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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# *Agenda*

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**January 31, 2013**

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the January 31, 2013 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on January 31, 2013.

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

# **A G E N D A**

Thursday, January 31, 2013 – 9 a.m.  
State Regents' Conference Room  
655 Research Parkway, Suite 200, Oklahoma City  
Chairman Marlin "Ike" Glass, Jr., Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Reports.**
  - a. **Report of the Chairman.** (No Action, No Discussion).
  - b. **Report of Chancellor.** (No Action, No Discussion).

## **ACADEMIC**

5. **New Programs.** East Central University. Approval to offer Certificate in Business-Banking and Finance, the Certificate in Business-Human Resources Management and the Certificate in Business – Entrepreneurship. Page 1.
6. **Program Deletions.** Approval of institutional requests for program deletions. Page 13.
7. **Policy.**
  - a. Posting of revisions to the *Professional Programs* policy. Page 15.
  - b. Approval of permanent rule amendments to the Oklahoma's Promise policy. Page 41.
8. **Compliance Review Report.** Review and acceptance of the Compliance Review Report on Western Oklahoma State College's accelerated online courses. Page 49. (Supplement)
9. **Oklahoma's Promise.** Acceptance of the Oklahoma's Promise Program's Year End Report for 2011-2012. Page 53.

## FISCAL

10. **E&G Budget.**
  - a. Approval of an updated request for State Appropriations for FY2014 Budget Need Request. Page 61.
  - b. Approval of grant to OK Historical Society for publication of OK Higher Education History. Page 65.
11. **Master Lease Program.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2012 REAL Property Master Lease Program. Page 67.
12. **EPSCoR.**
  - a. Appointment of members to the Oklahoma EPSCoR Advisory Committee. Page 69.
  - b. Ratification of Payment for EPSCoR/IDeA Coalition Dues. Page 71.
  - c. 2012 Oklahoma EPSCoR Advisory Committee Annual Report. Page 73.
  - d. Approval of Matching Funds for NASA. Page 81.
13. **Contracts and Purchases.** Approval of purchases over \$100,000. Page 83.
14. **Deleted Item.**

## EXECUTIVE

15. **Campus Security and Safety Taskforce.** Approval to form a Campus Security and Safety Taskforce to review campus policies. Page 87.
16. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 89.
17. **Executive Session.** Page 91.

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.
18. **Deleted Item.** Page 93.

## CONSENT DOCKET

19. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
  - a. Programs.
    - (1) Program Modifications. Approval of institutional requests. Page 95.
    - (2) Program Suspensions. Ratification of institutional requests. Page 101.
  - b. Cooperative Agreements. Ratification of institutional requests. Page 103.
  - c. Academic Program Reconciliation. Approval of institutional requests. Page 107.
  - d. Electronic Media. Oklahoma State University-Oklahoma City. Approval of request to offer an existing degree program via electronic media. Page 109.
  - e. GEAR UP Grants.
    - (1) Ratification of incentive monies to support the implementation of a College Liaison/Coach intervention strategy serving students at participating GEAR UP middle and high schools. Page 111.
    - (2) Ratification of incentive monies to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Page 115.
  - f. Capital. Ratification of capital allotments. Page 119.
  - g. Agency Operations. Ratification of purchases in excess of \$25,000. Page 121.
20. **Reports.** Acceptance of reports listed.
  - a. Programs. Status report on program requests. (Supplement) Page 123.
  - b. Annual Reports.
    - (1) Academic Policy Exceptions Quarterly Report. Page 125.
    - (2) Financial Operations Report FY2011-2012. Page 127.
21. **Report of the Committees.** (No Action, No Discussion).
  - a. Academic Affairs and Social Justice and Student Services Committees.
  - b. Budget and Audit Committee.

- c. Strategic Planning and Personnel Committee and Technology Committee.
  - d. Investment Committee.
22. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."
23. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, March 6, 2013 at 10:30 a.m. and Thursday, March 7, 2013 at 9 a.m. at Oklahoma State University.
24. **Adjournment.**

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

**AGENDA ITEM #5:**

**New Programs.**

**SUBJECT:** East Central University. Approval of request to offer the Certificate in Business-Banking and Finance, the Certificate in Business-Human Resources Management, and the Certificate in Business-Entrepreneurship.

