and trends and issues.
- The proposed changes also eliminate field experiences connected with courses since students enrolled in the program are already registered nurses and have clinical experience.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Information Systems (123)

Degree program requirement change
- Remove IS 4213 from "Core Courses" and add IS 4353.
- The proposed change updates the curriculum to reflect new technology usage, software, and data structures.
- No new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Business Administration in Entrepreneurship (136)

Degree program requirement change
- Remove MGMT/MKT 3583 from "Entrepreneurship Core" and add MGMT 3313.
- The proposed change provides students with a broader perspective in entrepreneurship and is better aligned with current employer needs.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Visual Communication (144)

Degree program requirement change
- Remove MS 3513 and VCOM 1273 from "Core Courses" and add VCOM 1003 and VCOM 3203.
- The proposed changes will provide students with more specific instruction relevant to visual communication and the diverse careers within the field.
- Six new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OPSU – Associate in Applied Science in Criminal Justice (062)

Degree designation change and degree program requirement changes
- Change degree designation to Associate in Science.
- For all options:

- o Require students to complete the following courses to fulfill 39 credit hours of "General Education" requirements: UCSS 1111, ENGL 1113, ENGL 1213, COMM 1113, MATH 1513 or MATH 1473, HIST 1323, POLS 1013, PSYC 1113, SOC 1113, BIOL 1304, EASC 1114, and 6 credit hours of Humanities.
  - o Require students to complete 18 credit hours of "Core" course to include: CJ 1013, CJ 1033, CJ 2333, CJ 2063, CJ 2073, and CJ 1043.
- For the "Criminal Justice" option:
  - o Require students to complete CJ 2083 and HPER 2102.
  - o Total credit hours for the option change from 21 to 23.
- For the "College Officer Program" option:
  - o Require students to complete JC 1313, CJ 2221, CJ 1213, CJ 1221, CJ 1231, CJ 2102, CJ 2213, CJ 2113, CJ 2211, and CJ 2512.
  - o Total credit hours for the option change from 26 to 38.
- The proposed changes will allow students to transition more easily into a baccalaureate degree program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 64-76 depending on the option selected.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Engineering Technology (128)
Bachelor of Science in Industrial Technology (026)
Degree program requirement changes
- Remove TECH 3203 from "Core Requirements" and add TECH 4343.
- The proposed change updates the curriculum to better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Arts in History (111)
Degree program requirement change
- Change admission criteria for the Graduate Record Examination (GRE) to a score of 150 on the verbal portion.
- The proposed changes are the result of changes in the GRE scoring system.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Arts in Substance Abuse Studies (196)
Degree program requirement change
- Remove the requirement for the Graduate Record Examination (GRE).
- The proposed change is the result of changes in the GRE scoring system and reconsideration by the faculty of the value of the score in the admission decision.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Science in Engineering Physics (147)
Degree program requirement change
- Change admission criteria for the Graduate Record Examination (GRE) to "no minimum score is required; however, a combined verbal and quantitative score of 305 is recommended."
- The proposed changes are the result of changes in the GRE scoring system.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Science in Family and Child Studies (181)
Degree program requirement change
- Change admission criteria for the Graduate Record Examination (GRE) to a score of 300 on the verbal and quantitative portions.
- The proposed changes are the result of changes in the GRE scoring system.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Master of Public Administration in Public Administration (203)
Degree program requirement change
- Change admission criteria for the Graduate Record Examination (GRE) to a score of 150 on the verbal portion, a 145 on the quantitative portion, and a 4.5 on the writing portion.
- The proposed changes are the result of changes in the GRE scoring system.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

EOSC – Associate in Science in Health, Physical Education and Recreation (035)
Degree program option addition
- Add option "Athletic Training."
- The proposed option will provide a curriculum for students interested in a career in athletic training.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Arts in Music (035)
Degree program option additions
- Add options "Performance and Pre-Music Education" and "Music Theatre."
- The proposed options will enhance and broaden the opportunities for students and will aid in the transfer into similar bachelor programs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Associate in Arts in Early Childhood Education (120)

Degree program requirement changes

- Add 10 credit hours of "Required Courses" to include FYE 1011, FRCD 2013, FRCD 2103, and FRCD 1113.
- Change credit hours for "Advisor Approved Electives" from 21 to 12.
- The proposed changes will promote a sound pedagogical base and ensure students meet the learning objectives for the degree.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NEOAMC – Certificate in Child Development (121)

Degree program requirement change

- Remove FRCD 1313 and add FRCD 2303.
- The proposed change will ensure students are gaining the knowledge needed to be competent in this field.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC – Associate in Science in Health, Physical Education, and Recreation (067)

Degree program requirement change

- Change credit hours required for HPER 1282 from 2 to 3 (1283).
- The proposed change will align the program with similar programs at other state system institutions.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

AGENDA ITEM #20-a (2):

> **Programs.**

SUBJECT: Ratification of approved institutional request to suspend a degree program.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requested authorization to suspend the program listed below:
- Bachelor of Science in Athletic Training (434)

POLICY ISSUES:

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

ANALYSIS:

OSU requested authorization to suspend the Bachelor of Science in Athletic Training (434)
- OSU is currently developing a master's level Athletic Training program in response to the national education trend of athletic training education programs and accreditation standards through the Commission on Accreditation of Athletic Training Education to require graduate-level credentials as the entry point for the profession.
- OSU will reinstate or delete the program by April 30, 2016.

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

AGENDA ITEM #20-b:

Electronic Media.

SUBJECT: Rose State College. Approval of request to offer an existing degree program via online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Rose State College's request to offer the existing Associate in Applied Science in Networking/Cyber Security (111) via electronic media.

BACKGROUND:

Rose State College (RSC) is currently approved to offer the following degree programs via electronic media:

- Associate in Applied Science in E-Commerce and Webmaster Technology (121);
- Associate in Applied Science in Library Technical Assistant (055);
- Associate in Arts in English (018);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in History (125);
- Associate in Arts in Liberal Studies (047);
- Associate in Arts in Social Sciences (112);
- Associate in Science in Business (007); and
- Associate in Science in Enterprise Development (676).

RSC's governing board approved offering the existing Associate in Applied Science in Networking/Cyber Security (AAS-NCS) program through electronic media on April 18, 2013 and RSC requests authorization to offer the existing program via electronic media, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Associate in Applied Science in Networking/Cyber Security

Demand. The Oklahoma Employment Security Commission (OESC) and the Bureau of Labor Statistics (BLS) indicate job prospects in network and computer system occupations look favorable with faster than average growth rate. Through 2020, the OESC projects a 23.79 percent increase and the BLS 2012-2013 *Occupational Outlook Handbook* projects a 22 percent increase.

RSC's adult students have time management constraints based on the need to balance work, home, and family while completing a higher education degree. By offering the degree through the electronic media format, RSC will help alleviate the time management constraints experienced by these students.

Delivery method. RSC will use Desire2Learn (D2L) as its learning management system, which is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. D2L allows the student to log onto a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material and provides students with asynchronous interaction with faculty. Additionally, RSC will use the VMware/vSphere System to support its virtual laboratory that provides students with access to video podcasts and other laboratory related material and instruction.

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

A system wide letter of intent was distributed electronically to presidents on January 18, 2013 and no State System institution notified the State Regents' office of a protest to offering the existing degree program via electronic media.

Approval of the existing degree program to be delivered via electronic media will not constitute unnecessary duplication. Based on staff analysis and institutional expertise, it is recommended the State Regents approve RSC's request to offer the existing AAS-NCS via electronic media as described above.

AGENDA ITEM #20-c:

> **ACT.**

SUBJECT: Approval of ACT Agreement for 2013-2014.

RECOMMENDATION:

> **It is recommended that the State Regents approve the 2013-2014 ACT Agreement.**

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (OK EPAS) as a student preparation initiative since 1993. In the 2012-2013 academic year the EXPLORE assessment was taken by 43,506 8th grade students and 41,987 students took the 10th grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 97% of Oklahoma's public schools, 90 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attend a school that participates in EPAS.

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

POLICY ISSUES:

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

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

ANALYSIS:

A copy of the agreement is attached.

AGREEMENT

between

ACT, Inc.

and the

Oklahoma State Regents for Higher Education

Educational Planning and Assessment System (EPAS)
July 1, 2013 through June 30, 2014

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

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

RECITALS

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

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

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

TERMS AND CONDITIONS

1. **Description of Services**

    ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2,** which is incorporated into this Agreement.

2. **Term**

    The term of this Agreement will be from July 1, 2013 to June 30, 2014.

    Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party

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giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

3.   **Compensation and Payment**

During the period from July 1, 2013 through June 30, 2014, ACT will provide the goods and services identified in **Exhibit 3**, at the unit prices in each period stated in **Exhibit 3**.

On or about May 1, 2014, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Final Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the period from July 1, 2013 through June 30, 2014 will not exceed $750,000.

4.   **Ownership of Data and Software**

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

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

5.   **Privacy of Information**

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

6.   **Notices**

Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified

mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

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

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

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

7.   General Provisions

General Terms and Provisions are provided on **Exhibit 1** which is incorporated into this Agreement.

8.   Complete Agreement

This Agreement (including all exhibits hereto) constitutes the entire agreement between the parties and supersedes all other prior agreements and understandings, both written and oral. This agreement terminates and replaces the EPAS agreement between the parties dated July 1, 2012.

9.   Representatives

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

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

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

For ACT: Charles Merritt
            Assistant Vice President, Client Relations

            Lauri Chappell
            Contract Manager, Client Relations
            ACT, Inc.
            500 ACT Dr. P.O. Box 168
            Iowa City, IA 52243-0168

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

11.   Governing Law

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

12.   Headings

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

Executed this _____ day of _____, 2013.

ACT, INC.   **OSRHE**

_____   _____
Dr. Jon Whitmore, CEO   Date   Glen D. Johnson, Chancellor   Date

_____
Thomas J. Goedken, CFO   Date

Exhibit 1

GENERAL PROVISIONS

Compliance with Laws

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

Relationship of Parties

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

Anti-Discrimination

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

Liability

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

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

Assignment

Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment

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and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto.

Waiver

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

Waiver of Obligations

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

Arbitration

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

Force Majeure

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

Severability

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

Amendment

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

Authorization

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

Confidentiality

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

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

Warranty and Limitation.

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

Exhibit 2

Oklahoma State Regents

for Higher Education

Statement of Work

ACT Explore and ACT Plan

2013-14 School Year

Executive Summary

The Oklahoma State Regents for Higher Education will fund the administration of ACT Explore for grade 8 students and ACT Plan for grade 10 students in participating public and approved private schools for the 2013-2014 school year.

Procedures and/or services specific to the ACT Explore and ACT Plan assessments are highlighted in this section.

Areas of Responsibility

ACT

- Provide contract management services as described throughout this SOW, including the creation and maintenance of the Milestones Schedule, the issue log, and implementation of the communication plan.
- Manage the day-to-day needs of the program including scheduling all conference calls, meetings (in-person/teleconference), visits, etc.
- Participate in workshops as described.
- Provide customer service support.
- Provide data file layouts for submission of critical data.
- Provide for the distribution of printed test books, answer documents, as well as all program specific ancillary and promotional materials according to the Milestones Schedule.
- Receive and process completed answer folders within the agreed upon window/time frame for the purposes of scanning, scoring, and reporting.
- Address scoring issues, testing irregularities, and item challenges.
- Distribute student and aggregate reports according to dates in the Milestones Schedule.
- Develop, in consultation with the client, meeting agendas and distribute to all parties in advance of meetings.
- Prepare minutes of meetings and conference calls and distribute to the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION and ACT team members.
- Resolve any shipping/delivery/production issues in a timely manner. Regularly communicate with client to ensure the success of implementing the assessments.
- Provide requested information in a timely manner.
- Coordinate and oversee invoicing to client.

Oklahoma State Regents for Higher Education

OSRHE areas of responsibility common to the assessments are as follows:
- Regularly communicate with ACT to ensure the success of implementing the assessments. Provide feedback, requested information, and approvals in accordance with the time frames and deadlines listed in the Milestones Schedule.
- Participate in scheduled conference calls and/or onsite meetings.

- Review and formally approve the SOW and schedule with associated milestones as well as all documentation related to the implementation.
- Communicate to the schools test administration dates and all information related to a program, the workshops, and test administration.
- Communicate to districts any processes, policies and procedures unique to this contract that deviate from standard ACT processes.
- Communicate to districts and schools ordering and return deadline dates and all information related to ACT Explore and/or ACT Plan including workshops, availability of Pre-ID labels, test administration guidelines, and reporting.
- Support the implementation of each testing program as documented in the respective program handbooks and Supervisor's manuals.
- Identify schools that will serve as testing site locations.
- Identify grade levels and define the populations to be tested.
- Work with ACT to make needed changes to the contract in an orderly manner, following a standard change procedure. All requests for change shall be discussed, costed by ACT, and approved by OSRHE in writing prior to implementation.
- Appropriately communicate/share information with districts and schools.
- Support the administration of each program as documented in the respective Supervisor's manuals.
- Work with schools to ensure that completed answer documents arrive at ACT by the deadline for return.
- Encourage participating schools and districts to maintain secure handling of all ACT Explore and ACT Plan test materials to protect the security of the tests.

District's areas of responsibility are as follows:
- Order test materials for schools using ACT's CCRIS on-line order system.
- Order Pre-ID labels for schools if desired.

School's areas of responsibility are as follows:
- Ensure and maintain secure receipt and handling of all test materials following documented procedures to protect the security of the tests.
- Support the administration of ACT Explore and ACT Plan as documented in the program manuals.

Grade	Testing Population	Assessment	Estimated Volume	Test Window	ADRD Answer Document Return Date
8	Public and Approved Private	ACT Explore	45,800	8/19/13 – 10/31/13	11/30/13
10	Public and Approved Private	ACT Plan	44,500	8/19/13 – 10/31/13	11/30/13

Customer Information

Customer Name	OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Customer Number	37544
Customer Contact and Title	Dr. Cynthia Brown, Director, Student Preparation
Customer Address	655 Research Parkway – Suite 200 Oklahoma City, OK 73104
Customer Mailing Address	P.O. Box 108850 Oklahoma City, OK 73101-8850

Milestones – ACT Explore & ACT Plan

Activity	Date	Resource
Final approval of District Participation Agreement	April 12, 2013	OSRHE
Final approval of local items	April 17, 2013	OSRHE
Review draft contract		ACT OSRHE
Present final contract for formal execution by OSRHE		ACT
OSRHE provides ACT with the eligibility file for all public schools and districts and approved private schools)		Post to PartnerConnect
CCRIS Ordering for Districts and private schools opens		ACT
ACT posts PDF versions of Test Supervisor's Manuals and Instructions for Completing Your Answer Folder for ACT Explore and ACT Plan to ACT or OSRHE website as agreed to by OSRHE	August 1, 2013	Website
ACT Explore and ACT Plan test materials and Pre-ID labels are shipped to schools. Pre-ID will ship separately.	August 12 – October 25, 2013	ACT
Testing Window for ACT Explore and ACT Plan	August 19 – October 31, 2013	n/a

Deliver EIS data to OSRHE	September 13, 2013	ACT
Schools return answer documents in prepaid polymailers after completion of testing to arrive at ACT by Answer Document Return Deadline (ADRD)	November 30, 2013	Schools
Deliver Five-year Trend Reports and Scholar's Lists to OSRHE	March 29, 2014	ACT
Issue final Contract Billing Summary	May 1, 2014	ACT

Ordering Test Materials

- ACT Explore and ACT Plan test materials will be ordered via ACT's online ordering system (CCRIS).

Test Forms
- The ACT Explore and ACT Plan accommodated format test forms are identical to the standard-format test forms.

Reporting
- ACT will encrypt and password-protect all data CD/DVDs that contain personally identifying information or aggregated reporting data. The data CD/DVDs and password letters will be shipped separately.
- School and District aggregate reports will arrive in separate shipments.

Invoicing
- ACT will not charge for ACT Explore and ACT Plan accommodated testing materials. Accommodated testing materials must be ordered each year.
- ACT will employ regular quality controls steps to ensure student data are correctly reported and billed.

Implementation of Federal Race and Ethnicity Guidelines
- ACT will collect and report information pertaining to race and ethnicity in accordance with the reporting guidelines issued by the U.S. Department of Education.

Data Collection

This section describes the process by which ACT acquires the necessary district and school data to properly execute test materials shipments, report generation and shipment, and billing.

District and school data will be collected using the Eligibility File. This file will include critical data on all public and eligible nonpublic testing sites along with the affiliated district and contacts for each site.

Purpose of Eligibility Data Collection

- Identify schools/districts eligible to participate under this contract (and receive contract pricing). Only schools included on the approved eligibility file will be eligible to receive testing services at the client contract price.
- Provide required shipping and mailing address information for accurate delivery of test materials and reports.
- Provide reporting hierarchy data that will allow ACT to affiliate school data to the correct districts for ordering and reporting purposes.

ACT will perform quality control checks on the data before loading it into the ACT system.

Test Materials Orders

ACT will send quantities of standard and special format test materials as indicated by the districts and schools participating in the OSRHE-funded ACT Explore and ACT Plan program. ACT will automatically calculate and ship a materials overage based on the materials orders submitted for a given school:

- Orders for 1-10 students will receive an overage of 1 test book/answer folder.
- Orders for 11-50 students will receive an overage of 3 test books/answer folders.
- Orders for 51-200 students will receive an overage of 5 test books/answer folders.
- Orders for 201-500 students will receive an overage of 10 test books/answer folders.
- Orders for 501-1000 students will receive an overage of 15 test books/answer folders.
- Orders for 1001 or more students will receive an overage of 20 test books/answer folders.

ACT will ship a number of school header sheets to each testing school based on the number of students testing.

- Orders for 1-50 students will include 2 school header sheets.
- Orders for 51-100 students will include 3 school header sheets.
- Orders for 101-150 students will include 4 school header sheets.
- Orders for 151-200 students will include 5 school header sheets.
- Orders for 200 or more students will include 6 school header sheets.