**RECOMMENDATION:**

**It is recommended that the State Regents approve East Central University's request to offer the Certificate in Business-Banking and Finance, the Certificate in Business-Human Resources Management, and the Certificate in Business-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.**

- **Certificate in Business-Banking and Finance.** Continuation beyond Fall 2016 will depend upon:  
Majors enrolled: a minimum of 20 students in Fall 2015; and  
Graduates: a minimum of 5 students in 2015-2016.
- **Certificate in Business-Human Resource Management.** Continuation beyond Fall 2016 will depend upon:  
Majors enrolled: a minimum of 20 students in Fall 2015; and  
Graduates: a minimum of 5 students in 2015-2016.
- **Certificate in Business-Entrepreneurship.** Continuation beyond Fall 2016 will depend upon:  
Majors enrolled: a minimum of 20 students in Fall 2015; and  
Graduates: a minimum of 5 students in 2015-2016.

**BACKGROUND:**

**Academic Plan**

East Central University's (ECU) Academic Plan lists the following institutional priorities and new funding initiatives:

- Improve the quality of all baccalaureate degree and pre-professional programs.
- Improve the quality of all graduate degree programs.
- Improve student retention rates and increase the number of undergraduate degrees awarded.
- Infuse academic programs with appropriate electronic technology and update equipment as needed.

- Maintain high quality library services in support of academic instruction and student learning.
- Expand academic involvement with the external university community.

**APRA Implementation**

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

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

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

**Program Review**

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

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

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

**Program Development Process**

ECU’s faculty developed the proposal, which was reviewed and approved by institutional officials. ECU’s governing board approved delivery of the Certificate in Business-Banking and Finance, the Certificate in Business-Human Resources Management, and the Certificate in Business-Entrepreneurship at the November 2, 2012 meeting. ECU requests authorization to offer these certificates, as outlined below.

**POLICY ISSUES:**

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

**ANALYSIS:**

*Certificate in Business-Banking and Finance*

**Program purpose.** The Certificate in Business-Banking and Finance is embedded within the existing Bachelor of Science in Business Administration (007). The purpose of the proposed certificate is to increase the banking and finance knowledge and skills of working adults in the community, as well as to current university students. The combination of general and special coursework in the certificate program will help to prepare individuals for careers in the banking industry.

**Program rationale and background.** The certificate program was developed due to a request by local employers. There are nine local banks in Ada, with two having headquarters located in Ada. Representatives from the banks have commented on the difficulty of providing training for their employees. These employers have indicated support for this certificate as it will offer current employees, as well as others interested in the field, the skills and knowledge needed to be successful in the banking and finance industry.

**Employment opportunities.** The primary audience for this certificate is individuals already employed within the banking and finance industry. Financial institutions located in Ada indicated they had a number of employees who were unable to be promoted due to a lack of access to a local degree or training program in the banking and finance discipline. Additionally, current students at ECU have indicated an interest in obtaining the specialized skills and knowledge in banking to make themselves more marketable to future employers. With various careers in the banking and finance industry increasing five percent to 26 percent over the next decade, ECU 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.

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program	20	Fall 2015
Minimum Graduates from the program	5	2015-2016

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

<b>Institution</b>	<b>Existing Program</b>
Oklahoma City Community College	Certificate in Banking and Finance (090)

A system wide letter of intent was communicated by email November 2, 2012. Oklahoma Panhandle State University (OPSU) requested a copy of the proposal, which was sent by email November 27, 2012. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to difference in lower division and upper division curriculum content, the distance between institutions, continued workforce opportunities, and student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 27 total credit hours as shown in the following table. Two new courses will be added (Attachment A).

Content Area	Credit Hours
Core	9
Electives	18
<b>Total</b>	<b>27</b>

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

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

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

**Program resource requirement.** Program resource requirements for the Certificate in Business-Banking and Finance are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$4,662	\$7,770	\$7,770	\$12,437	\$12,437
<i>Narrative/Explanation and Calculations: ECU calculated tuition based on the current rate of \$162.00 per credit hour plus a \$48.00 per semester fee. ECU also estimated tuition generation for those students from area businesses that will be pursuing the certificate only.</i>					
<b>TOTAL</b>	<b>\$4,662</b>	<b>\$7,770</b>	<b>\$7,770</b>	<b>\$12,437</b>	<b>\$12,437</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$1,575	\$1,575	\$1,575	\$1,575	\$1,575
<i>Narrative/Explanation: The amount reflects funds needed for 1 adjunct faculty to teach a 3 credit hour course.</i>					
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	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$1,575</b>	<b>\$1,575</b>	<b>\$1,575</b>	<b>\$1,575</b>	<b>\$1,575</b>

***Certificate in Business-Human Resource Management***

**Program purpose.** The Certificate in Business-Human Resource Management is embedded within the existing Bachelor of Science in Business Administration (007). The purpose of the proposed certificate is to increase the human resources management knowledge and skills of working adults in the surrounding community and to offer specialized human resources management knowledge and skills to current university students. The combination of general and special coursework in human resources management will prepare graduates for careers in the human resources management industry.

**Program rationale and background.** The Certificate in Business-Human Resource Management was developed in response to a request by the Chickasaw Nation and Legal Shield, which is headquartered in Ada, Oklahoma, who indicated a need for a training program designed to provide their employees with the knowledge and skills needed to be successful in human resources management. The curriculum is a direct result of meetings with representatives from these organizations, the Dean of the School of Business, and the Department Chair of Business Administration.

**Employment opportunities.** The majority of students interested in this certificate program will already be employed in the field. Both the Chickasaw Nation and Legal Shield have commented on their inability to fill open positions with skilled and knowledgeable candidates in human resources management due to the lack of qualified applicants. Both organizations are supportive of this certificate as it will allow current employees to return to school to obtain the certificate. Additionally, other working adults in the community have indicated interest in acquiring human resources management skills to either increase their promotion potential with their current employer or become qualified for positions with the Chickasaw Nation or Legal Shield. Current ECU students have also shown an interest as it will increase their marketability upon graduation. Careers within the human resources management and related industries will increase 14 percent to 23 percent in the next decade. ECU is confident that 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	20	Fall 2015
Minimum Graduates from the program	5	2015-2016

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

Institution	Existing Program
Tulsa Community College	Certificate in Human Resources (184)

A system wide letter of intent was communicated by email November 2, 2012. Oklahoma Panhandle State University (OPSU) requested a copy of the proposal, which was sent by email November 27, 2012. None of the State System institutions requested a copy of the program or notified the State Regents' office of a protest. Due to difference in lower division and upper division curriculum content, the distance between institutions, continued workforce opportunities, and student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 27 total credit hours as shown in the following table. Three new courses will be added (Attachment B).

Content Area	Credit Hours
Core	24
Electives	3
<b>Total</b>	<b>27</b>

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

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

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

**Program resource requirement.** Program resource requirements for the Certificate in Business-Human Resource Management are shown in the following tables.

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> 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	\$0	\$0	\$0	\$0	\$0

A. Funding Sources	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Reallocation					
Student Tuition	\$4,662	\$7,770	\$7,770	\$12,437	\$15,540
<i>Narrative/Explanation and Calculations: ECU calculated tuition based on the current rate of \$162.00 per credit hour plus a \$48.00 per semester fee. ECU also estimated tuition generation for those students from area businesses that will be pursuing the certificate only.</i>					
<b>TOTAL</b>	<b>\$4,662</b>	<b>\$7,770</b>	<b>\$7,770</b>	<b>\$12,437</b>	<b>\$15,540</b>

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$3,150	\$3,150	\$3,150	\$3,150	\$3,150
<i>Narrative/Explanation: The amount reflects funds needed for 2 adjunct faculty to teach a 3 credit hour course.</i>					
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	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$3,150</b>	<b>\$3,150</b>	<b>\$3,150</b>	<b>\$3,150</b>	<b>\$3,150</b>

### *Certificate in Business-Entrepreneurship*

**Program purpose.** The Certificate in Business-Entrepreneurship is embedded within the existing Bachelor of Science in Business Administration (007). The purpose of the proposed certificate is to increase the entrepreneurial knowledge and skills of working adults in the community, especially returning military veterans and employees of the Chickasaw Nation. Additionally, the proposed certificate will offer specialized entrepreneurial knowledge and skills to current ECU students. The combination of general and special coursework will prepare these students for work in the entrepreneurship field.

**Program rationale and background.** In addition to serving current ECU students and the Chickasaw Nation employees, this certificate is being created to serve returning soldiers and military veterans as they transition into the workforce. ECU's Veterans Upward Bound (VUB)

program is a federally funded grant program designed to assist military veterans in preparing to enter or re-enter a postsecondary program. VUB is partnering with ECU for the proposed certificate and will assist in identifying potential participants for the program.