Pre-ID

ACT Explore and ACT Plan student Pre-ID labels are designed to help schools and districts save administration time and increase accuracy of student demographic information. The labels are shipped to schools separately, but in close proximity to, ACT Explore and ACT Plan test materials. Labels must be applied to page 1 of the ACT Explore or ACT Plan answer folder prior to testing, as directed in the instructions provided with the labels.

Ordering Pre-ID Labels

- Districts (or schools if not associated with a district) will place orders for Pre-ID labels via ACT's online ordering system.

Conditions and Implications

- Students eligible to participate in the ACT Explore and ACT Plan administration but not included within the Pre-ID file must manually fill in all required fields on the ACT Explore or ACT Plan answer document.

The following tables list the available test materials. Optional materials are available upon request at no charge, but **must** be ordered as needed.

ACT Explore Test Materials

Qty	Description
1/student	**ACT EXPLORE TEST MATERIALS PACKAGE**
1/student	ACT EXPLORE TEST BOOK
1/student	ACT EXPLORE ANSWER FOLDER
1/student	ACT EXPLORE INSTRUCTIONS FOR COMPLETING YOUR ANSWER FOLDER
1/student	WHY TAKE ACT EXPLORE
1/student	ACT EXPLORE OKLAHOMA SUPPLEMENTAL ITEMS
1/order	ACT EXPLORE SUPERVISORS PACKET
Varies per n-count	ACT EXPLORE SCHOOL HEADER
1/order	ACT EXPLORE STATE TEST SUPERVISORS LOCAL ITEM NOTICE
1/20 students	ACT EXPLORE SUPERVISORS MANUAL
1/250 students	ACT EXPLORE SCORING ENVELOPE 12X15
1/500 students	ACT EXPLORE POLYMAILER ENVELOPE
	OPTIONAL MATERIALS
As Ordered	ACT EXPLORE CLASS/GROUP HEADER
As Ordered	WHY TAKE ACT EXPLORE (SPANISH TRANSLATION)
As Ordered	ACT EXPLORE TEST FORM - READERS SCRIPT
As Ordered	ACT EXPLORE TEST BOOK - BRAILLE
	ACT EXPLORE BRAILLE RETURN NOTICE
As Ordered	ACT EXPLORE TEST FORM - AUDIO DVD
As Ordered	ACT EXPLORE TEST PACKET - LARGE PRINT
As ordered	ACT EXPLORE PRE-ID LABEL SERVICE
As ordered	ACT EXPLORE PRE-ID LABEL INSTRUCTIONS

ACT Plan Test Materials

Qty	Description
1/student	**ACT PLAN TEST MATERIALS PACKAGE**
1/student	ACT PLAN TEST BOOK
1/student	ACT PLAN ANSWER FOLDER
1/student	ACT PLAN INSTRUCTIONS FOR COMPLETING YOUR ANSWER FOLDER
1/student	WHY TAKE ACT PLAN
1/student	ACT PLAN OKLAHOMA SUPLEMENTAL LOCAL ITEMS
1/order	ACT PLAN SUPERVISORS PACKET

Varies by n-count	ACT PLAN SCHOOL HEADER
1/order	ACT PLAN STATE TEST SUPERVISORS LOCAL ITEM NOTICE
1/20 students	ACT PLAN SUPERVISORS MANUAL
1/250 students	ACT PLAN SCORING ENVELOPE 12 X 15
1/500 students	ACT PLAN POLYMAILER ENVELOPE
	OPTIONAL MATERIALS
As ordered	WHY TAKE ACT PLAN (SPANISH TRANSLATION)
As ordered	ACT PLAN TEST FORM - AUDIO DVD
As ordered	ACT PLAN TEST FORM - READERS SCRIPT
As ordered	ACT PLAN TEST BOOK - BRAILLE
	ACT PLAN BRAILLE RETURN NOTICE
As ordered	ACT PLAN TEST PACKET - LARGE PRINT
As ordered	ACT PLAN PRE-ID LABEL SERVICE
As ordered	ACT PLAN PRE-ID LABEL INSTRUCTIONS

Shipment of Materials

- ACT will ship ACT Explore and ACT Plan test materials and pre-ID labels separately.
- ACT will include an overage for ACT Explore and ACT Plan (except for accommodated formats).

Accommodations

Administration of ACT Explore or ACT Plan tests with accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations only for students with current documented disabilities who have been professionally diagnosed as physically or learning disabled such that they cannot test under standard conditions. While ACT will provide guidance, there is no formal ACT review process for ACT Explore or ACT Plan accommodations. Test supervisors will find instructions in the *Supervisor's Manual* for marking appropriate codes on the ACT Explore or ACT Plan answer documents for students testing with accommodations. Students testing with extended time will not appear in any aggregate reports but will be included in the data files unless requested by the contract customer.

Reporting Details

ACT Explore School and Student Reporting

Qty	Description
1/student	**ACT EXPLORE REPORTING PACKAGE**
2/student	ACT EXPLORE STUDENT SCORE REPORT WITH ITEM-RESPONSE (PAPER)
2/student	ACT EXPLORE STUDENT SCORE LABEL
1/order	ACT EXPLORE STUDENT LIST REPORT (PAPER)
1/order	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE - SCHOOL (PAPER)
1/student	USING YOUR ACT EXPLORE RESULTS
1/order	ACT EXPLORE INTERPRETIVE GUIDE FOR STUDENT AND SCHOOL REPORTS
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE - SCHOOL (PAPER)

Qty	Description
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE
2/order	ACT EXPLORE TEST BOOK
1/order	ACT EXPLORE DATA FILE - SCHOOL (CD)

ACT Explore District Reporting

Qty	Description
1/order	**ACT EXPLORE REPORTING PACKAGE – DISTRICT (CD)**
1/order	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE
2/order	ACT EXPLORE TEST BOOK
1/order	ACT EXPLORE DATA FILE - DISTRICT (CD)
1/order	**ACT EXPLORE REPORTING PACKAGE – DISTRICT - SCHOOL LEVEL (CD)**
1/order	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE - SCHOOL (CD)
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE - SCHOOL (CD)

ACT Explore Contract Reporting (as determined by contract)

Qty	Description
1/order	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE – STATE (CD)
1/district	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE – DISTRICT (CD)
1/school	ACT EXPLORE PROFILE SUMMARY REPORT BY GRADE – SCHOOL (CD)
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE – STATE (CD)
1/district	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE – DISTRICT (CD)
1/school	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT BY GRADE – SCHOOL (CD)
1/order	ACT EXPLORE DATA FILE – STATE (CD)
2/order	ACT EXPLORE TEST BOOK
1/order	ACT EXPLORE ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE

ACT Plan School and Student Reporting

Qty	Description
1/student	**ACT PLAN REPORTING PACKAGE**
2/student	ACT PLAN STUDENT SCORE REPORT WITH ITEM-RESPONSE (PAPER)
2/student	ACT PLAN STUDENT SCORE LABEL
1/order	ACT PLAN STUDENT LIST REPORT (PAPER)
1/order	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - SCHOOL (PAPER)
1/student	USING YOUR ACT PLAN RESULTS
1/order	ACT PLAN INTERPRETIVE GUIDE FOR STUDENT AND SCHOOL REPORTS
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - SCHOOL (PAPER)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE
2/order	ACT PLAN TEST BOOK
1/order	ACT PLAN DATA FILE - SCHOOL (CD)

ACT Plan District Reporting

Qty	Description
1/order	**ACT PLAN REPORTING PACKAGE - DISTRICT (CD)**
1/order	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/order	ACT PLAN DATA FILE - DISTRICT (CD)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE
2/order	ACT PLAN TEST BOOK
1/order	**ACT PLAN REPORTING PACKAGE – DISTRICT - SCHOOL LEVEL (CD)**
1/order	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - SCHOOL (CD)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - SCHOOL (CD)

ACT Plan Contract Reporting

Qty	Description
1/order	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - STATE (CD)
1/district	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/school	ACT PLAN PROFILE SUMMARY REPORT BY GRADE - SCHOOL (CD)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - STATE (CD)
1/district	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - DISTRICT (CD)
1/school	ACT PLAN ITEM-RESPONSE SUMMARY REPORT BY GRADE - SCHOOL (CD)
1/order	ACT PLAN ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE
2/order	ACT PLAN TEST BOOK
1/order	ACT PLAN DATA FILE - STATE (CD)

Special Notes of Clarification for All Reporting

- ACT will process all answer documents containing a grid value for at least one item (e.g., student demographic, Interest Inventory or item response fields). ACT will not provide results for answer documents without at least one field filled in.

- In the event ACT receives an answer document without a valid Pre-ID student label affixed, ACT will expedite processing of grade level by the following:

    o ACT Explore: assigning a value equal to "8" in the event off-grade level values are grid.

    o ACT Plan: assigning a value equal to "10" in the event off-grade level values are grid.

- For OSRHE reporting, files may be sent on DVD if they are too large to fit on a CD.

- The tables above list the available test materials. If a school orders ACT Explore or ACT Plan test booklets in excess of 25% more than the number of test answer sheets scored for any single administration, the parties will exercise due diligence to determine the disposition of the unused test booklets, including but not limited to, requesting return of the unused materials to ACT - at the schools' expense.

Custom Reporting Details

Enrollment Information Service (EIS) - Standard graduating class ACT

EIS is a strategic marketing and recruitment software that provides the OSRHE with information about the "enrollment funnel" in Oklahoma: (1) the entire ACT-tested population in Oklahoma, (2) the students who send ACT scores to a single OSRHE-defined institution, and (3) the students who enroll at OSRHE-defined institutions. Through EIS, users can query the database using a number of student characteristics, enrollment preferences, and ACT test scores. Users can run competition reports to identify what colleges and universities Oklahoma students are sending test scores to. Also, market overlap reports can be generated in order to identify what other colleges and universities students send scores to who also send scores to OSRHE-defined institutions.

Five-Year Trend Report

ACT will prepare a report which provides information regarding the district and school mean scores for each of five years (current contract year and the previous four years) as they are defined by the current year school to district affiliation. This report can be run for either ACT Explore or ACT Plan.

Output to OSRHE: OSRHE will receive either a CSV or XLS formatted file on a data CD/DVD from ACT.

Oklahoma Recognition/Scholars' Lists for ACT Explore and ACT Plan

ACT will identify qualified students who scored at or above any of the ACT College Readiness Standards Benchmarks (English, Mathematics, Reading, or Science) on ACT Explore or ACT Plan during the Fall 2013 testing period and who tested through a school that administered ACT Explore or ACT Plan under this contract.

Output to OSRHE: OSRHE will receive a data CD from ACT which contains school files for each school with a qualifying student. Each school file will be in CSV format and will specify the assessment (ACT Explore or ACT Plan) and will contain the names of the qualifying students for that school. Each file name will also start with the specific school's name.

Custom Reports and Data to OSRHE

Qty	Description
1/ORDER	EIS CD-ROM GRAD DATA-CONSECUTIVE YEAR
1/ORDER	EIS CD-ROM ACT PLAN TESTED DATA
1/ORDER	ACT EXPLORE FIVE-YEAR TREND REPORT - STATE (CD)
1/ORDER	ACT PLAN FIVE-YEAR TREND REPORT - STATE (CD)
1/ORDER	ACT EXPLORE OKLAHOMA RECOGNITION LIST - STATE (CD)
1/ORDER	ACT PLAN OKLAHOMA RECOGNITION LIST - STATE (CD)

Contract and Support Services

Service Item	Description
Contract management services for ACT Explore and ACT Plan	These services are those provided primarily (but not exclusively) by the ACT Contract Coordinator or Account Manager and described throughout this document.
Onsite Meetings	These meetings are designed to facilitate planning, implementation, and evaluation of specific contract deliverables and services. ACT staff will attend at the written request of the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION.
PartnerConnect Site	A secure PartnerConnect site for transmission of sensitive data (such as individual student record data) to and from the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION will be maintained.

Consulting Services

To support successful integration of ACT's College Readiness System programs, ACT provides in-kind consulting services to include:

- Program Consultation
- Participation in workshops on the effective use of ACT Explore and ACT Plan results. These workshops will be held at mutually determined times and locations that are selected to maximize school staff attendance.
- Additional participation in conferences and workshops as mutually agreed to by ACT and OSRHE staff.

These services will be coordinated between the Client Relations and OSRHE. Please direct all questions regarding consulting services to:

Account Manager Contact:

Judy Trice
Southwest Region, ACT, Inc.
8701 North Mo-Pac Expressway, Suite 200
Austin, TX 78759
Phone: 512/320-1859; cell 319/321-9701
Fax: 512/320-1869

Project Communication

Item	Description	Frequency
Statement of Work (SOW)	A supplement to the Contract or Professional Services Agreement that serves as a summation of standard processes and deliverables required as part of the project. The SOW categorizes efforts by the following descriptors: base services, configurable options, conditions and implications, and (fee-based customizations). ACT seeks the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION's formal acceptance of the SOW.	ACT shall update the SOW annually. The preliminary SOW shall be delivered to the OKLAHOMA STAE REGENTS FOR HIGHER EDUCATION following approval of program requirements.
Milestones Schedule	Schedule with activities, milestones, predecessors, and durations.	Preliminary draft presented at the launch meeting. Subsequent distributions as changes are approved.
Change Order	An amendment to the Contract or Professional Services Agreement that captures change in project scope. Typically, Change Orders convey proposed services, assumptions, and pricing. Change Orders require formal execution by both the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION and ACT. No change work shall be performed without prior written approval from the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION.	Change Order developed and presented to the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION as needed following ACT's receipt of written request for services from the STATE.
Planning Meeting	Annual launch meeting with emphasis on debrief of the current testing cycle and planning for upcoming cycle.	Annual (onsite or via conference call) signaling the start of the next assessment cycle.
Status Meetings	Conference calls to assess program status	Frequency determined by the Operations Project Manager and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Agendas / Meeting Minutes	Meeting highlights including key accomplishments and client decisions, risk/issue management, and milestones.	Distributed to the STATE within 5 business days
Risk / Issue Requiring Immediate Attention	A risk or issue requiring immediate	The ACT Operations Project

Item	Description	Frequency
	consideration and/or action following discovery by ACT or the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION. The ACT Operations Project Manager will mobilize functional teams and document progress toward resolution.	Manager will contact the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION as appropriate.
Continuous Improvement Plan	A document detailing recommendations for improvements to standard processes or service delivery as proposed by the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION or ACT teams with associated priorities, status, evaluation of scope, accomplishments, and next steps.	Typically on a regular basis throughout the Summer of the preceding year

Scope / Change Control Management

- In the event the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION seeks to modify and/or supplement services offered by ACT under this agreement, OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION will submit to ACT a written request for services. The OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION will specify the service objective, services requested, associated due dates, and potential impacts to schedule, quality, and/or budget.
- ACT will determine its ability to implement the requested changes, taking into account factors such as system capabilities and work flow capacities.
- If it is determined that the requested change can be implemented, ACT will consult with the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION, establish measureable indicators of success, document assumptions, discuss risks/issues to implementation, and determine pricing for the change.
- ACT will then develop a Change Order for review and approval by the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION prior to implementation.
- No change work shall be performed without prior written approval from both ACT and the OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION.

Customer Service Center

ACT provides customer support and toll free numbers for use in implementing and administering their assessments. The toll-free number is staffed Monday through Friday, from 8:30 a.m. to 5:00 p.m. CST. The number is 877/789-2925.

Exhibit 3

FEES 2013-2014

Item	Unit Price	Quantity	Total
ACT Explore	$7.25	45,800	$332,500.00
ACT Plan	$8.75	44,500	$389,375.00
EIS CD-ROM GRAD DATA-CONSECUTIVE YEAR	$3,350.00	1/ORDER	$3,350.00
EIS CD-ROM ACT PLAN TESTED DATA	$0.00	1/ORDER	$0.00
ACT EXPLORE FIVE-YEAR TREND REPORT - STATE (CD)	$2,300.00	1/ORDER	$2,300.00
ACT PLAN FIVE-YEAR TREND REPORT - STATE (CD)	$2,300.00	1/ORDER	$2,300.00
ACT EXPLORE OKLAHOMA RECOGNITION LIST - STATE (CD)	$2,695.00	1/ORDER	$2,695.00
ACT PLAN OKLAHOMA RECOGNITION LIST - STATE (CD)	$2.695.00	1/ORDER	$2.695.00
TOTAL			**$735,215.00**

AGENDA ITEM #20-d:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2013.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 27, 2013, through May 8, 2013.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period March 27, 2013, through May 8, 2013, 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 $5,057,000 representing $4,412,000 in State funding and $645,000 in Section 13/New College Funds.

Institution	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
		ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS				
		(For the Period of March 27, 2013, through May 8, 2013)				
		Section 13, New College, and State Funding Sources				
Oklahoma State University	295-State	Postal Plaza Gallery	4/12/2013		2,800,000	
		Total			2,800,000	2,800,000
Cameron University	600-Section 13	Duncan Campus - Lab Building	4/3/2013	100,000		
	650-New College	Duncan Campus - Lab Builindg	4/3/2013	100,000		
	600-Section 13	Academic and Other Equipment	4/3/2013	50,000		
		Total		250,000	0	250,000
Langston University	600-Section 13	Equipment	4/30/2103	56,000		
	650-New College	Equipment	4/30/2013	109,000		
		Total		165,000	0	165,000
Oklahoma City Community College	295-State	Visual and Performing Arts Center Phase II (Theater)	4/30/2013		1,612,000	
		Total		0	1,612,000	1,612,000
Carl Albert State College	295-State	Non-structural Improvements	4/30/2013	-62,629		
	295-State	Replacement of HVAC	4/30/2013	5,854		
	295-State	Replacement of HVAC	4/30/2013	29,146		
		Total		35,000	0	35,000
Northern OK College	650-New College	Dorm Repair and Plumbing Updates		35,000		
	650-New College	Roof Replacements		45,000		
	650-New College	Physical Plant Equipment		20,000		
	650-New College	Instruction Equipment & Furniture		35,000		
	650-New College	Computers & Networking		60,000		
		Total		195,000	0	195,000
		System Totals		645,000	4,412,000	5,057,000

AGENDA ITEM #20-e:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised FY13 budgets for institutions.