**Employment opportunities.** The proposed certificate will complement individuals’ existing credentials by providing specialized knowledge and skills in entrepreneurship and increase their marketability in the workforce. Additionally, according to the Kaufman Foundation, Oklahoma ranks in the top 20 states in the United States for entrepreneurial activity. In ECU’s service area, job growth for professionals with management and entrepreneurship experience is expected to grow 27 percent by the year 2020. ECU is confident students completing this certificate will find employment within the industry.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	20	Fall 2015
Minimum Graduates from the program	5	2015-2016

**Duplication and impact on existing programs.** There are no Certificate in Business Entrepreneurship programs offered in Oklahoma. A system wide letter of intent was communicated by email November 2, 2012. Oklahoma Panhandle State University (OPSU) requested a copy of the proposal, which was sent by email November 27, 2012. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 27 total credit hours as shown in the following table. Two new courses will be added (Attachment C).

Content Area	Credit Hours
Core	24
Electives	3
<b>Total</b>	<b>27</b>

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

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

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

**Program resource requirement.** Program resource requirements for the Certificate in Business-Entrepreneurship are shown in the following tables.

**Year of Program**

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<b>A. Funding Sources</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
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	\$4,662	\$7,770	\$7,770	\$12,437	\$15,540
<i>Narrative/Explanation and Calculations: ECU calculated tuition based on the current rate of \$162.00 per credit hour plus a \$48.00 per semester fee. ECU also estimated tuition generation for those students from area businesses that will be pursuing the certificate only.</i>					
<b>TOTAL</b>	<b>\$4,662</b>	<b>\$7,770</b>	<b>\$7,770</b>	<b>\$12,437</b>	<b>\$15,540</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>Year of Program</b>				
	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$0	\$0	\$4,725	\$4,725
<i>Narrative/Explanation: New specialty courses will be taught in load by current university faculty.</i>					
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	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,725</b>	<b>\$4,725</b>

Attachment

**ATTACHMENT A**

**EAST CENTRAL UNIVERSITY  
CERTIFICATE IN BUSINESS (BANKING AND FINANCE)**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Core</b>		<b>9</b>
ACCT 2103	Financial Accounting	3
*BUS 2883 OR BSEC 2603	Special Studies in Business Math and Statistics Business and Economic Statistics I	3
*BUS 4983	Seminar: Essentials of Finance and Banking	3
<b>Elective Courses</b>		<b>18</b>
Select 18 credit hours from the following		
ECON 2003	Principles of Macroeconomics	3
FIN 3833	Commercial Bank Management	3
FIN 3913	Principles of Insurance and Risk Management	3
FIN 4263	Real Estate Development and Investment	3
MGMT 3043	Human Resources Management	3
MIS 1903	Computer Business Applications	3
MIS 3613	Data Communications and Computer Networks	3
MKTG 3813	Professional Selling	3
<b>Total</b>		<b>27</b>

**ATTACHMENT B**

**EAST CENTRAL UNIVERSITY  
CERTIFICATE IN BUSINESS (HUMAN RESOURCE MANAGEMENT)**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Core</b>		<b>24</b>
BCOM 3133	Business Communications and Report Writing	3
*BUS 4983	Seminar: Employment Law	3
*BUS 4983	Seminar: Professional Human Resources Development	3
*BUS 4983	Seminar: Benefits, Compensation and Compliance	3
COMM 2253	Communications in the Workplace	3
MGMT 3013	Principles of Management	3
MGMT 3043	Human Resources Management	3
MGMT 3103	Organizational Behavior	3

<b>Elective Courses</b>		<b>3</b>
Select 3 credit hours from the following		
BUS 4213	Business Ethics	3
COMM 3243	Presentational Communications	3
<b>Total</b>		<b>27</b>