RECOMMENDATION:

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

BACKGROUND:

Changes to the allocation of Revolving Funds for the 2012 fiscal year in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 21, 2012. Evidence of the change in revenues, not previously taken into account, has accompanied the institution's request.

POLICY ISSUES:

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

ANALYSIS:

Langston University has requested that the allocation for the current year's E&G Budget be increased from $34,224,667 to $34,517,147, an increase of $292,480. The supplemental funding will be used for personnel services, travel, supplies and other operating expenses and scholarships. The source of the supplement funding was from gifts and endowments.

Quartz Mountain Arts and Conference Center has requested that the allocation for the current year's E&G Budget be increased from $1,704,388 to $1,804,388, an increase of $100,000. The increase was applied in administrative operating expenses. The increase was funded through unobligated reserves.

Eastern Oklahoma State College has requested that the allocation for the current year's E&G Budget be increased from $11,218,139 to $12,018,139, an increase of $800,000. The supplemental funding will be used for scholarships. The source of the supplement funding was an increase general enrollment fees.

AGENDA ITEM #20-f:

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between March 22, 2013 and May 2, 2013.

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 March 22, 2013 and May 2, 2013, there is one (1) purchase in excess of $25,000 but not in excess of $100,000.

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

GEAR UP

1)   United States Postmaster in the amount of $44,700.00 for bulk mailing of the 2013 GEAR UP
        Parent Guides (Funded from 730-GEAR UP).

AGENDA ITEM #20-g (1):

Non Academic Degrees.

SUBJECT: Northwestern Oklahoma State University.

RECOMMENDATION:

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

BACKGROUND:

Northwestern Oklahoma State University made a request to award a Bachelor of Health Care degree posthumously to Ms. Shala J. Washington, who passed away following health complications on December 18, 2012. At the time of her death, Ms. Washington had completed 148 credit hours and maintained a 3.03 grade point average.

The Regional University System of Oklahoma Board of Regents' Chairman provided emergency approval of the awarding of this degree on May 6, 2013.

POLICY ISSUES:

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

The Oklahoma State Regents for Higher Education

Acting Through The

Northwestern Oklahoma State University

Have Admitted

Shala J. Washington

To The Honorary Degree of

Bachelor of Health Care

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

Issued at the Northwestern Oklahoma State University at Alva, Oklahoma, on this thirteenth day of May, two thousand thirteen.

For the University

Jerry Matlock
Chairman, Board of Regents

Janet Cunningham
President of University

Steven Turner
Executive Vice President

For the State Regents

Chair

Secretary

Chancellor

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Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 31, 2013

AGENDA ITEM #20-g (2):

Non Academic Degrees.

SUBJECT: University of Oklahoma.

RECOMMENDATION:

> **It is recommended that the State Regents ratify the awarding of the nonacademic degrees as listed below:**

BACKGROUND:

The University of Oklahoma made a request to award a Bachelor of Science in Early Childhood Education degree posthumously to Ms. Karla Janine Ude, who passed away tragically on December 20, 2012. At the time of her death, Ms. Ude had completed 83 of the required 124 credit hours and maintained a 3.76 grade point average.

The University of Oklahoma made a request to award a Bachelor of Science in Microbiology degree posthumously to Ms. Kristen N. Berlin, who died tragically on March 17, 2013. At the time of her death, Ms. Berlin had successfully completed 121 credit hours and maintained a 3.30 grade point average.

The University of Oklahoma made a request to award a Bachelor of Science in Chemical Engineering degree posthumously to Mr. Thomas G. Whittaker, who passed away on March 16, 2013. Prior to his death, Mr. Whittaker had successfully completed 108 credit hours and maintained a 3.31 grade point average.

The University of Oklahoma Board of Regents approved the awarding of these degrees at their regular meeting in March 2013.

POLICY ISSUES:

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

The Oklahoma State Regents for Higher Education

acting through

The University of Oklahoma

make known that

Karla Janine Abe

having completed the requirements for the posthumous award of
the degree of

Bachelor of Science in Education

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
tenth day of May two thousand and thirteen.

For the University

Leslie Rainbott-Forbes, MD
Chairman, Board of Regents

President of the University

Academic Dean

For the State Regents

Chairman

Secretary

Chancellor

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The Oklahoma State Regents for Higher Education

acting through

The University of Oklahoma

make known that

Kristen A. Berlin

having completed the requirements for the posthumous award of

the degree of

Bachelor of Science in Microbiology

has accordingly been admitted posthumously to that degree and all the honors, privileges and obligations belonging thereto, and in witness thereof have authorized the issuance of this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the tenth day of May two thousand and thirteen.

For the University

Leslie Rainbolt-Forbes, MD
Chairman, Board of Regents

President of the University

Academic Dean

For the State Regents

Chairman

Secretary

Chancellor

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The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Thomas G. Whittaker

having completed the requirements for the posthumous award of
the degree of

Bachelor of Science in Chemical Engineering

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
tenth day of May two thousand and thirteen.

For the University

Leslie Rainbolt-Forbes, MD
Chairman, Board of Regents

President of the University

Academic Dean

For the State Regents

Chairman

Secretary

Chancellor

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AGENDA ITEM #21-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, 2012 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 (2012-2013).

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 #21-b (1):

        Annual Reports.

SUBJECT: Low-Productivity Programs Report.

RECOMMENDATION:

        This is an information item only.

BACKGROUND:

By State Regents' policy, all academic programs are required to be reviewed by faculty on a five-year cycle to ensure quality and currency of each program's content. In January 1996, the State Regents revised the *Academic Program Review* policy, which added a requirement that degree programs meet minimum productivity standards or be triggered for early review (see table). These minimum productivity standards promote the efficient and effective use of limited resources by requiring institutions either to justify the continuance of a low-productivity program or to request that it be deleted. Institutions review low-productivity programs on an annual basis.

	Minimum Degrees Conferred	**Minimum Majors Enrolled**
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17
Baccalaureate	5	12
Master's	3	6
Doctoral	2	4

First low-productivity program review cycle. In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-97 fell below the minimum productivity standards.

Continuing low-productivity reviews. Since the first review cycle in 1996, institutions have revitalized, consolidated, justified, or deleted programs not meeting the minimum standards. In June 2011, the policy was revised to refine the review and continuation criteria for low producing programs as follows:

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 of the Program Review Policy.

In May 2012, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 19 percent of institutional programs did not meet the minimum productivity standards.

Reviewing low producing programs according to the program review criteria, including the criteria for exceptions for low producing programs, listed above, institutions make recommendations regarding appropriate measures to reduce their low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

POLICY ISSUES:

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

ANALYSIS:

A table showing Low-Productivity Degree Programs by Institutions and Disposition begins on the next page.

Low-Productivity Degree Programs by Institution and Disposition

Institution	Total Programs Offered	Low Producing by Number and Percent		Disposition* by Number of Programs			Exceptions for Low Producing Programs Granted (See Exception Categories Below)						
		#	%	DEL	SUS	EXP	1	2	3	4	5	6	7
OU	261	47	18	3	1	43		18				5	20
OUHSC	60	21	35	2	0	19							19
OU-LAW	2	0	0%	0	0	0							
OSU	224	29	13%	0	0	29		7		8	6	5	3
OSU-OKC	47	9	19%	1	0	8				6		2	
OSUIT	26	4	15%	0	0	4					3		1
OSU-VET	2	0	0%	0	0	0							
OSU-CHS	6	2	33%	0	0	2				1		1	
CU	53	6	11%	1	0	5		3				1	1
ECU	45	1	2%	0	0	1		1					
LU	38	12	32%	0	0	12		4		2	3	1	2
NSU	85	10	12%	0	0	10		8		2			
NWOSU	42	15	33%	0	0	15		15					
OPSU	31	15	48%	0	0	15		3		4	5		3
RSU	31	3	10%	0	0	3		2					1
SEOSU	52	11	21%	0	0	11		5		2	3	1	
SWOSU	42	17	40%	0	0	17		3			5	1	8
UCO	101	9	9%	1	0	8		1			7		
USAO	23	7	30%	0	0	7		6			1		
CASC	38	13	34%	0	0	13		6			6		1
CSC	24	9	38%	2	0	7		2		1			4
EOSC	36	16	44%	0	0	16		5		3	4	3	1
NEOAMC	50	10	20%	0	0	10		5		1	3		1
NOC	37	15	41%	2	2	11		3			1	1	6
MSC	30	12	40%			12		6		3	1		2
OCCC	79	6	8%	0	0	6		1			2		3
RCC	26	7	27%	5	0	2		1			1		
RSC	51	14	27%	0	0	14		1		2			11
SSC	24	5	21%	0	0	5		5					
TCC	102	9	9%	1	0	8		2		4			2
WOSC	21	3	14%	0	0	3					1		2
Totals	**1717**	**337**	**20%**	**18**	**3**	**316**	**0**	**113**	**0**	**37**	**54**	**21**	**91**

* Disposition headings: DEL = deleted or scheduled for deletion. SUS = suspended or scheduled for suspension. EXP = exception for low producing program granted.

EXCEPTION CATEGORIES:

1. New program.
2. Liberal Arts and Sciences Program.
3. Offline Program.
4. Restructured Program.
5. Special Purpose Program.
6. Data Discrepancies.
7. No Cost/Justifiable Cost Program.

DISPOSITION:

1. **Deleted programs.** Eighteen programs (5.54 percent) have been deleted or are scheduled for deletion.

2. **Suspended programs.** Three programs (0.92 percent) have been suspended or are scheduled for suspension. Suspension allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.

3. **Restructured or justified programs.** Three hundred and four programs (93.54 percent) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts programs from courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and provide an important program to the local community. It is understood that each program's low-productivity will be addressed, and continuation, if recommended by the institution, must be justified.

The minimum productivity standards have strengthened the State Regents' Academic Program Review policy and Academic Planning/Resource Allocation initiative by focusing on the need to justify low-productivity programs. Program review remains the most effective way to improve the quality of degree programs and ensure the efficient use of resources.

AGENDA ITEM #21-b (2):

> **Annual Reports.**

SUBJECT: 2012-13 Year End Report Chiropractic Education Scholarship Program.

RECOMMENDATION:

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

BACKGROUND:

The State Regents allocated $37,404 from appropriations made by the 2012 Oklahoma Legislature for the 2012-13 Chiropractic Education Scholarship Program.   The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic.   Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Scholarship Program for the 2012-13 academic year. The award distribution to each participating institution for the 2012-13 academic year is indicated below.

	2012-13	
Institution	Awardees	Amount
Cleveland College Kansas City, KS	5	$4,550.00
Logan College Chesterfield, MO	2	$2,050.00
Parker College Dallas, TX	10	$12,800.00
Texas Chiropractic College Pasadena, TX	3	$3,100.00
Western State Chiropractic College Portland, OR	2	$1,000.00
TOTAL	**22**	**$23,500.00**

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AGENDA ITEM #21-b (3):

      Annual Reports.

SUBJECT: Future Teachers Scholarship Program 2012-13 Year End Report.

RECOMMENDATION:

      This is an information item only.

BACKGROUND:

The State Regents allocated $93,510 from appropriations made by the 2012 Oklahoma Legislature for the 2012-13 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2012-13 academic year were Science, Mathematics, Foreign Languages, Special Education, and School Psychologist. Forty-seven students at ten institutions were approved for program participation for the 2012-13 academic year. Expenditures totaled $58,176.

The attached report reflects the award distribution to each participating institution for the 2012-13 academic year.

Future Teachers Scholarship
2012-13 Year End Report

Institution	*Students in Program*	*Total Awarded*
University of Oklahoma	8	10,382.00
Oklahoma State University	6	9,000.00
University of Central Oklahoma	4	4,500.00
East Central University	4	4,725.00
Northeastern State University	15	18,750.00
Northwestern Oklahoma State University	2	3,000.00
Southwestern Oklahoma State University	1	1,500.00
Cameron University	3	2,625.00
University of Science and Arts of Oklahoma	2	1,944.00
Southern Nazarene University	1	1,500.00
Oklahoma City Community College	1	250.00
TOTAL	**47**	**$58,176.00**

AGENDA ITEM #21-b (4):

Annual Reports.

SUBJECT: William P. Willis Scholarship 2012-13 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

ANALYSIS:

The attached report shows the award distributions to eighteen students totaling $37,100 for the 2012-13 academic year.

William P. Willis Scholarship 2012-13		
University of Oklahoma	Anna Holdridge	$1,500
Oklahoma State University	Jordan Pace	$3,000
Northwestern Oklahoma State University	Deann Lanman	$2,400
Southeastern Oklahoma State University	Jackie Martin	$2,400
Southwestern Oklahoma State University	Cody Sims	$2,400
Langston University	Tanjanique Reed	$2,400
Oklahoma Panhandle State University	Gaycheree Turley	$1,200
Rogers State University	Cody Mathia	$2,400
University of Science and Arts of Oklahoma	Erin Miears	$2,400
Carl Albert State College	Victoria Jones	$2,000
Murray State College	Sheri Pack	$2,000
Northeastern Oklahoma A&M College	Kristy Couch	$2,000
Northern Oklahoma College	Keisha Branson	$1,000
Oklahoma City Community College	Aaron Victor	$2,000
Oklahoma State University Institute of Technology	Earl Polk	$2,000
Rose State College	Collin Wilborn	$2,000
Western Oklahoma State College	Danielle Reeves	$2,000
Connors State College	Adam Hosseini	$2,000
Total		**$37,100**

Nominees were not submitted by Cameron University, Tulsa Community College, Redlands Community College, Seminole State College, East Central University, Northeastern State University, and Oklahoma State University – Oklahoma City.

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AGENDA ITEM #21-b (5):

   Annual Reports.

SUBJECT: 2012-2013 Year-End Report for the George and Donna Nigh Scholarship.

RECOMMENDATION:

   This is an information item only.

BACKGROUND:

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

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

ANALYSIS:

For the spring 2013 semester, each recipient of the George and Donna Nigh Scholarship has been awarded $1,000 and participated in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling $32,000.

Oklahoma State Regents for Higher Education
George and Donna Nigh Scholarship
2012-13 Year End Report

Cameron University	Colten Kennedy
Carl Albert State College	Jessie Blackwell
Connors State College	Jake Neighbors
East Central University	Caleb Fulton
Eastern Oklahoma State College	Allison Burns
Langston University	Eugene DeLoach
Murray State College	Chara Bleer
Northeastern Oklahoma A&M College	Abby Henderickson
Northeastern State University	Ethan Hayman
Northern Oklahoma College	Jacob Leachman
Northwestern Oklahoma State University	Carmen Sander
Oklahoma Baptist University	Sara Williams
Oklahoma Christian University	Mark Street
Oklahoma City Community College	Megan Woody
Oklahoma City University	Sarah Cook
Oklahoma Panhandle State University	Eva Dye
Oklahoma State University	Tanner Blosser
Oklahoma State University – Oklahoma City	Steven Jones
Oklahoma State University Institute of Technology	Michael Groeneveld
Redlands Community College	Monica Bennett
Rogers State University	Houston Gaither
Rose State College	Elizabeth Rodriguez
Seminole State College	Clayton Powell
Southeastern Oklahoma State University	Demi Wilkerson
Southern Nazarene University	Jennifer Wachtel
Southwestern Oklahoma State University	Brady Greer
St. Gregory's University	Allie Freed
Tulsa Community College	Kathy Portley
University of Central Oklahoma	Jillian Goodman
University of Oklahoma	Joe Sangirardi
University of Science & Arts of Oklahoma	Chris Collins
Western Oklahoma State College	Rebecca Dill

AGENDA ITEM #21-b (6):

> **Annual Reports.**

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

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

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Education (OSRHE) policies 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 55th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Seven exceptions to OSRHE academic policies were granted by the Chancellor since the January 31, 2013 report.

ANALYSIS:

Connors State College (CSC)

April 2, 2013

An exception to the OSRHE *Institutional Admission and Retention* policy, which states that 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 by raising his or her GPA to the retention standards by attending another institution, was granted to a CSC student. The exception allowed readmission of this student and was based on documentation of the student's commitment to successfully completing his college degree, the recommendation of the CSC Academic Appeals Executive Council, and the president.

Eastern Oklahoma State College (EOSC)

April 25, 2013

An exception to the OSRHE *Undergraduate Degree Requirements* policy, which states that degree requirements in effect at the time of the student's initial enrollment in a State System college or university shall govern the standards of completion, provided that the student has maintained continuous enrollment as defined by the college or university, was granted to an EOSC student. The student did not maintain

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continuous enrollment and the exception allowed EOSC to award an associate's degree reflecting the initial program title after the State Regents' approved a program modification that changed the title of the degree program. This exception was based on the student's unique circumstance and the recommendation of the president.

Oklahoma City Community College (OCCC)

February 8, 2013

An exception to the OSRHE *Institutional Admission and Retention* policy, which states that off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC to allow specified part-time faculty to teach concurrent enrollment courses at Capitol Hill High School, Dove Science Academy, Douglass High School, Northeast Academy, Northwest Classen High School, Southeast High School, U.S. Grant High School, and Western Heights High School. The exception was based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair and dean of the college offering the course.

Oklahoma Panhandle State University (OPSU)

January 29, 2013

An exception to the OSRHE *Institutional Admission and Retention* policy, which states that 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 by raising his or her GPA to the retention standards by attending another institution, was granted to an OPSU student. The exception allowed readmission of this student and was based on documentation of the student's commitment to successfully completing his college degree, the recommendation of the School of Agriculture dean, and the president.

Rose State College (RSC)

March 19, 2013

An exception to the OSRHE *Grading* policy, which states academic renewal as a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start, was granted to a RSC student. Under academic renewal, course content and credit prior to a date specified by the institution may not be used to fulfill any degree or graduation requirements. The exception allowed RSC to reverse an academic renewal at the request of a student due to a unique set of circumstances. The exception was based on the facts that the student met State Regents' minimum standards of education for an Associate in Arts and has completed thirty-six hours at RSC, and on recommendation of the president.

Tulsa Community College (TCC)

January 29, 2013

An exception to the OSRHE *Institutional Admission and Retention* policy, which states that 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 by raising his or her GPA to the retention standards by attending another institution, was granted to a TCC student. This exception was

based on the documentation provided by TCC explaining the student's background and a recommendation of readmission by a TCC Appeals Committee.

Western Oklahoma State College (WOSC)

February 13, 2013

An exception to the OSRHE *Institutional Admission and Retention* policy, which states off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to WOSC to allow specified faculty to teach concurrent enrollment courses at the Southwest Technology Center and the Hobart Campus of Western Technology Center. Additionally, a subsequent policy exception was granted to WOSC to allow specified staff and faculty to teach limited concurrent enrollment courses online to area high schools. These exceptions were based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair, dean of the college offering the course, and recommendation of the president.

AGENDA ITEM #21-b (7):

       Annual Reports.

SUBJECT: Annual Student Assessment Report.

RECOMMENDATION:

       This item is for information only.

BACKGROUND:

The fifteenth annual report on student assessment in the Oklahoma State System of Higher Education is presented as required by the State Regents' *Assessment* policy. Reports submitted by each institution are provided as an overview of the 2010-2011 academic year assessment activities.

Oklahoma legislation paved the way for development of a statewide assessment plan in 1991 by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents' *Assessment* policy was adopted in October 1991 with the purpose of maximizing student success.

The institutional assessment plan requires the systematic collection, interpretation, and use of information about student learning and achievement to improve instruction. The assessment policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

Each institution must evaluate students at five levels (graduate student assessment is optional):
- *Entry-Level Assessment and Course Placement* - to determine academic preparation and course placement;
- General Education (Mid-Level) Assessment - to determine general education competencies in reading, writing, mathematics, and critical thinking;
- Program Outcomes (Exit-Level) Assessment - to evaluate outcomes in the student's major;
- Assessment of Student Satisfaction - to ascertain students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc.; and
- Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.

Institutions submit an annual assessment report to the State Regents, which describes assessment efforts at each of these levels. Information on number of students assessed, results of the assessment, and detailed plans for any institutional and instructional changes due to assessment results are provided in the report.

POLICY ISSUES:

The information and actions described in this report are consistent with the State Regents' *Assessment* policy and their commitment to improve student learning through reporting and analysis.

ANALYSIS:

As evidenced by the institutional reports, Oklahoma's colleges and universities are achieving the two major objectives of student assessment: to improve programs and to provide public accountability. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented. Examples of successful assessment practices, as well as areas that could be improved upon, are outlined below.

- Entering student surveys are administered at various institutions to examine expectations and characteristics of the student population. The data are then utilized in further studies on retention and academic success.
- Secondary testing instruments, cut-scores, and course curricula are continually analyzed to assure relevance and effectiveness.
- Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing response rates to surveys are evaluated.
- Assessment information has been integrated into other institutional review processes, resulting in greater involvement of faculty members and students.
- Three institutions (Tulsa Community College, Oklahoma City Community College, and Rose State College) participated in the Achieving the Dream initiative, a national organization designed to increase student success at community colleges. This initiative emphasizes the use of data in improving retention and graduation rates.
- Efforts to improve retention are vital to increasing student success. Several institutions form retention committees or employ retention specialists to provide a greater focus.
- Areas of concern include the wide variance in secondary test cut-scores for a given instrument. Also, secondary testing for science is not practiced at all institutions. While some use a combination of reading and math scores and others use science tests, many institutions do not test at all.
- Administration of general education assessment varies in methodology among institutions with several using locally developed tests. Using national exams could provide more consistency and comparison to national benchmarks, while locally developed tests may be more effective in addressing the specific needs and goals of institutions.
- Persistence and graduation rates depend on the ability of a student to succeed not only in higher level courses but in the wider world of business and industry. Implementation of state-wide assessments in writing and mathematics prior to being allowed to take courses beyond 30 hours would assure that students would have the requisite skills to be successful in college and in the work place. Pass rates of these assessments could be included in the Annual Student Assessment Report as a means of monitoring progress and increasing public transparency and accountability. Such assessments could assist in regional and departmental accreditation.

Full report available upon request.

AGENDA ITEM #21-b (8):

> **Annual Reports.**

SUBJECT: Teacher Education Annual Report on System-wide Review.

RECOMMENDATION:

> **It is recommended that the State Regents accept the fifteenth Teacher Education Annual Report on Systemwide Review.**

BACKGROUND:

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

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

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

In April 2010, the need for question four (4), "grade inflation in the field of education," was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Pre-Professional Skills Test (PPST). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade 'inflation' was more the result of these criteria than from any other source. Thus, the report now answers six (6) questions instead of seven (7), omitting question four (4).

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the fifteenth annual report, covers the 2011-2012 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation (OCTP). In fact, much collaboration was done in the summer of 2009 between the two agencies in order to streamline the reporting from the institutions.

POLICY ISSUES:

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

ANALYSIS:

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

- Graduate programs are still examined for rigor and support. In 2011-2012, East Central University admitted the most candidates 'conditionally' – 320. This number is due to a stringent writing test the candidates must pass before being fully admitted.

- The 12 universities constantly examine elementary education requirements. In 2011-2012, most colleges of education reported adjusting content knowledge instruction so candidates would have greater success in passing the Elementary OSAT Subtest 1.

- All colleges of education report investing in instructional technology in varying amounts for a variety of needs, ranging from computers and software to Smart Boards and video/audio recording devices. A number of universities also reported purchases that included electronic tablets, such as iPads, Kindle Fire and Android tablets, to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities, as well as attended and presented at state and national conferences. Grant-writing and technology education sessions were also highlighted by several campuses. Additionally Oklahoma State Regents for Higher Education policy directs that each faculty member spend a minimum of 10 clock hours in the public schools to meaningfully interact with P-12 students, teachers, and administrators.

- All 12 colleges of education report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and science faculty on a variety of committees in the teacher education college. The ongoing NCLB grants provide opportunities for arts and science faculty, teacher education faculty and K-12 teacher collaborations.

2012 REPORT ON RECOMMENDATIONS:

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

Number of Graduate Students Admitted Conditionally	
Universities	**Admitted Conditionally**
Cameron University (CU)	16
East Central University (ECU)	320
Langston University (LU)	3
Northeastern State University (NSU)	N/A
Northwestern Oklahoma State University (NWOSU)	5
Oklahoma Panhandle State University (OPSU)	N/A
Oklahoma State University (OSU)	29
Southeastern Oklahoma State University (SEOSU)	27
Southwestern Oklahoma State University (SWOSU)	8
University of Central Oklahoma (UCO)	3
University of Oklahoma (OU)	6
University of Science and Arts of Oklahoma (USAO)	N/A

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

Ms. Goldie Thompson has served as Director of Teacher Education and the Oklahoma Teacher Connection since September 2012. Prior to her hiring, Dr. Lisa Holder served as Director from August 2008 to July 2012.

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

Cameron University (CU)
During 2011-2012, Cameron faculty shifted emphasis from PASS objectives to the Common Core State Standards in all classes. Additionally, the student teaching seminar included up-to-date information about the TLE evaluation system. The course focused on children with exceptionalities has added a component in which parents of special needs students present to candidates. Not only do candidates learn about strengthening the connection between school and home, they also learn specific things to do and to avoid in working with parents to develop and follow IEPs. This experience has proven invaluable to candidates as it increases their knowledge, skills, and dispositions for working with special needs children.

East Central University (ECU)
The Elementary Education program is currently "Recognized with Conditions" through the Specialty Organization, Association for Childhood Education International (ACEI). Several changes have occurred that have strengthened the program. Three required reading courses were aligned with standards to reduce the overlap in content. Three reading faculty have attended sessions conducted by the Commission for Teacher Preparation in conjunction with Pearson to better clarify the content assessed on the Elementary Education OSAT subtest 1. Course assignments that emphasize the application of reading strategies have been implemented. Annual

review sessions for Elementary OSAT have continued. EdTPA has been implemented to ensure through a detailed performance assessment that all Education candidates have the knowledge, skills, and dispositions to plan, implement and analyze all parts of the teaching cycle.

Langston University (LU)
The Elementary Education program is in the process of revising the plans of study to assure that candidates are covering the content necessary to become successful educators in elementary education as well as covering the competencies for the Oklahoma certification tests.   Some revisions were necessary to reduce the number of required hours from 130 to 124 for graduation. Some courses were not deleted, but combined with other courses to slightly modify the plan of study. Additional observation hours have been added to several courses so that elementary education candidates have more interaction with PK–8 students. This helps candidates in teacher preparation and clinical teaching.

Northeastern State University (NSU)
The NSU Elementary Education program added pre- and post-tests to all of its courses. This provides individual faculty with the ability to determine if they are teaching students the course objectives and make any necessary adjustments to their course instruction.

Northwestern Oklahoma State University (NWOSU)
Modifications to performance assessments for the Elementary Education program were made in alignment with meeting ACEI standards.   The Elementary Education program coordinator continues to create a list of all candidates who have not passed the OSAT after each set of test results are reported. An explanation of techniques and assistance is provided in preparation for taking the next OSAT test and sent to the Director of Teacher Education. Continuing this practice the college expects to see more tutoring sessions for OSAT preparation, more class and syllabus design to enhance test scores, and an overall increase in the scores. An OSAT study seminar is provided each semester providing study strategies for taking the OSAT.

Oklahoma Panhandle State University (OPSU)
Faculty in Elementary Education are continuing to struggle with successful preparation of candidates taking the OSAT exam dealing with reading and language arts. Repeated attempts in changing textbooks, providing additional materials, giving additional test taking strategies, etc. continue to be frustrating to both candidates and faculty. No other changes are being considered at this time.

Oklahoma State University (OSU)
A change in advisors for Elementary Education on the Tulsa campus has helped to stabilize the enrollment for that campus. There is no program-specific action on the Stillwater campus.

Southeastern Oklahoma State University (SEOSU)
The Elementary Education program has closely reviewed the test scores on the revised Elementary Education OSAT. Based on the results from 2011-12 and partial scores from 2012-13, the Elementary Education program has implemented the following changes: at four of the five sites, a regular faculty member will be teaching ELED 3423/33 – Reading I & II, all syllabi for courses in the reading and language arts have been revised to specifically include the OSAT competencies, and an additional ELED faculty member will be added to the faculty in order to have full-time reading faculty at all five sites where the Elementary Education degree program is taught.

Southwestern Oklahoma State University (SWOSU)
An agreement with Redlands Community College and Western Oklahoma State College resulted in the inclusion of all general education courses, as well as additional lower-level courses, to complete Oklahoma's 4x12 requirement for candidates at these locations. In addition, all professional education courses at SWOSU are now offered through Interactive TV. Candidates who attend community colleges, such as WOSC, that do not currently have enough math credits offered may take advantage of online mathematics courses from the SWOSU Sayre campus. Now transfer candidates from Redlands, WOSC and Sayre may complete all degree requirements, prior to the student teaching semester, at their respective campuses. Feedback from these changes has been overwhelmingly positive.

University of Central Oklahoma (UCO)
No major changes have occurred in the undergraduate Elementary Education program during the last academic year, although program faculty engage in continual improvement processes based on program data. In recent years the Elementary Education faculty members have distinguished a clear assessment plan for all candidates in the Elementary Education Graduate Program. The plan provides a specific means by which non-licensure candidates in the M.Ed. in Elementary Education Program will be tracked and assessed systematically as per recommendations during our last NCATE site visit. Elementary Education program faculty has also submitted proposed coursework for the Oklahoma Elementary Math Specialist (OEMS) certification. Finally, the faculty have integrated Common Core/OKC3 into program artifacts and courses, and the TLE models have become a focus in the program.

University of Oklahoma (OU)
No major changes have occurred during the period for this report.

University of Science and Arts of Oklahoma (USAO)
Adjustments in various classes have been made to better prepare candidates for the Elementary OSAT. A "Test Prep" session has been made available for candidates prior to testing sessions.

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

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

CU
Endowed lectureship funds were used to purchase 10 new iPads, totaling $4,999.99. The iPads are used in the Media and Technology course to assist students in learning new technology that can be applied in the classroom. Capital budget funds allowed for the purchase of two interactive whiteboards and one laptop. Two Smart Boards totaling $3,536 were purchased in June of 2012. There are now five interactive whiteboards which allow instructors to model the use of current technology in classes. One Dell Laptop totaling $1,445.99 was purchased in May of 2012. Laptops are checked out by faculty to use off campus for various reasons.

ECU
Allocations to update the Education Department Computer Lab totaled $56,500. Faculty received $4,800 to replace four faculty computers (on rotation). The Library Media Computer Lab received $4,090 to replace old printers and update computers, and Kinesiology was allocated $3,116 to update their computer lab which is used by physical education teacher certification majors. Additionally, $13,000 of technology fee generated money was used to purchase Chalk and Wire and to update technology teaching tools in the five smart classrooms.

LU
Approximately $20,000.00 was spent for equipment and technological services to be used by the School of Education and Behavioral Sciences for the 2011-2012 school year. This amount includes maintenance of the equipment already in the School of Education and Behavioral Sciences computer laboratory and classrooms. The School of Education and Behavioral Sciences has two computer laboratories, one with fourteen computers and the other with eight computers. There are Smart Boards, projectors and screens in three classrooms. The conference room has a big screen television with computer capability.

NSU
During the 2011-2012 academic year, the College of Education spent $89,717 for technology purchases. Technology funds come from the college's portion of student technology fees, as well as other funds distributed at the institutional level. These funds supported instruction and expenditures included the purchase of observation cameras/microphones and a computer system to run and record sessions for tutoring rooms, Smart Boards, webcams, camcorders, as well as other specialized equipment and software for reading clinics, instructional technology, and physical education. (Physical education is developing two new labs—one for clinical purposes, and one computer lab for students to utilize.) Productivity purchases included items such as iPads, Kindle Fire tablets, Android tablets, and specialized software. These purchases enhanced the learning of teacher candidates and provided opportunities for faculty to model effective use of technology in K-12 classrooms.

NWOSU
Total expenditures on instructional technology were $45,000. A computer system with projector and microphone system was purchased for EC109 in the amount of $12,456.15. The cost for laptop and flip cameras for student and faculty use was 1,786.22. The total expenditures for the Education Department were $14,242.37. Updated iTV equipment and improvements to Blackboard were included with the university technology expenditures. Regular rotation of new computers continues every year.

OPSU
During the 2011-2012 year, $5,225 was spent on resources to support instructional technology. This was used to replace printers, laptops, and light bulbs in projectors and provide iPads for faculty use when evaluating student teachers. All equipment is relatively new and in excellent working condition.

OSU
Agricultural Education
The Agricultural Education teaching option consists of approximately 125 students. This estimate includes double majors in Horticulture and Animal Science. Technology was secured to video record student teaching presentations. Every student in the major is required to take AGED 3103 and AGED 4103. In these courses, pre-service students are required to develop and perform microteaching lessons. These lessons are recorded and given to the student for a reflection

exercise. These videos are recorded in a lab setting that include on average 10-15 students, so multiple videos are recorded in each lab. When down time between each video session is extended it makes it very difficult to get each student recorded in the time allowed for lab.

Specifically, the following technology was purchased:
- 3 - Samsung–W200 HD Flash Memory Camcorders Model HMXW200RN/XAA @ $107.99ea - Total $323.97
- 3 - Dynex 6 .25" Mini Tripod @ $14.99ea - Total $44.97
- 3 - Lowepro-Tahoe 10 Digital Camera bag @ $9.99ea - Total 29.97
- 3 - Apple 13.3 MacBook Pro-4GB Memory 500 GB Hard Drive Laptops @$1199.99ea - Total $3,599.97

Communication Disorders
In Spring 2012, our department received $9,342 from the student technology fees to purchase iPads for clinic purposes. This fall 2012, $23,300 was received to purchase a Smart Board for our departmental computer lab.

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

College of Education Administrative Applications - $28,842
The Administrative Applications area of COE Technology is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of College of Education administrative functions and in streamlining and automating day-to-day College of Education operations. This area also manages the collection of information, encompassing all College of Education activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the College of Education and its dissemination through the internet and other media, the development of online calendars for College of Education activities, and development and design of web pages to promote College of Education events and course offerings.

College of Education Technical Support   - $283,749
The College of Education Technical Support area is responsible for support of COE hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The College of Education Technical Support area provides not only technology resources in terms of hardware and software, but it is also support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintains computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

College of Education Instructional Support   - $383,403
College of Education Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with a wide range of hardware and software available for faculty and students, as well as traditional media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the fall and spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the College of Education. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

Changes to technology resources that have occurred within the academic year include:

- Scheduled replacement of document cameras for classrooms
- Projectors for student checkout
- Projector for Willard 010 lecture hall
- Scheduled replacement of computers in Colvin 190 computer lab
- Scheduled replacement of computers in Willard 007A computer lab
- Scheduled replacement of computers in Willard 012 classroom
- Replacement of displays in Willard 002 computer lab and Willard 007 classroom
- Laminator for Willard 002 computer lab
- Audio transcription kits for student checkout
- Scheduled replacement of faculty and staff computers

SEOSU
Expenditures for education technology are estimated at $87,000 for the 2011-12 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, and purchase laptops for classrooms and faculty. Six iPads were purchased for use in the ELED 4444 - Reading Diagnosis classes for elementary, special education and early childhood majors.