### ATTACHMENT C

#### EAST CENTRAL UNIVERSITY CERTIFICATE IN BUSINESS (ENTREPRENEURSHIP)

Degree Requirements		Credit Hours
<b>Core</b>		<b>24</b>
ACCT 2103	Financial Accounting	3
BUCOM 3133	Business Communications and Report Writing	3
*BUS 2883 OR BSEC 2603	Special Studies in Business Math and Statistics Business and Economic Statistics I	3
*BUS 4983	Seminar: Business Planning and Strategy for Entrepreneurs	3
ENTR 3103	Introduction to Entrepreneurship	3
MGMT 3013	Principles of Management	3
MGMT 3313	Principles of Marketing	3
MKTG 3813	Professional Selling	3
<b>Elective Courses</b>		<b>3</b>
Select 3 credit hours from the following		
ACCT 2203	Managerial Accounting	3
COMM 2253	Communications in the Workplace	3
COMM 3243	Presentational Communications	3
MKTG 3353	Retailing and eBusiness Management	3
MKTG 4413	Marketing Research	3
<b>Total</b>		<b>27</b>

\*Asterisks denote new courses



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

**AGENDA ITEM #6:**

**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:**

The University of Oklahoma (OU) requests authorization to delete the program listed below:

- Bachelor of Arts in Letters (150)

The University of Oklahoma Health Sciences Center (OUHSC) requests authorization to delete the programs listed below:

- Doctor of Philosophy in Health Administration and Policy (063)
- Master of Science in Health Administration and Policy (059)
- Master of Science in Geriatrics/Gerontology (081)

**POLICY ISSUES:**

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

**ANALYSIS:**

OU requests authorization to delete the Bachelor of Arts in Letters (150). This program has been in place since before 1990. Reasons for requesting the deletion include:

- This program duplicates the Bachelor of Arts in Letters in Letters (BAL in Letters) (324).
- This program was developed as an alternative for students who did not meet the minimum requirements to graduate with the BAL in Letters (324) but is rarely needed and continues to have low productivity. Faculty are able to identify students who do not meet the requirements for the BAL in Letters (324) early in their studies to advise them into other programs.
- There are 23 students currently enrolled with an expected graduation of December 2012.
- No courses will be deleted as they will continue to be used in the BAL in Letters (324) program.
- No funds are available for reallocation.

OUHSC requests authorization to delete the Doctor of Philosophy in Health Administration and Policy (063). This program has been in place since before 1990. Reasons for requesting the deletion include:

- One student has entered the program since 2004; that student was dropped from the program.
- OUHSC considers its professional Master of Health Administration (067) and Doctor of Public Health (007) programs better serve the state's education and employment needs and are more cost effective than the research based Doctor of Philosophy in Health Administration and Policy (063).
- No courses will be deleted; courses will remain to serve the professional Master of Health Administration (067) and Doctor of Public Health (007) programs.
- There are no students currently enrolled.
- No funds are available for reallocation.

OUHSC requests authorization to delete the Master of Science in Health Administration and Policy (059). This program has been in place since before 1990. Reasons for requesting the deletion include:

- One student has entered the program since 2004; that student was dropped from the program.
- OUHSC considers its professional Master of Health Administration (067) and Doctor of Public Health (007) programs better serve the state's education and employment needs and are more cost effective than the research based Master of Science in Health Administration and Policy (059).
- No courses will be deleted; courses will remain to serve the professional Master of Health Administration (067) and Doctor of Public Health (007) programs.
- There are no students currently enrolled.
- No funds are available for reallocation.

OUHSC requests authorization to delete the Master of Science in Geriatrics/Gerontology (081). This program was approved at the December 4, 2004 State Regents' meeting. Reasons for requesting the deletion include:

- Due to the demand for and success of the Certificate in Geriatrics/Gerontology (082), the Master of Science in Geriatrics/Gerontology (081) was never initiated.
- Now, OUHSC feels demand for a specialized degree in this field is not significant enough to make activating the Master of Science in Geriatrics/Gerontology (081) economically feasible.
- No courses will be deleted because none were developed.
- There are no students currently enrolled.
- No funds are available for reallocation.

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

**AGENDA ITEM #7-a:**

**Policy.**

**SUBJECT:** Posting of the *Professional Programs* policy.

**RECOMMENDATION:**

**It is recommended that the State Regents post revisions to 3.25 *Professional Programs* policy, as described below.**

**BACKGROUND:**

In 2009, the State Regents' *Professional Programs* policy was revised and the changes adopted. Overall, the majority of the revisions involved editorial changes, updating standards for admission and retention, and moving prerequisite or required courses into the procedures manual.

During this process, policy language pertaining to the University of Oklahoma Health Sciences Center's (OUHSC) Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and Langston University's (LU) Doctor of Physical Therapy were inadvertently omitted.