SWOSU
The 2011 SRA 6 Report to the OSRHE listed $29,968 as the IT Allocation to the Education Department. The unit is housed in the Hibler Education Building which also houses the Center for Distance Education. This sharing of facilities has proved advantageous to the unit since all of the classrooms are equipped with a computer for the instructor, as well as video projectors and document cameras using Distance Learning funds. Three of the classrooms are equipped with Smart Boards which were purchased with unit funds. Several digital cameras purchased by the

unit are available for check out by candidates or faculty. The basement classroom of the Education Building was renovated in the summer 2012 with new flooring and furniture. A computer lab is located on the 2nd floor of the Education Building with 30 workstations. Twenty-four laptop computers were purchased in June 2012 with department funds ($27,594) for use in the basement classroom. The Education Building is equipped with wireless Internet, as are most other campus buildings. All faculty have desktop and/or laptop computers that are upgraded every 5 years.

UCO
The Instructional Technology Center (ITC) is the technology support arm of the College of Education and Professional Studies*. The chart below represents the spending during the reporting year:

Equipment, software, infrastructure maintenance	253,256.91
Professional staff (ITC, network, lab)	264,129.31
Student wages (resource center, labs, e-portfolio)	54,713.22
Misc. (supplies, lamps, batteries, etc.)	24,163.43
TOTAL	$596,262.87

*Note: The College of Education & Professional Studies does not divide the spending based on the Teacher Education side of the "house" and the professional studies side.

OU
Technology related expenditures are covered by the OU-JRCoE technology course fee generated each year based on the number of credit hours produced within the college. Currently, our fee is $21.75 per credit hour. Our budget for technology needs is $441,886 which covers the salaries and benefits for two IT technicians, one graduate research assistant, and several undergraduate student lab technicians. These technicians maintain all electronic equipment within the college, the student computer lab, the computer classroom, all video-conferencing technologies in four conference rooms, the teaching podiums in College classrooms with linked Smart Boards and ceiling-mounted projectors, as well as the College security system. In addition, some technology fees are used to purchase faculty-requested hardware or software needed for student instruction.

In addition to routine revenue and expenditures as noted above, in December 2012 the College and OU central administration partnered to provide all fully-admitted undergraduate education students in good standing with an iPad to be used in class and for individual learning and studying. Technology fees will also be used to maintain all the iPads issued to the faculty/students.

USAO
Educational technology expenditures in the amount of $14,752.04 are outlined below:

9 AOC 2436V 24" Widescreen Full HD Monitor	$1,169.91
1 Canon LV 7390 LCD Projector (3000 Lumens)	$696.99
10 Dell Optiplex 990, 3.4GHz Intel Core i7 processor, 4GB DDR3 RAM	$9,132.70
1 Lexmark E260dn laser printer	$198.62
1 Minuteman PRO-RT PRO1500RT UPS (1500VA)	$317.31
1 Samsung CLP-315 color laser printer	$198.76
5 Extreme Networks ALTITUDE 4611 wireless AP	$1,320.00
1 Extreme Networks Summit X150-48t switch + Mini-GBIC (SX)	$1,292.75
1 Xerox Phaser 6360DN color laser printer	$425.00
TOTAL	$14,752.04

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

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students. Some faculty continue to support first year teachers through mentorship activities after successful completion of their programs. Such a process gives faculty an opportunity to observe, assess and model best practices. *Please note – in Spring 2010, the legislature placed a moratorium on the Residency Year program.

CU
Professional development was provided on key areas such as standards, technology and improving instruction. In the area of standards, presentations covered Common Core, and INTASC standards—aligning teacher education courses to these standards. In the area of technology, presentations were provided on how to use Prezi, grading in Chalk & Wire/Blackboard and inserting video clips into Power Point. In the area of improving instruction, one faculty member completed 6 hours of MAX Teaching training with Lawton Public Schools. After the Academic Festival featuring Afghanistan, two faculty members presented on incorporating topics about Afghanistan into instruction. Other professional development presentations included an NCATE Review and Update, using Safe Assign to prevent plagiarism, dealing with Bullying in the classroom, preparing Elementary candidates for the OSAT and Advising.

ECU
Faculty are required to stay active and current in their profession. This is assessed annually through the university faculty evaluation process. In addition, faculty have attended this past year's sessions offered by the Commission for Teacher Preparation and the State Department of Education on Common Core, EdTPA, Co-Teaching and Teacher Leader Effectiveness Evaluations. Faculty have participated in A-F workshops hosted by CCOSA in order to better understand the assessment system that will be used to assess our public schools. Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Almost all of the faculty in the unit have now gone through additional Blackboard training to be updated on the new Blackboard 9 format. Additionally, all unit faculty have listed substantial individualized faculty development as part of the required reporting to the Education Faculty Development Committee, a standing committee of the university. In the Education Department alone, over 200 hours of professional activities were noted as professional activity and service to the community. A majority of all classes offered by the unit now employ some phase of blackboard assignments. Additionally, two professional development trainings were held to teach faculty how to use smart board technology and how to use "Safe Assign" to ensure academic integrity.

LU
Faculty working with teacher education programs are required to participate in faculty development to assure they are modeling the best practices and stay abreast of current development in the field of education.

NSU
Teacher education faculty continue to have opportunities for professional development through college-sponsored activities, experiences supported through the NSU Center for Teaching and Learning, and professional workshops and conferences at state and national levels. In addition, faculty who teach blended and online courses were given the opportunity to become Quality Matters certified.

NWOSU

The OACTE Fall Conferences and SPA training were attended by the Teacher Education faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended AACTE/NCATE Conferences in the fall and winter. Other conferences attended were the Oklahoma Higher Education Reading Council Critical Literacy Seminar, OACTE/Oklahoma Education Forum, National Council on Teacher Quality (NCTQ) Conference, AACTE Conference, BOE training, and a variety of State and National Conferences related to particular content areas.

NWOSU professional development workshops on Assessment Day were offered to the faculty across campus while students were being tested, as well as several presentations to public schools and career tech. Some of these trainings were focused on Common Core and Bullying. Examples of other professional development offered on campus include: Diversity training, Career Day, Common Core, Spa Training, Advisement Training and many more. Education faculty who were not presenting these workshops were in attendance for their own professional development.

OPSU
All education faculty (and some other unit faculty) attended the OACTE/OCTP/OATE conventions in 2011 and 2012. Additional professional development meetings have been held on the OPSU campus. Some faculty have also attended other state and national presentations.

OSU
All Areas
All OSU faculty are invited to participate in an extensive series of professional development (PD) opportunities through the Institute of Teaching and Learning Excellence (ITLE) on campus, with presentations made by seasoned faculty members and outside professionals. ITLE also provided online PD opportunities.

Agricultural Education
Faculty (4) and graduate students (~10) attended various professional development events and activities held during the American Association for Agricultural Education (AAAE), Southern Region Research Conference (Feb. 2012), the AAAE, Western Region Research Conference (April 2012), and the AAAE, National Agricultural Education Research Conference (May 2012), as well as faculty professional development seminars offered through OSU's Institute for Teaching and Learning Excellence unit.

Communication Disorders
For a certified speech-language pathologist, the continuing education requirements consist of completing 30 hours of professional development during a 3-year certification maintenance interval. This department in collaboration with Arts & Sciences Outreach offers a one-day conference (Cimarron Conference of Communication Disorders) in the spring each year to obtain six (6) hours of CEUs.

Early Childhood
Early Childhood Education (ECE) faculty attended conference sessions (and presented sessions) focusing on teaching styles, inquiry, common core, and collaborative learning. Conferences attended during 2012 include: the National Association for the Education of Young Children, National Association of Early Childhood Teacher Educators, the American Educational Research Association, a week long study tour of the Reggio Emilia approach in Italy, Boulder Journey School Teacher Education program, and Nature Explore (Outdoor classroom).

Elementary Education and Literacy
One or more faculty members attended the following annual events and conferences:
National Council of Teachers of English, Literacy Research Association, Curriculum Camp at Louisiana State University, Preparing Online Instructors, Introduction to Camtasia and QDA Miner courses offered by the OSU ITLE, International Reading Association, American Association for Teaching and Curriculum, Children's Literature Conference at The University of Georgia, the OSRHE annual Reading Conference, School Science and Mathematics Association annual convention, Oklahoma Science Teachers Association, University of Minnesota's STEM Conference, Research Council on Mathematics Learning, Psychology of Mathematics Education - North American Chapter, U.S. World & News STEM conference, APLU's Science Math Teacher Imperative, Institute of Education Sciences on the Design, Implementation, and Analysis of Within-study Comparisons and Council on Undergraduate Research Dialogues conference in Washington, D.C.

Family and Consumer Sciences Education
Faculty regularly attend OSU Institute for Teaching and Learning Excellence workshops and short courses to improve teaching methods and enhance the quality of the student learning experience.

Foreign Languages Education
The Foreign Language program area leader attended Oklahoma Foreign Language Teachers workshops, staff development training on MAX Teaching Strategies at a local district.

Library Media
Faculty members have participated in numerous professional development activities through the Institute for Teaching and Learning Excellence on campus and at state, national and international conferences focused on educational technology.

Mathematics Education
The Mathematics education program area leader is a member of several mathematics education professional organizations. She uses access to these organizations as a way to remain current with trends and issues affecting student learning, assessment, and training secondary mathematics educators at the pre-service and in-service levels.

SEOSU
The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2011-12, twenty-four (24) teacher education faculty members attended a professional development activity. The following list indicates the types of professional activities in which the faculty had the opportunity to participate:

Quality Matters Training – Applying the OM Rubric-FY 12; Ethics and Children's Literature Symposium; "Play Therapy Summer Institute" – University of North Texas; "Bridging the Gap:

Child Abuse Workshop; Ethics and Supervision Workshop; "Promoting Tribal/Cultural Competency in the Classroom"; "Five Tips on How to Submit a Successful Conference Proposal; Smart Board Training; American Council on Rural Special Education National Conference (ACRES); "Engaging American Indian Students Inside and Outside the Classroom"; XTreem Algebra Program at University of North Texas; Dyslexia Training from the Payne Learning Center; Association of Literacy Educators and Researchers (ALER); OSAT Focus Group; National Mathematics Conference; BrainStorm Poster Session; Bill Martin Jr. Symposium; Blackboard Training; Texas Rural Education Association Summer Conference; Organization of Rural Oklahoma Schools Fall Conference; Quality Matters Training; Oklahoma Commission for Teacher Preparation Conference; The Bridge to Success P-20 Leadership Conference – University of Mary-Hardin Baylor; Oklahoma Music Educators' Association, Oklahoma Kodaly Educators' Conference; Oklahoma Choral Director's Association conference; College Music Society South-Central Conference; and International Society for Music Education World Conference.

SWOSU
Desire2Learn is the robust electronic instructional platform adopted by the University. All unit faculty have been trained in using D2L to facilitate their instruction and use it in virtually all classes they teach. Unit faculty also share their expertise with colleagues and may also take advantage of the Distance Learning Center's ongoing series of professional development programs for electronic instruction. These include delivery of online courses and new software designed to integrate with the D2L platform.

UCO
Faculty members are required to participate in annual faculty development as part of the promotion, tenure, and post-tenure processes. Many professional development opportunities are provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national and state leaders in education.

Beginning in 1998 UCO established a Faculty Enhancement Center, recently renamed the Center for Excellence in Transformative Teaching and Learning (CETTL). The initial impetus for the creation of the center came from the Faculty Senate and faculty members who saw a need to assist professors to strengthen their teaching and maximize student learning. This center provides professional development opportunities in many areas including technology, assessment, class organization, various instructional strategies, student learning, transformational learning, and other emerging, relevant topics. Unit faculty have shared their expertise with colleagues in all colleges by presenting during faculty in-service trainings and presenting during faculty sessions on issues such as cooperative learning, developing course syllabi, infusing technology into the curriculum, understanding and implanting strategies to enhance learning based on diversity, approaches to working with English Language Learners, and other relevant issues. CETTL, as well as other entities on campus have been responsible for bringing noted educators to campus.

Additionally, the Information Technology Center (ITC) in the College of Education and Professional Studies (CEPS) provides technology support for college faculty and those using CEPS buildings. The ITC provides ongoing training in technology and the integration of technology into classes to faculty and teacher candidates.

In yet another example, teacher education faculty have been involved in participating in state, national and international conferences and webinars. While the range of topics and strategies learned covers a great expanse, many of the trainings have recently focused on Common Core

implementation, Teacher Leader Effectiveness (TLE), advances in clinical experiences, and other timely areas of focus for Teacher Education.

OU

In the JRCoE faculty development is continuous and takes many forms. For instance, the Fall 2012 JRCoE Faculty Retreat featured a menu of professional development sessions including: Nurturing the Intellectual Life of the College, Online and Blended Classes: Roundtables for Users and Wanna-be's, Transformation Initiative: Making a Difference in Teacher Education, OU Academic Integrity Programs, and Connecting Research to Public Policy. Faculty members were also able to attend professional development sessions offered as part of the College's iPad Initiative. Sessions ranged from "iPad 101", to personal productivity apps, to instructional apps for various content areas, to lesson design capitalizing on the unique affordances of the iPad.

The JRCoE provides financial support for faculty professional development in the form of $15,000 per academic year to be spent on professional travel, and $18,000 per academic year to be spent on research-related expenses. Faculty members are also supported for sabbatical leaves, which often include professional development goals.

USAO

Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas, Giles Symposium with Ayaan Hirsi Ali, the Emerson-Weir Symposium with James Fowler and the summer History Symposium with William C. Davis. Opportunities designed to improve each unit faculty member's ability to model effective teaching styles included offerings such as Moodle training sessions and some opportunities on and off campus related to Common Core State Standards and Oklahoma's new Teacher/Leader Evaluation system. Other professional development opportunities specific to the teacher education faculty included a Faculty Development workday, Read Across America opportunities, and monthly SNEA speakers. In addition, the unit provides financial support for attendance at professional meetings by faculty in order to improve their teaching and model best practices.
Specifically, on campus opportunities included:
- Fall Work/learning Day – 10/28/11
- Giles Symposium – Ayaan Hirsi Ali – 10/27/11
- Festival of Art and Ideas – Great Minds – 10/11-13/11
- Festival of Arts and Ideas – Contemplating Beauty – 2/13-14/12
- Emerson/Weir Symposium – Dr. James Fowler – 3/14/12
- Civil War History Symposium - Dr. William C. Davis – 6/19/12

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:
- "The Heart of Teaching," Elizabeth Smith, 2011 Ok Teacher of the Year – 9/7/11
- "Art Integration with Reading" Dr. Vicki Hinkle – 10/6/11
- "Make You and Your Students Jump for Joy! Getting a technology scholarship" – 11/2/11
- "What's Creativity Got to Do with It?" Kyle Dahlem – 11/7/11
- "Creating Classrooms for Learning" – 2/12/12
- Read Across America – Chickasha Public Schools – 3/2/12
- "Ok A+ Schools: Helping Schools Think, Plan, and Behave More Creatively" Jean Hendrickson– 3/28/12

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

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

    CU
    Program reports were the focus of collaboration in the 2011-12 academic year. Education and Arts and Sciences faculty worked together to assess and analyze data. Arts and Sciences faculty along with Education faculty also analyze data on advisory committees. In addition, Arts and Sciences faculty supervise student teaching along with Education faculty.

    ECU
    The Education Department collaborates with the Arts and Sciences Faculty in many ways. This past year, there was collaboration on a Language Arts grant that was not funded. All secondary faculty have completed SPA reports which required collaborative efforts between the faculty and the new assessment coordinator as well as the NCATE director. Secondary Arts and Sciences Faculty participate in a yearly retreat to discuss teacher education issues and to share program data. Arts and Sciences faculty attend the NCATE training sessions offered through the state conference in November.

    LU
    Faculty in Arts and Sciences are made aware of the competencies on the Oklahoma General Education Test (OGET) so they can emphasize those competencies in the classes they teach.

    Faculty in Arts and Sciences are included on the Teacher Education Committee which oversees the program's policies and procedures, curriculum, admission requirements, candidate dispositions, as well as approval of candidates for admission to Teacher Education and Clinical Teaching. The committee is comprised of faculty from English, Mathematics, Chemistry, Biology, Music, Technology and Physical Education along with faculty from Elementary, Special and Early Childhood Education.

    Faculty from Arts and Sciences assist in Oklahoma certification tests sessions, particularly with the OGET. Faculty, from the specific content areas, conduct study sessions for the candidates who need extra help. This is separate from the class that is offered and is conducted during times that is most convenient for the candidates. Once they pass the OGET and are admitted to Teacher Education, candidates work closely with the faculty in Arts and Sciences on the content on the Oklahoma Subject Area Test (OSAT).

    NSU
    Faculty representatives for secondary and K-12 programs are members of the COE's Teacher Education Council (committee consists of secondary faculty, COE faculty, COE administrators,

graduate/undergraduate students, a public school administrator, and a public school teacher.) The committee discusses and approves all program changes for teacher education prior to submission to the university's Curriculum and Educational Policy Committee and the Regents. The committee provides oversight, guidance and direction to the teacher education programs, and serves as an avenue for communication of teacher education standards, policies, and requirements. The committee meets three times per year (additional meetings are called as needed).

Secondary faculty continued to collaborate with COE faculty in the following ways:
- Review state and national specialized program area documents and continued assessment.
- Revise of program information--including online website consistency and accuracy
- Participate in all aspects of the teacher education unit including unit governance (Teacher Education Council) and subcommittee work.

NWOSU
Collaboration with Arts & Sciences faculty continued as all faculty assisted candidates in passing these tests and in increasing their content knowledge. The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program which represent the arts & sciences faculty. The TEF members met on a monthly basis and during a retreat to ensure all members were kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit, Teacher Education Committee, as needed.

OPSU
All secondary education degree programs are housed in the Arts and Sciences departments. Representatives of each program offered at OPSU are active members of the Teacher Education Council (TEC) which meets monthly. All Arts and Science TEC members provide significant suggestions and collaboration with the unit.

OSU
Elementary
Mathematics department faculty have collaborated regarding candidates that have had academic and/or attendance issues with which allowed elementary education advisors to set up an intervention and help more of these students to be successful in their coursework.

Foreign Languages Education
The Foreign Language program area leader maintains a relationship with the Chairman of the Modern Languages Department and other faculty members and regularly visits with the chairman to learn of changes taking place in the College of Arts & Sciences, and in the Modern Languages Department as well as to share needs and concerns regarding candidates in the Foreign Language Education program. The chairman of the Modern Languages Department serves on the Foreign Language Education Advisory Council. Modern Languages faculty member allow representatives from the Foreign Language Education program to visit classes for recruitment efforts. Meetings are planned to expand collaborative efforts to improve candidate preparation.

Library Media
A faculty member in the OSU Library serves as an adjunct instructor for the program and as a member of the advisory board.

Literacy
The OSU Writing Center is directed by Dr. Rebecca Damron, an English Associate Professor. Dr. Damron and her writing center tutors have worked with the School of Teaching and Curriculum Leadership to develop and present constructed response writing workshops for pre-service teachers studying to pass the Oklahoma Subject Area Test (OSAT), one of the required teacher certification examinations.

Mathematics
The Secondary Mathematics program area leader was invited to meet with several of the Mathematics Department faculty to discuss candidates' performance in the 3000- and 4000-level courses. We also discussed the potential development of an introduction to proof course that students could take in their sophomore year to lay the foundation for the upper division mathematics courses. Faculty across programs also worked together on course scheduling.

School Psychology
The advanced program does not educate candidates to serve as teachers in the school system; however, some foundation courses in psychology are taught by Arts and Sciences faculty (Biological Basis of Behavior and Social Psychology).

Science Education
Candidates facilitate BIOL 1114 inquiry labs during the fall of their senior year. This experience provides pre-service science teachers with an opportunity to learn to teach through an inquiry approach – an expectation of how science should be taught.

The OSU National Lab Day planning committee consists of faculty from the College of Education, College of Arts and Sciences and College of Engineering and Architectural Technology.

Candidates conduct STEM research as an expectation of CIED 4713. They are expected to seek out a STEM researcher, conduct 11 weeks of research, and write a paper and present their research orally. Many of the research mentors attend the oral presentations.

STEM faculty members in Arts and Sciences and Education collaborate on securing and fulfilling research grants.

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

SWOSU
In 2011, unit faculty collaborated with faculty from the Art Department to submit an Art Education program report to the Oklahoma Commission for Teacher Preparation. The program report was reviewed but returned for further development in Spring 2012. The Art Department chair has since left the University but the unit is still committed to collaborate with the new chair

and resubmit the report for OCTP approval. One of the unit faculty has volunteered to co-teach the Teacher's Course in Art for secondary candidates if no Art faculty member is hired with P-12 experience.

The unit has also collaborated with the Science and Art departments on campus to ensure candidates receive instruction from faculty with public school teaching experience in their methods courses. Interim Chair Ruth Boyd is collaborating with the Art adjunct faculty member teaching ART 4452 CMM Art for Elementary Teachers to ensure that the Oklahoma Commission for Teacher Preparation (OCTP) competencies are being addressed in the curriculum. Unit faculty member Dr. Evette Meliza began co-teaching SECED 4893 Teachers Course in Science for secondary Natural Science Education candidates in 2011 because the science faculty member who had taught the class for many years retired and no other faculty in that department had P-12 teaching experience.

UCO
Faculty from the Colleges of Liberal Arts, Math and Science, and Fine Arts and Design teach courses in the education preparation programs and continue to participate in unit governance. These faculty hold membership on the Council on Teacher Education and the three committees that make up that Council: Admissions & Retention, Assessment and Curriculum.

OU
Arts and Science (A&S) faculty members serve on all certification area committees and on the Education Professions Division (EPD), the teacher education steering committee in the College. College faculty members collaborate with A&S faculty advisors to encourage A&S students in the STEM areas, world languages, English, and history/political science to add teacher certification to their bachelor's programs.

College faculty collaborated with A&S faculty members to revise teacher certification offerings in foreign language. These revisions resulted in a World Languages Education bachelor's degree that also qualifies graduates for State certification.

A&S Modern & Classical language faculty assist with advising of OU-JRCoE world language education students on efficient completion of their language courses.

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

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

The annual Fall Workday was held October 29, 2011, with teacher education faculty from all program areas. The theme of "Billy Goats and Ogres" from the previous year, gave way to

changing from incandescent to LED light – spotlighting recommendations from the summer 2011 Clinical Task Force meetings. After review and discussion of assessment data from the prior year and five year trends, earnest examination of the recommendations from the summer meetings with teachers, administrators, parents, members of the business community, teacher candidates, and teacher education faculty ensued.

AGENDA ITEM #21-b (9):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2012-13 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2012-13 academic year, the State Regents allocated $1,912,853 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2011-12 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2012-13 academic year, National Guard members received waivers totaling $2,954,084, an increase of 30.4 percent or $689,316 from 2011-12. The total number of hours waived increased by 24.3 percent. Of the total dollar amount waived, $2,078,219 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY14 allocation to be approved along with the FY14 E&G budget item.

The current allotment ($1,912,853) is not sufficient to cover the total dollars waived in FY13, by approximately $165,300. The shortage will be covered by one-time carryover funding to fully-fund the FY2014 reimbursement to the institutions

Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2012-2013 Year-End Report

Institution	2011-12							2012-13							Difference from Previous Year
	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minumum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY13 Allocation	Percent of Total Dollars above Minimum	Total Dollars Waived	Total Hours Waived	Average amount per hour	Minumum Hours Required by FTE	Number of Hours above minimum	Dollars waived above minimum and basis for FY14 Allocation	Percent of Total Dollars above Minimum	
Ardmore Higher Ed. Center	$ 924	33	$ 28.00	300	-267		0.0%	$ 1,860	62	$ 30.00	300	-238		0.0%	-
Cameron University	133,657	1,354	$ 98.71	300	1,054	$ 104,043	7.2%	123,134	1,165	$ 105.69	300	865	$ 91,426	4.4%	(12,618)
Carl Albert State College	3,044	56	$ 54.36	300	-244		0.0%	4,822	114	$ 42.30	300	-186		0.0%	-
Connors State College	5,621	81	$ 69.40	300	-219		0.0%	8,908	127	$ 70.14	300	-173		0.0%	-
East Central University	90,922	795	$ 114.37	300	495	$ 56,612	3.9%	127,568	1,044	$ 122.19	300	744	$ 90,911	4.4%	34,299
Eastern Oklahoma State College	5,827	74	$ 78.74	300	-226		0.0%	5,706	70	$ 81.51	300	-230		0.0%	-
Langston University	10,123	93	$ 108.85	300	-207		0.0%	2,882	23	$ 125.30	300	-277		0.0%	-
Murray State College	4,752	42	$ 113.14	300	-258		0.0%	14,696	130	$ 113.05	300	-170		0.0%	-
Northeastern Oklahoma A&M College	1,018	15	$ 67.87	300	-285		0.0%	6,227	87	$ 71.57	300	-213		0.0%	-
Northeastern State University	183,855	1,583	$ 116.14	450	1,133	$ 131,590	9.1%	160,320	1,274	$ 125.84	450	824	$ 103,692	5.0%	(27,898)
Northern Oklahoma College	15,887	259	$ 61.34	300	-41		0.0%	46,067	703	$ 65.53	300	403	$ 26,408	1.3%	26,408
Northwestern Oklahoma State	31,395	239	$ 131.36	300	-61		0.0%	39,633	280	$ 141.55	300	-20		0.0%	-
Oklahoma City Community College	97,689	1,385	$ 70.53	450	935	$ 65,949	4.5%	142,515	1,980	$ 71.98	450	1,530	$ 110,125	5.3%	44,177
Oklahoma Panhandle State University	2,926	28	$ 104.50	300	-272		0.0%	-	41	$ -	300	-259		0.0%	-
Oklahoma State University	378,295	2,917	$ 129.69	750	2,167	$ 281,030	19.4%	503,350	3,720	$ 135.31	750	2,970	$ 401,868	19.3%	120,838
Oklahoma State University - OKC	107,196	1,249	$ 85.83	450	799	$ 68,574	4.7%	144,442	1,617	$ 89.33	450	1,167	$ 104,245	5.0%	35,670
Oklahoma State University - Okm	44,338	446	$ 99.47	300	146	$ 14,496	1.0%	69,101	667	$ 103.60	300	367	$ 38,021	1.8%	23,525
Redlands Community College	19,747	187	$ 105.60	300	-113		0.0%	2,222	69	$ 32.20	300	-231		0.0%	-
Rogers State University	36,404	391	$ 93.10	300	91	$ 8,472	0.6%	68,109	631	$ 107.94	300	331	$ 35,728	1.7%	27,255
Rose State College	67,877	1,230	$ 55.18	450	780	$ 43,044	3.0%	74,145	954	$ 77.72	450	504	$ 39,171	1.9%	(3,873)
Seminole State College	8,031	119	$ 67.49	300	-181		0.0%	10,594	148	$ 71.58	300	-152		0.0%	-
Southeastern Oklahoma State	48,633	405	$ 120.08	300	105	$ 12,609	0.9%	74,509	486	$ 153.31	300	186	$ 28,516	1.4%	15,907
Southwestern Oklahoma State University	101,134	830	$ 121.85	300	530	$ 64,580	4.4%	164,176	1,247	$ 131.66	300	947	$ 124,679	6.0%	60,099
Tulsa Community College	163,238	2,250	$ 72.55	750	1,500	$ 108,825	7.5%	232,340	3,078	$ 75.48	750	2,328	$ 175,727	8.5%	66,902
University of Central Oklahoma	355,422	2,587	$ 137.39	750	1,837	$ 252,381	17.4%	496,546	3,357	$ 147.91	750	2,607	$ 385,611	18.6%	133,230
University of Oklahoma	327,750	2,783	$ 117.77	750	2,033	$ 239,424	16.5%	405,680	3,640	$ 111.45	750	2,890	$ 322,092	15.5%	82,669
University of Oklahoma Health Sciences	490	4	$ 122.60	300	-296		0.0%	-	0	#DIV/0!	300	-300		0.0%	-
University of Science and Arts	9,822	78	$ 125.92	300	-222		0.0%	16,731	123	$ 136.02	300	-177		0.0%	-
Western Oklahoma State	8,752	142	$ 61.63	300	-158		0.0%	7,801	116	$ 67.25	300	-184		0.0%	-
TOTAL	**$ 2,264,768**	**21,655**	**$ 104.59**	**11,100**	**10,555**	**$ 1,451,629**	**100.0%**	**$ 2,954,084**	**26,953**	**$ 109.60**	**11,100**	**15,853**	**$ 2,078,219**	**100.0%**	**$ 626,590**

*Note: OSU-Tulsa reported with the OSU Main Campus

** Beginning with the FY07 the non-resident hours waived are included with total hours waived.

AGENDA ITEM #21-b (10):

> **Annual Reports.**

SUBJECT: Oklahoma High School Indicators Project Report: Developmental Education (Remediation Rates) for Oklahoma High School Graduates in Oklahoma Public Higher Education

RECOMMENDATION:

> **It is recommended that the State Regents accept the report of the High School Indicators Project.**

BACKGROUND:

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

POLICY ISSUES:

These reports are consistent with States Regents' policy.

ANALYSIS:

A summary of developmental education for Oklahoma high school graduates in Oklahoma public higher education are contained within this agenda. The data describes 2011 Oklahoma high school graduates who entered an Oklahoma public college or university as first-time entering freshmen in fall 2011. The summary identifies developmental education activity of students who took one or more developmental courses. Listed are the freshmen student headcount and percentage for each of the four subject areas of developmental courses: science, English, mathematics, and reading. An unduplicated headcount and percentage is also provided for students who could have developmental education in more than one subject area but counted only once in the unduplicated total. Additional information will be provided online containing headcounts and percentages grouped by county, district and high school site.

Of the fall 2011 first-time freshmen (19,381), 42.5 percent (8,239) enrolled in one or more developmental courses. The unduplicated percent has increased over five full percentage points since first being reported for fall 1996 first-time freshmen (37.3). The fall 2011 unduplicated (42.5) percent increased 4.5 points from the previous year. This marks the highest rate for the unduplicated developmental percent in the sixteen year history of the report. The developmental Math rate also increased 6.4 percent from the

previous year (31.6) to 38.0 percent. Developmental English increased 3.5 percent to 18.9 percent. This coincides with a 2.6 percent in reading developmental courses. Science developmental classes increased to 1.5 percent, four tenths of a full percentage point from the previous year.

This shift in the percent of developmental education can in part be explained by a change in methodology used to better identify developmental courses. Beginning in 2008, changes in reporting requirements to federal and regional entities necessitated updates to the Unitized Data System (UDS), the statewide data collection process. As a result, new procedures had to be developed to continue to provide quality data to the various education stakeholders. Therefore, comparisons of current findings to prior year reports are limited.

Remediation Rates of Oklahoma High School Graduates in Oklahoma Public Higher Education (2007-2011)

Note: In Fall 2011, there was a change in methodology to better identify developmental courses.
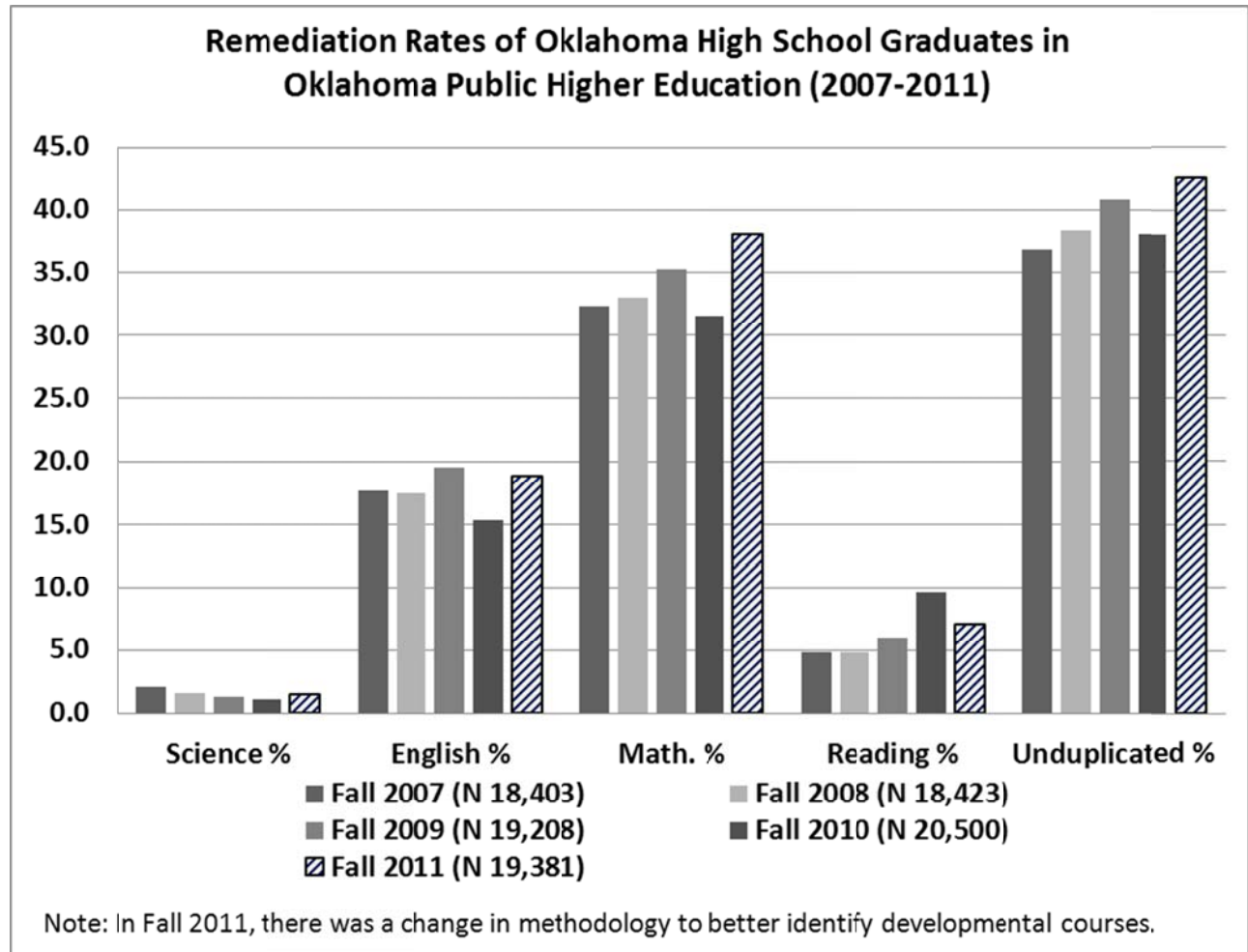
	Headcount	Science %	English %	Math. %	Reading %	Unduplicated %
Fall 2007	(N 18,403)	2.1	17.7	32.3	4.9	36.9
Fall 2008	(N 18,423)	1.6	17.5	33.0	4.9	38.3
Fall 2009	(N 19,208)	1.3	19.6	35.3	6.0	40.8
Fall 2010	(N 20,500)	1.1	15.4	31.6	9.7	38.0
Fall 2011	(N 19,381)	1.5	18.9	38.0	7.1	42.5

* In Fall 2011, there was a change in methodology to better identify developmental courses.

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

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AGENDA ITEM #21-b (11):

> **Annual Reports.**

SUBJECT: 2011-2012 Annual Student Remediation/Developmental Education Report.

RECOMMENDATION:

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

BACKGROUND:

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the twenty-first annual student remediation (here after referred to as developmental education) report.

- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need developmental education. Recent economic conditions have resulted in substantial increases in regional and community college enrollment along with concomitant increases in developmental education needs.

- The widespread need for college developmental education has brought about efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher remediation rates.

- Nationally, little change in the number of students enrolled in developmental education courses has taken place in the last few years. Community colleges report the greatest percentage of developmental education, with math being the most cited area of deficiency.