OUHSC's Assistant Vice Provost for Academic Affairs and college deans and LU's Vice President for Academic Affairs and college dean were consulted and provided recommendations for policy language regarding the above mentioned professional programs.

This change to policy did not require action from the Council on Instruction due to the changes being non-substantive and editorial in nature.

**POLICY ISSUES:**

This action incorporates the OUHSC's Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU's Doctor of Physical Therapy into the *Professional Programs* policy.

**ANALYSIS:**

A summary of the language incorporated into the policy section for the above mentioned programs is provided below.

Summary of changes:

- Standards for Admission – lists the minimum standards to be considered for admission.
- Standards for Retention – lists the minimum retention standards to be eligible for continued enrollment.

- Standards for Promotion and Graduation – lists the minimum standards to be eligible for graduation from the professional program.
- Program pre-requisite requirements will be incorporated into State Regents' *Academic Affairs Procedures Handbook* at a later date.

### 3.25 PROFESSIONAL PROGRAMS

#### 3.25.1 Purpose

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

#### 3.25.2 Definitions

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

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

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

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

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

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

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

OUCOM – 25 percent or 50 out-of-state students, whichever is greater

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

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

#### 3.25.4 Program Standards for the OU College of Medicine

Grading, promotion and graduation standards are determined by college faculty ~~and are consistent in accordance~~ with the Liaison Committee for Medical Education (LCME) standards ~~for accreditation of medical education programs leading to the Doctor of Medicine (M.D.) degree.~~ LCME accreditation standards are described in the *Function and Structure of a Medical School* publication.

The grading, promotion and graduation standards are outlined in policies published in the College of Medicine Policy Manual and in the College of Medicine Student Handbook.

#### 3.25.5 OU College of Allied Health

##### A. Doctor of Audiology

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Higher Learning Commission of the North Central Association (HLC) and the Council on Academic Accreditation (CAA) standards and will be outlined in policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

##### B. Doctor of Physical Therapy

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Accreditation in Physical Therapist Education (CAPTE) standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

##### C. Doctor of Science in Rehabilitation Sciences

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the HLC standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

#### 3.25.6 OU Doctor of Public Health

##### A. Functions

The College of Public Health is to support and sustain the state and regional public health workforce by providing doctoral level

training in the form of a professional program emphasizing the translation of knowledge into practice.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of Education for Public Health (CEPH). In addition to the general admission requirements to the College of Public Health, the minimum standards to be considered for admission are as follows:

1. A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.
2. A minimum of three years of work experience in a public health-related field.
3. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.
4. A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.

C. Standards for Retention

In order to be eligible for continued enrollment in the program, a student must maintain a CGPA of at least a 3.00 in all coursework in the professional program. Additionally, the student must successfully pass a general comprehensive examination.

D. Standards for Graduation

In order to be eligible for graduation from the College of Public Health with a Doctor of Public Health degree, a student must achieve a CGPA of at least 3.00 in all courses required for the professional degree and successfully prepare, write and defend an original applied dissertation.

3.25.7 OSU College of Osteopathic Medicine

A. Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of The Oklahoma College of Osteopathic Medicine and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and

§4504), merging The Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent ". . . that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

In recognition of the merger of Oklahoma State University with The Oklahoma College of Osteopathic Medicine and Surgery, the Oklahoma State Regents for Higher Education hereby determine the functions of Oklahoma State University to include the operation of a college of osteopathic medicine located in Tulsa County. The Oklahoma State University is authorized to carry out the following functions through the College of Osteopathic Medicine, effective July 1, 1988.

1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.
2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.
3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.
4. To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.
5. To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.
6. To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.

B. Grading and Promotion Standards

1. In order to be eligible for promotion or graduation, a student must maintain a minimum of a 2.0 CGPA (based on a four-point scale) during any given academic year.
2. A student who receives a "D" or a "U" in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a "C." At the discretion of

the department head, appropriate remedial action may be required prior to the re-examination.

3. A student may not be promoted from either the first, second, or third year with a “U” grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.
4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.
2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.
3. No fourth-year student may be considered for graduation with a “U” grade being the grade of record on any course taken during that year. All “U” grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.
4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.25.8 OU College of Dentistry

A. Functions

The authorized functions for the College of Dentistry located at the University of Oklahoma Health Science Center are as follows:

1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.