- Nationally, 60 percent of all developmental education is conducted by community colleges. Oklahoma community colleges have over 73 percent of the State System's developmental education enrollments.

- Financial costs of developmental education are being addressed in different ways by various states, with some requiring additional fees from the developmental education student. Others have proposed that the developmental education costs be borne by the secondary schools that graduated the student needing developmental education. Nationally, developmental education costs are less than 1 percent of the total public higher education budget.

- Oklahoma students pay more for developmental education courses at State System institutions. Those developmental education fees, set by the individual institution, generated $3.22 million in 2011-12.

OKLAHOMA INITIATIVES:

- The State Regents approved the adoption of a College Completion agenda at its October 20, 2011 meeting which includes reform in remedial and developmental education as a key component. The agenda incorporates the Complete College America and National Governors Association Complete to Compete metrics, recommits to a revised Brain Gain performance program, and makes college completion a top priority with commitments to state and campus goals, action plans and measures of progress. The State Regents have committed the Oklahoma State System of Higher Education to statewide reform and redesign of developmental education through redesign projects and a common framework established by the OSRHE and implemented by all colleges and universities.

- The State Regents Council of Presidents and the Council on Instruction are currently guiding institutions through reviews of existing remedial and developmental education programs to work toward a reform that advances the student's time of completion and learning outcomes. All campuses are involved in redesign projects with several piloting academic assessment, placement, and delivery reforms with a common evaluation framework. Policy and program redesign efforts will continue through 2013-2014 with new OSRHE Assessment and Remediation policies expected to be finalized in summer 2014.

- Prior measures which the State Regents have taken to reduce developmental education include: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools, and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

- Educational Planning and Assessment System (EPAS)—a voluntary student assessment and instructional support program that provides feedback to middle and high schools about their performance in preparing students for college is funded and supported by the State Regents. Currently, 98 percent of all K-12 public school districts, 65 private schools and two Bureau of Indian Affairs schools participate in EPAS, reaching more than 98 percent of the state's eighth and 99.5 percent of tenth graders attend a school that participates in EPAS. ACT reports that, from 1993 to 2012, the percent of Oklahoma students taking the ACT has increased by ten percent and the mean score for Oklahoma's students has increased from 20.1 to 20.7.

- Oklahoma GEAR UP helps prepare middle and high school students for college through academic preparation programs for students, professional learning opportunities for educators that strengthen classroom instruction, and college access information for families. Specifically, GEAR UP serves more than 21,000 students in 24 school districts across Oklahoma with early intervention strategies that enhance learning and achievement. Many of these students have service, infrastructure and opportunity needs. GEAR UP specifically provides programs and services that help educators better understand the contributions of a district, school and individual teachers on a student's academic gains so adjustments can be made to help students achieve more academically. GEAR UP also helps students identify their academic strengths and weaknesses and set goals to take the right courses and prepare early for college. In 2012, 8,904 GEAR UP students in grades 7-12 participated in college and university tours. A total of 678 students from GEAR UP school districts participated in concurrent enrollment for 2012-13. Approximately 224 teachers, counselors and administrators completed 36 hours of leadership training and 81 students participated in week-long summer STEM institutes on college campuses. A total of 1,987 high school juniors took a practice ACT exam and 1,605 high school seniors applied to college during Oklahoma's first College App Week with the assistance of on-site, knowledgeable volunteers.

- Legislation passed in 2005 established a college preparatory track with strengthened graduation requirements and made it the default curriculum. The new high school graduation standard

requiring satisfactory completion of end-of-instruction tests becomes effective for those graduating in the spring of 2012.

FINDINGS:

Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited.

- 52,824 students enrolled in at least one developmental education course in 2011-12: 3.4 percent (1,779 students) at the research universities, 23.0 percent (12,148 students) at the regional universities, and 73.6 percent (38,897 students) at the community colleges. (Figure 1)

- Of fall 2011 first-time freshmen, 45.1 percent enrolled in developmental education courses. (Figure 2)

- Of fall 2011 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 49.0 percent enrolled in developmental education courses, compared to 26.1 percent of freshmen who completed the high school core curriculum. (Figure 3)

- Developmental education by subject for fall 2011 first-time freshmen was as follows: 39.8 percent mathematics, 21.6 percent English, 7.8 percent reading, and 1.8 percent science. (Figure 4)

- From 2002-03 to 2011-12, the developmental education rate for first-time freshmen direct from Oklahoma high schools increased from 36.3 to 42.5 percent. The 2011-12 rate of 42.5 percent is lower than the 45.1 percent for all first-time freshmen. (Figure 5)

- Older freshmen require more developmental education. During the 2011-12 academic year, a higher percentage of first-time freshmen 21 years of age and older (59.3 percent) enrolled in developmental education courses than freshmen less than 21 years of age (40.6 percent). (Figure 6)

- A study of eight cohorts of first-time freshmen indicates that math developmental education increases the chances of success in college algebra. (Figure 7)

- In 2011-12, Oklahoma State System institutions generated $3.22 million from student-paid developmental education course fees.

CONCLUSIONS:

- Continuing reforms in entry assessment and developmental education should result in more students retained in the higher education system through better targeted rapid learning, with reduced time to degree.

- Community colleges continue to be the primary source of developmental education in the State System. This is consistent with the community college's mission.

- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests. Colleges and universities are encouraged to continue monitoring the relationship between cut scores for course placement, developmental education effectiveness and the academic success of the developmental students.

- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need developmental education than students 21 years of age and older (40.6 and 59.3 percent, respectively).

- Recent economic conditions have resulted in larger enrollments at regional universities and community colleges. Since most of these students probably did not plan on attending college they were ill-prepared.

- The financial costs associated with developmental education are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

FIGURE 1

Tier Distribution of Oklahoma Students Taking Developmental Education Courses
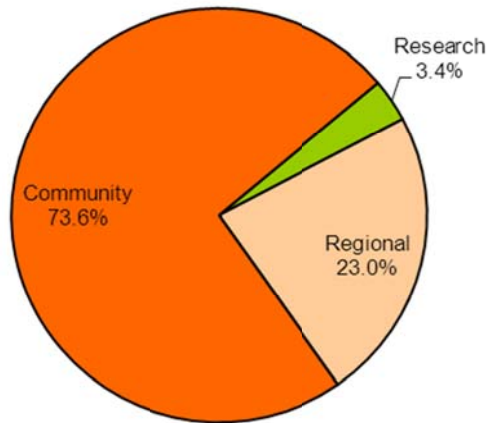
FIGURE 2

Percent of First-Time Freshmen Enrolled in Developmental Education Courses
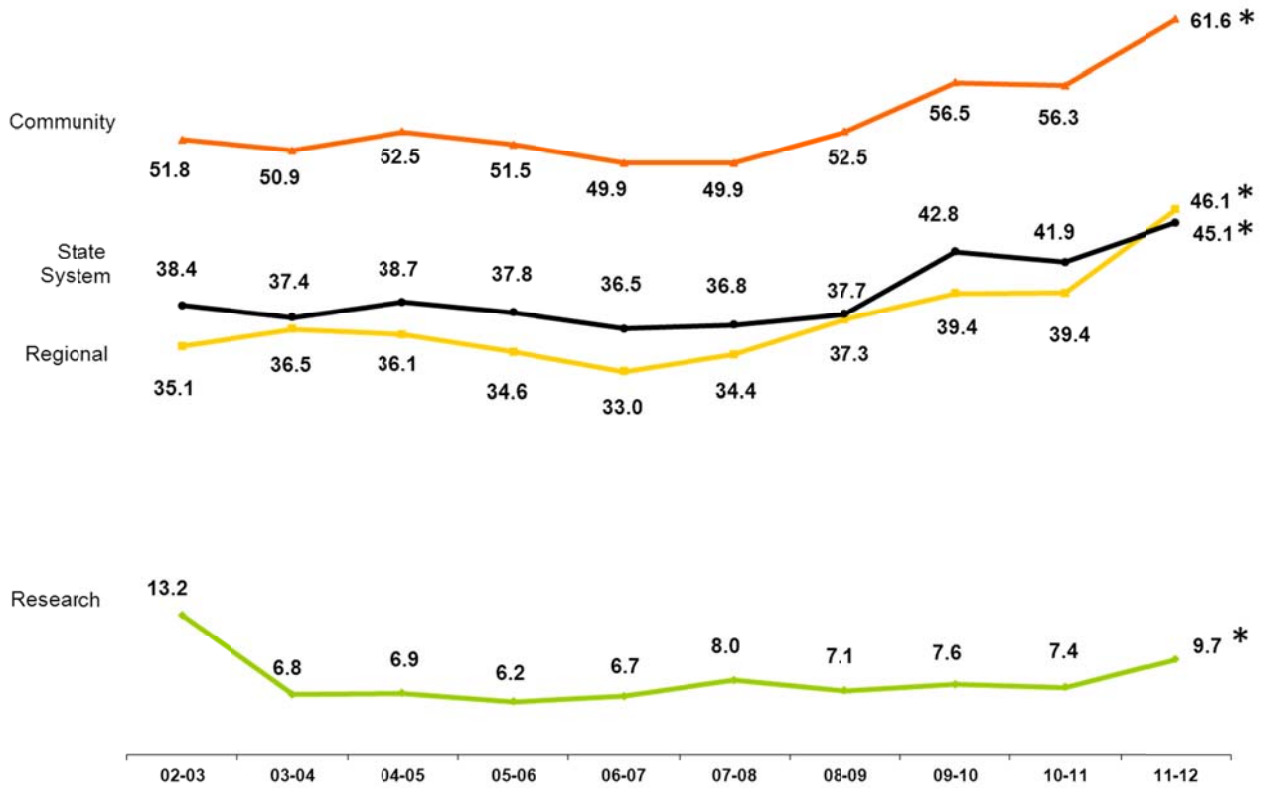
Community
51.8   50.9   52.5   51.5   49.9   49.9   52.5   56.5   56.3   61.6 *

State System
38.4   37.4   38.7   37.8   36.5   36.8   37.7   42.8   41.9   46.1 *
                                                                  45.1 *

Regional
35.1   36.5   36.1   34.6   33.0   34.4   37.3   39.4   39.4

Research
13.2   6.8   6.9   6.2   6.7   8.0   7.1   7.6   7.4   9.7 *

02-03   03-04   04-05   05-06   06-07   07-08   08-09   09-10   10-11   11-12

* - Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited.

FIGURE 3

Percent of Developmental Education and High School Core Curriculum

207
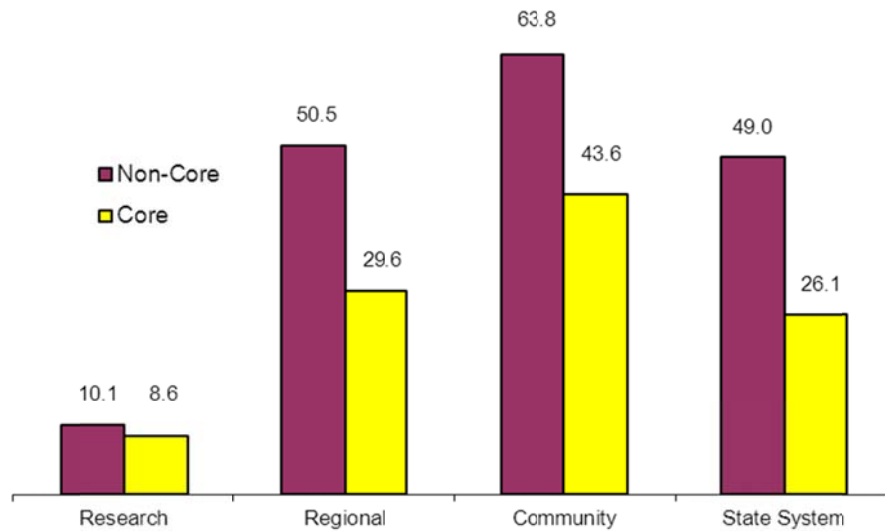
FIGURE 4

Percent of First-Time Freshmen Enrolled in Developmental Courses by Subject
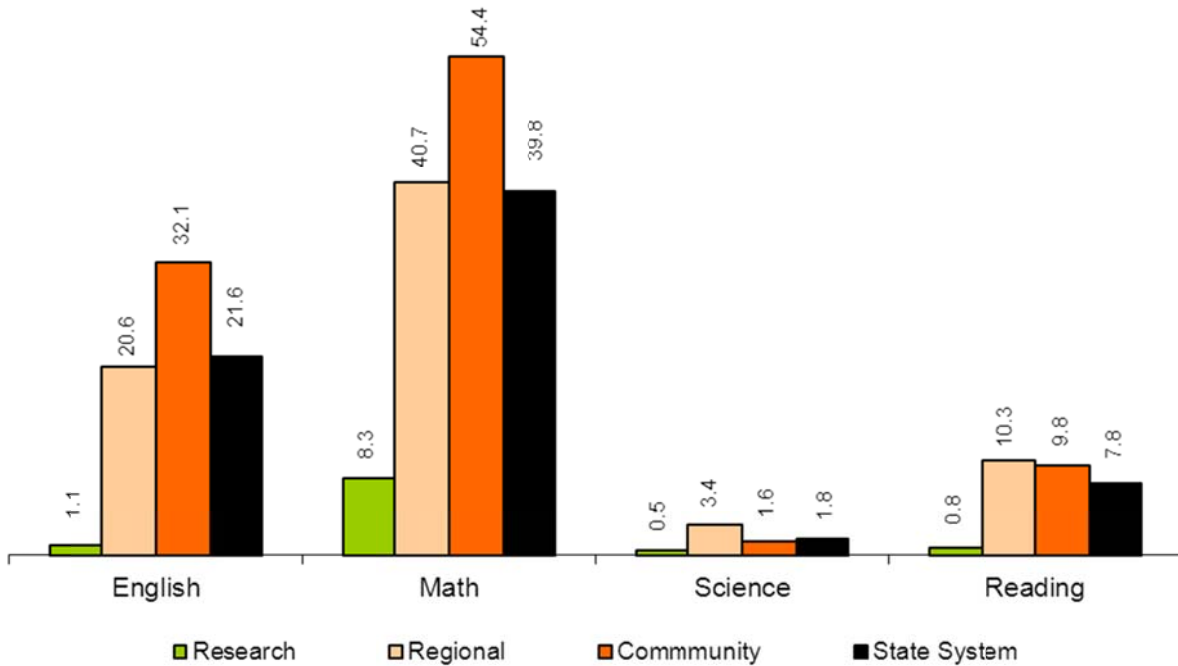
FIGURE 5

Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools
Enrolled in Developmental Education
Fall 2002 to Fall 2011
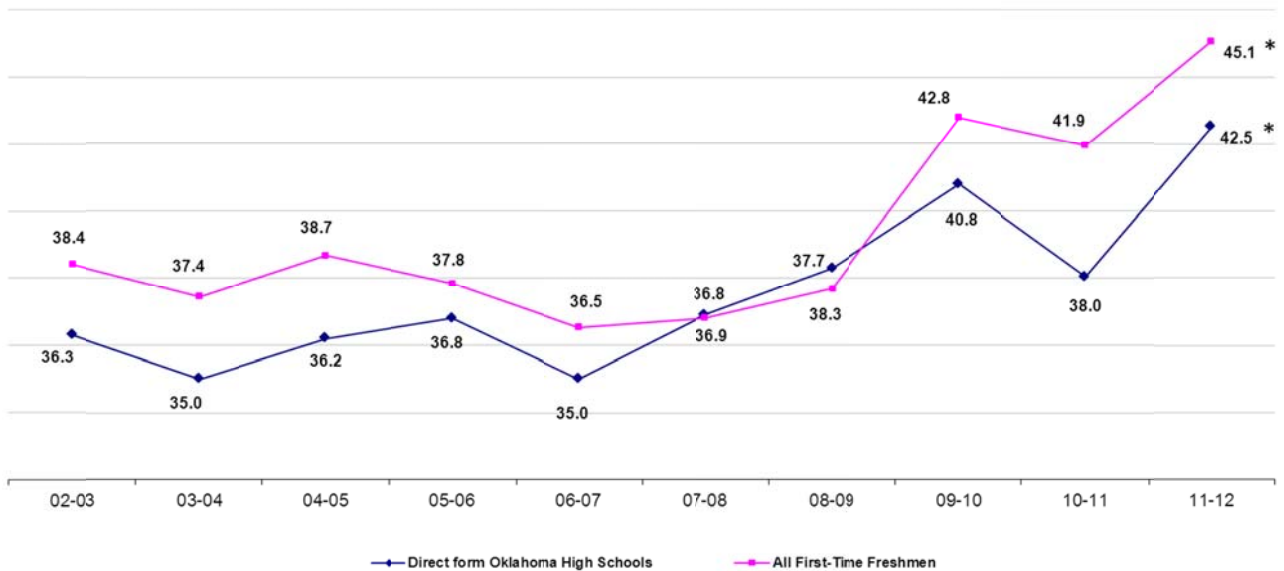
* - Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited.