2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.
3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.
4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.
5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

~~In order to be eligible for consideration for admission to the first year class of the OU College of Dentistry, a student must meet the following requirements listed below. Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Dental Accreditation (CODA) standards and will be outlined in policies published in the College of Dentistry policy manual and in the College of Dentistry Student Handbook.~~ The State Regents *Academic Affairs Procedures Handbook* lists the courses needed for admission.

- ~~1. Completed 90 semester credit hours at an accredited institution of higher education, with a CGPA of 2.5 (based on a 4.0 scale). Coursework must include a minimum number of credit hours in subject areas with a grade of "C" or better for each course.~~
- ~~2. Submit competitive scores from the Dental Aptitude Test (DAT).~~
- ~~3. Present acceptable recommendations from 1) pre-professional advisory committee or two science instructors, and 2) a practicing dentist.~~
- ~~4. Have accumulated at least 100 hours of paid or volunteer experience with a dental office, clinic or lab environment.~~
- ~~5. Be granted an interview by the Admissions Committee and earn an acceptable evaluation.~~

C. Advanced Standing Program for Foreign Trained Dentists

The program for advanced standing students offers qualified graduates of foreign dental programs seeking to practice dentistry in the United States (U.S.) the opportunity to earn the Doctor of Dental Surgery (D.D.S.) degree from the OU College of Dentistry.

Foreign trained dental students who have received their dental degree from an institution outside of the U.S. must meet the standards for retention and must meet the standards for graduation as defined in this policy.

In order to be eligible for consideration for admission to the advanced standing program, the student must have obtained a degree in dentistry from a foreign dental school and must meet the following requirements listed below.

1. The applicant must present official transcripts from previous dental education;
2. Present acceptable TOEFL scores;
3. Complete a comprehensive clinical skills assessment;
4. Pass Part I of the National Board Dental Examination; and
5. Interview.

Those who are conditionally admitted must successfully complete the following requirements below.

1. General orientation;
2. Pre-clinic orientation; and
3. Clinical and didactic integration.

Students admitted into the advanced standing program shall be fully integrated into the third-year class and shall receive the same clinical education as all other students receiving the D.D.S. degree.

#### D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:

1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).
2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.
3. Pass Part I of the National Board Dental Examination prior to the third year.

#### E. Standards for Graduation

In order to be eligible for graduation from the School of Dentistry with a Doctor of Dental Surgery degree, a student must meet the following requirements: ~~The State Regents' Academic Affairs Procedures Handbook lists the courses needed for admission.~~

1. Complete each prescribed course with a minimum grade of "C."
2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.
3. Pass Part II of the National Board Dental Examination.

#### 3.25.9 ~~Admission Program~~ Standards for the OU Doctor of Pharmacy Program

~~The OU College of Pharmacy may admit students if they meet the specified Pharmacy College Admission Test (PCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Pharmacy, using standards defined by the college.~~

~~In addition to meeting these quantitative standards, the student must also meet qualitative standards which include, but are not limited to a personal interview. Preference will be given to Oklahoma residents. Current admission criteria can be obtained from the College of Pharmacy.~~

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Accreditation Council for Pharmacy Education (ACPE) standards and will be outlined in policies published in the College of Pharmacy policy manual and in the College of Pharmacy Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

### 3.25.10 SWOSU Doctor of Pharmacy

#### A. Functions

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

#### B. Standards for Admission

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission. The minimum standards to be considered for admission are as follows:

1. Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.
2. Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.
3. A minimum CGPA of 2.50.
4. Submission of valid ACT or SAT scores.
5. Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

In addition to meeting these quantitative standards, applicants will be required to appear for a personal interview before a committee composed of faculty members and pharmacy students. Preference will be given to Oklahoma residents.

#### C. Standards for Retention

In order to be eligible for continued enrollment in the professional program in pharmacy a student must meet the following requirements:

1. Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.
2. Complete each prescribed course in the curriculum with a minimum grade of "C."
3. Complete at least 12 hours during the fall and spring semesters.

D. Standards for Graduation

In order to be eligible for graduation from the College of Pharmacy with a Doctor of Pharmacy degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."
2. Maintain at least a 2.00 CPGA in the professional program.
3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.25.11 NSU College of Optometry

A. Functions

The authorized functions of the Optometry Education Program at NSU are as follows:

1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.
2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.
3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.
4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.
5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with

other external clinical agencies as may be necessary to carry out the authorized functions of the professional program.