FIGURE 6

Percent of First-Time Freshmen Enrolled in Developmental Education Courses by Age
Fall 2002 to Fall 2011
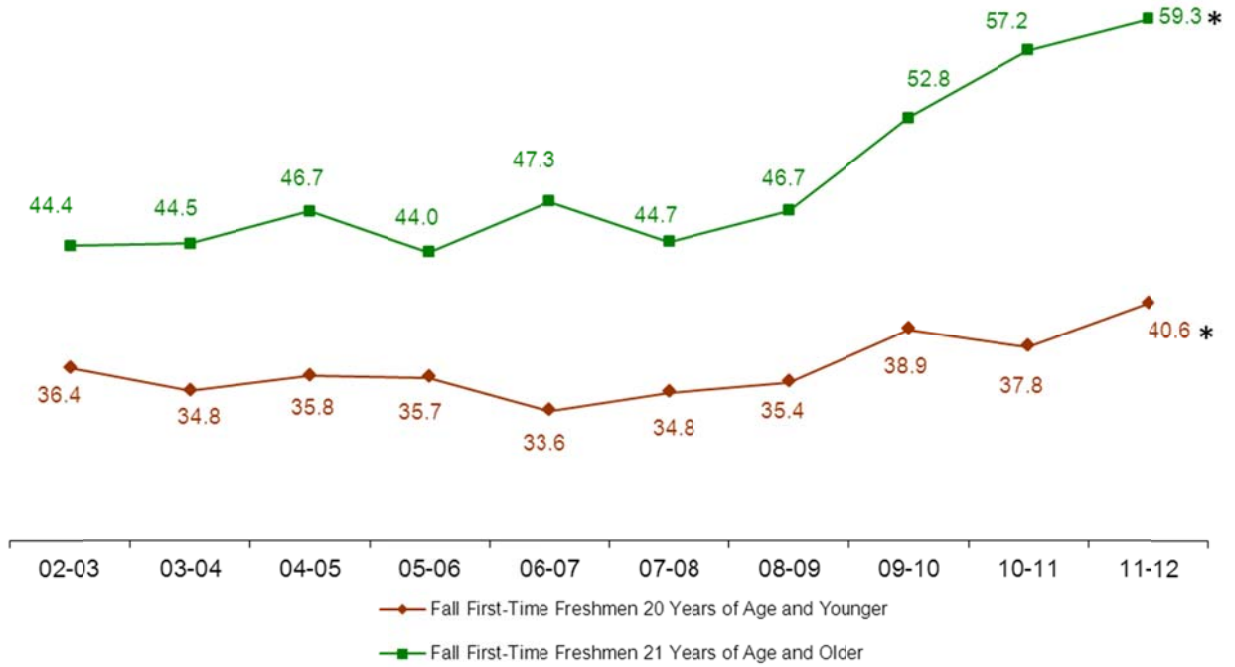
* - Data format changes necessitated a revision in methodology so that a comparison of 2011-2012 to prior years is limited.

FIGURE 7

Average Grade and Pass Rate Comparison of Developmental and
Non-Developmental Education Student Success in College Algebra
by Cohort Years 2000-01 to 2007-08
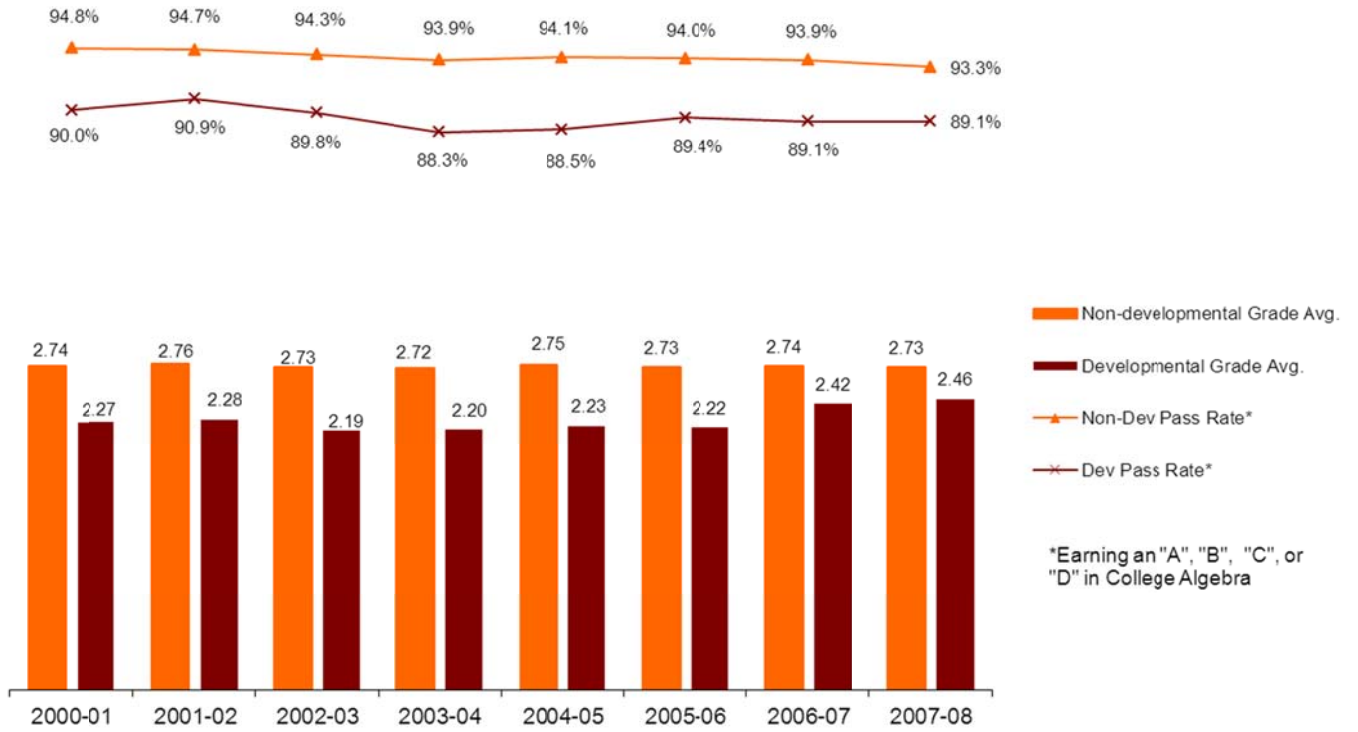
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Forty-Ninth Meeting

April 18, 2013

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

Minutes of the Seven Hundred Forty-Ninth Meeting
April 18, 2013

CONTENTS

**Minutes of the Seven Hundred Forty-Ninth Meeting
of the
Oklahoma State Regents for Higher Education**
April 18, 2013

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 10 a.m. on Thursday, April 18, 2013, at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 6, 2012. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2.   **CALL TO ORDER.** Regent Glass called the meeting to order and presided. Present for the meeting were State Regents Ron White, Stuart Price, Jody Parker, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey.

3.   **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Parker, to approve the minutes of the State Regents' Committee-of-the-Whole and the minutes of the State Regents' regular meeting on January 30, 2013, and January 31, 2013. Voting for the motion were Regents Price, Parker, Glass, Turpen, Massey, and White. Voting against the motion were none. Regent Harrel was not present for the vote.

4.   **REPORTS.**

   a.   Report of the Chairman. Chairman Glass thanked the students present at the meeting for their continued contribution to the State of Oklahoma. He commented that the many recognitions of Oklahoma's students serve as an example of an excellent year in education. Chairman Glass expressed his appreciation for the thoughts and prayers during his wife's surgery. He also recognized outgoing Regent Stuart Price for his nine years of service and dedication to 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 and advised Regents of several upcoming events. Chancellor Johnson also commented on the Reach Higher graduation and reception, which was held at the Capitol on Saturday, April 13, 2013.

5.   **CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM AWARDS.** Regent White made a motion, seconded by Regent Harrel, to approve the following individuals as Chancellor Hans Brisch Scholarship Program Honorees for the 2013-2014 academic year and ratify payment of the one-time $2,000 scholarship award: Julia Benbrook, Woodward High School; Garrett Dollins, Perkins-Tryon High School; Taylor Kennedy, Lawton MacArthur High School; and Micah Workman, Tushka High School. Voting for the motion were Regents Parker, Glass, Harrel, Turpen, Massey, White, and Price. Voting against the motion were none. Chairman Glass also recognized Tushka High School for their continued dedication to community service and student leadership.

6.   **NEW PROGRAMS.** Regent Turpen made a motion, seconded by Regent White, to approve the request from the University of Central Oklahoma to offer the Master of Science in Applied Mathematics and Computer Science, the Bachelor of Arts in Strategic Communications, the Bachelor of Arts in Human Communication, and the Bachelor of Arts in Photographic Arts. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, White, Price, and Parker. Voting against the motion were none.

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

♦   Cameron University requested to delete the Master of Arts in Teaching.

♦   The University of Central Oklahoma requested to delete the Bachelor of Arts in Economics.

♦   Southwestern Oklahoma State University requested to delete the Bachelor of Science in Education in Technology Education.

♦ Oklahoma State University – Oklahoma City requested to delete the Associate in Applied Science in Echocardiography Technology.

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

8. **ACADEMIC POLICY.** Regent Turpen made a motion, seconded by Regent Massey, to approve revisions to State Regents' policy *Ardmore Higher Education Program*, which include a name change to the University Center of Southern Oklahoma. Voting for the motion were Regents Turpen, Massey, White, Price, Parker, Glass, and Harrel. Voting against the motion were none.

9. **2013 NEWMAN CIVIC FELLOWS.** Regent Turpen made a motion, seconded by Regent Harrel, to recognize the 2013 Newman Civic Fellows for achievements. The 2013 Oklahoma Newman Civic Fellows were Tonya Christian, Rogers State University, Loren Dunnam, East Central University, Kelly Everhart, Oklahoma State University – Oklahoma City, Tami Gorton, Oklahoma State University Institute of Technology, Loranda Green, Rose State College, Bridgette Hamill, Southwestern Oklahoma State University, Sadaf Irshad, University of Central Oklahoma, Dylan LaBeef, Connors State College, Kathryn Montes, Northwestern Oklahoma State University, Hailey Neubauer, University of Oklahoma, and Jarrod Warnock, Oklahoma State University. Voting for the motion were Regents Massey, White, Price, Parker, Glass, Harrel, and Turpen. Voting against the motion were none.

10. **2012-2013 EDUCATIONAL PLANNING AND ASSESSMENT SYSTEM (EPAS) REPORT.** Dr. Cindy Brown, Director of Student Preparation, provided Regents with an overview of the 2012-2013 EPAS report. Regent Price asked about the low participation rate of K-8 schools. Dr. Brown responded that the K-8 segment of schools is very small and represents small, rural schools. She also suggested that the K-8 segment of schools may be less connected to college readiness than K-12 schools. Regent Massey made a motion, seconded by Regent White, to accept the 2012-2013 EPAS report. Voting for the motion were Regents White, Price, Parker, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

11. **REVENUE BONDS.**

a. Regent White made a motion, seconded by Regent Massey, to approve the certification of the Statement of Essential Facts for the University of Oklahoma's General Obligation Revenue Bonds, Series 2013C in an amount of approximately $5,950,000 and Series 2013D (taxable) in an amount of approximately $18,260,000. Voting for the motion were Regents Price, Parker, Glass, Turpen, Massey, and White. Voting against the motion were none. Regent Harrel was not present for the vote.

b. Regent White made a motion, seconded by Regent Massey, to approve the certification of the Statements of Essential Facts for the University of Oklahoma Health Sciences Center, Series 2013A General Obligation Revenue Bonds in an amount not to exceed $65,000,000. Voting for the motion were Regents Parker, Glass, Turpen, Massey, White, and Price. Voting against the motion were none. Regent Harrel was not present for the vote.

12. **CONTRACTS AND PURCHASES.** Regent White made a motion, seconded by Regent Massey, to approve the following purchases for amounts that are in excess of $100,000.

- XAP Corporation in the amount of $450,000 to exercise the final one-year extension option for the operation and maintenance of the current Student Portal.

- XAP Corporation in the amount of $400,000 for the design, development, and testing of a new web platform also referred to as OKcollegestart.org. Payment for this agreement will not commence until May 1, 2014.

- The Aurora Learning Community Association in the amount of $204,487 to provide a data warehouse for GEAR UP school district state data and by providing training on how to utilize student data to improve curriculum and instruction.

- An amount of $225,000 for the purchase of Adva optical equipment and $400,000 for the purchase of Juniper router equipment.

- Baker Brothers in the amount of $760,000 to purchase electrical generators, generator fueling systems, supplemental air conditioning systems, installation services and modifications to the OCAN facility electrical systems. This is a change order bringing the total cost of the project to $2,260,000.

- An amount of $4,600,000 for OCAN required purchases.

Voting for the motion were Regents Glass, Turpen, Massey, White, Price, and Parker. Voting against the motion were none. Regent Harrel was not present for the vote.

13. **ITEM DELETED.**

14. **COMMENDATIONS.** Regent Massey made a motion, seconded by Regent Price, to commend staff for state and national recognitions. Voting for the motion were Regents Turpen, Massey, White, Price, Parker, and Glass. Voting against the motion were none. Regent Harrel was not present for the vote.

15. **EXECUTIVE SESSION.** Mr. Bob Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

16. **CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent White, to approve the following consent docket items.

    a.   Programs.

        (1)   Program Modifications. Approval of institutional requests.

        (2)   Program Suspensions. Approval of institutional requests.

    b.   Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

    c.   Academic Plans. Acknowledgement of academic plans submitted by institutions.

    d.   Degree Completion Plans. Acknowledgement of degree completion plans submitted by institutions.

e.   Oklahoma's Promise. Adoption of Oklahoma's Promise rules amendments.

f.   Capital. Ratification of capital allotments.

g.   Agency Operations. Ratification of purchases in excess of $25,000.

h.   Non-Academic Degrees

(1)   Approval of an honorary degree for Oklahoma State University.

(2)   Approval of a posthumous degree for Rose State College.

i.   Resolution. Approval of a resolution recognizing outgoing Regent Stuart Price.

Voting for the motion were Regents Harrel, Massey, White, Price, Parker, Glass, and Turpen. Voting against the motion were none. Regents recognized Regent Stuart Price and thanked him for his nine years of service to the students of Oklahoma. Regent Turpen presented Regent Price with a commendation from Governor Mary Fallin. Regent Price received tokens of appreciation from Regents.

17.   **REPORTS.** Regent Massey made a motion, seconded by Regent Parker, to approve the following reports:

a.   Programs. Status report on program requests.

b.   Annual Reports.

(1)   Supplemental Pension Report, FY2012

(2)   Current Income and Expenditure Report, FY2012

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

18.   **REPORT OF THE COMMITTEES.**

a.   Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional action items.

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.

19.   **NEW BUSINESS.** No new business was brought before the Regents.

20.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Glass announced that the State Regents' next regular meetings would be held on Thursday, May 30, at 10:30 a.m. and Friday, May 31, 2013, at 9 a.m. at the State Regents offices in Oklahoma City, Oklahoma.

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

ATTEST:

_____   _____
Ike Glass, Chairman   Michael C. Turpen, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, April 17, 2013

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 10:30 a.m. on Wednesday, April 17, in the Student Union at Oklahoma State University in Stillwater, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 6, 2012. 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 Ron White, Stuart Price, Jody Parker, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey. Regent Glass called the meeting to order and presided.

3. **EXECUTIVE SESSION.** Regent Turpen made a motion, seconded by Regent Price, to go into executive session for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions. Voting for the motion were Regents Price, Parker, Glass, Harrel, Turpen, and Massey. Voting against the motion were none. Regent White was not present for the vote.

    Following executive session discussions, Regents returned to open session.

4. **OKLAHOMA COLLEGE ASSISTANCE PROGRAM (OCAP).** Regent Parker made a motion, seconded by Regent Harrel, to temporarily adjourn for a facility tour of the Oklahoma College Assistance Program, located in Building 840 of the Presbyterian Health Foundation complex.

    Following the tour of OCAP, Regents returned to open session.

5. **PATHWAYS TO DEGREES.** Dr. Ric Baser, Vice President and Chief Academic Officer for Tulsa Community College, provided Regents with an overview of Tulsa Community College's plan for student success. Tulsa Community College engaged in a course offerings analysis to review accessibility and efficiency of course offerings, class schedules, section capacity, and other potential barriers to student success. Using the data collected through the analysis, TCC can then check individual student progress and recommend a preferred enrollment list to students prior to enrollment each semester. Regent Massey commended TCC and suggested that all institutions develop ways to provide a more efficient roadmap to students for degree completion.

6. **NATIONAL ASSOCIATION OF STATE BUDGET OFFICERS (NASBO) REPORT.** Regents discussed the NASBO report on "Financing and Management Strategies". Chancellor Glen D. Johnson noted that Oklahoma is currently engaging in a majority of the suggested strategies and suggested that Oklahoma is leading the nation in student access and success.

7. **ECONOMIC IMPACT REPORT PRESENTATION.** Chancellor Johnson provided Regents with an overview of the economic impact report prepared by Battelle Technology Partnership Practice. The report shows public higher education to have a $9.22 billion impact on the state economy each year. The return on investment for public higher education was estimated to be as

much as $4.72 for every dollar of state funding. Additionally, Oklahomans with a Bachelor's degree contribute to state revenue two-times more than Oklahomans with only a high school diploma. The report was sponsored by the Oklahoma State Chamber of Commerce, the Oklahoma Business Roundtable, and the Oklahoma Department of Commerce.

8. **COMPLETE COLLEGE AMERICA AND ALIGNING OUR DEGREE COMPLETION PLANS.** Dr. Debbie Blanke, Associate Vice Chancellor for Academic Affairs, provided Regents with a summary of institutional degree completion plans. The submitted plans focused on college readiness, remediation, pathways to degrees, adult degree completion, and performance incentives. Many institutions also focused on first generation students, single parent students, and other special student populations.

9. **TASKFORCE REPORTS.**

   a. Online Education Task Force. Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, provided Regents with an update on the work of the Online Education Task Force. He noted that the task force had discussed the expansion of the Reach Higher program and the utilization of the Southern Regional Education Board (SREB) online college.

   b. Safety and Security Task Force. Chancellor Johnson provided Regents with a list of members of the State Regents' Safety and Security Task Force. It was expected that the task force would convene its first meeting in early-to-mid May.

10. **BUDGET UPDATE.**

   a. Debt Service. Chancellor Johnson provided Regents with an update on the request for debt service. The potential shortfall is approximately $23,950,000. State Regents' staff have been in contact with institutions notifying them of their approximate cut in budget if the debt service funding is not approved by the legislature.

   b. Update on the Budget Outlook. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet, reported that revenues remain at estimated levels with only one quarter of the year remaining. She also noted a small dip in income tax collections.

11. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the April 2013 update on institutional activities.

12. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Ike Glass, Chairman   Michael C. Turpen, Secretary