6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.
7. To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.
8. To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

**B. Standards for Admission**

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must meet the following criteria and standards listed below. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

1. The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.
2. The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.
3. The applicant must have taken the Optometric Admission Test (OAT).
4. The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

**C. Retention**

For continued enrollment in the program, a student must maintain a CGPA of 2.0 in the professional program. In addition, the student must demonstrate to the satisfaction of the faculty those moral, ethical and professional qualities deemed suitable to the professional practice of optometry.

**D. Authorized Fees and Tuition Charges**

The fees and tuition charges for professional optometry courses will be established at a level consistent with the fees and charges of other professional health-related programs and charges for courses outside the professional sequence will be the same as

those authorized for other courses at Northeastern by academic level.

E. Standards for Graduation

A student who satisfactorily completes the first two years of the four-year professional optometry program, and who has met the basic admission standard of ninety (90) semester credit hours including the satisfaction of the general education requirement, shall be eligible to receive the bachelor of science degree with a major in vision science. Following receipt of the bachelor of science degree in vision science, a student who satisfactorily completes the final two years of the prescribed four-year professional optometry program shall be eligible to receive the Doctor of Optometry (O.D.) degree.

F. Degrees and Certificates

A student who satisfactorily completes the four-year professional optometry curriculum shall be awarded the Doctor of Optometry (O.D.) degree. A student who satisfactorily completes the baccalaureate curriculum as described above shall be awarded the Bachelor of Science degree.

3.25.12 OSU College of Veterinary Medicine

A. Functions

The functions of the College of Veterinary Medicine of OSU shall be as follows:

1. To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.
2. To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.
3. To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.
4. To offer graduate clinical training either with or without advanced degree objectives.
5. To offer service courses for students of the several colleges of OSU and other appropriate institutions.
6. To offer continuing education programs for the veterinary medical and related professions.
7. To maintain and operate clinics and hospitals to serve the instructional program.
8. To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.
9. To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.

10. To conduct basic and applied veterinary medical research.

B. Admission Standards

Students are admitted to the OSU College of Veterinary Medicine on the basis of records of academic performance in preparatory studies; personal interviews and references to determine personal characteristics and career motivation; and standard achievement tests. The following specific criteria and standards are hereby adopted for first-time-entering students and transfer students. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

In the determination of eligibility for first-year admission to the OSU College of Veterinary Medicine, fully qualified Oklahoma residents shall be given first priority over residents of other states.

1. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the OSU College of Veterinary Medicine shall not exceed 25 percent of the total College student enrollment. See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.
2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.
3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.
4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels. However, the number of nonresident students enrolled at any given time shall not exceed 25 percent of the total enrollment for the college.
5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.25.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.
2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.

3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.
4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.
5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.
6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.
7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT); provided that a limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study.  
  
To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.
2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission

purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.

4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

#### 3.25.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education Policy*.

#### 3.25.15 Program Standards for Nurse Education

##### A. Associate Degree Nursing Programs

##### 1. Institutions Eligible to Offer Programs

Associate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college and (b) adequate resources are available at the institution to support the program.

##### 2. Procedures for Program Approval

Institutions desiring to offer associate degree nursing programs should first make application to the State Regents to establish eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with the Oklahoma Board of Nursing (OBN). The State Regents coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval Policy*.

##### 3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.
- e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

#### 4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution must meet the standards of the OBN and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

#### B. Baccalaureate Degree Nursing Programs

##### 1. Institutions Eligible to Offer Programs

Baccalaureate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college, and (b) adequate resources are available to support the program.

##### 2. Procedures for Program Approval

Institutions desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval Policy*.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

- a. Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.
- b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.
- c. The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.
- d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the bachelor's degree.
- e. Graduates of the program shall be eligible to make application to the Oklahoma Board of Nursing for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer bachelor's degree nursing programs may be extended by the State Regents on a year-to-year basis until the first class is graduated. The State Regents' accreditation standards will be based on and consistent with those of the National League for Nursing. Institutions offering nursing programs will be expected to proceed with the necessary steps to attain accreditation by The National League for Nursing within a reasonable time. There is a recognized need for trained manpower in the field of professional nursing. Where appropriate, institutions may desire to develop proposed program offerings in this field. The staff of the State Regents' Office will be available to advise with institutional administrators regarding the need for nursing programs as reflected by results of research and study related to this area of manpower need. Accreditation of institutions approved to offer baccalaureate degree nursing programs is

required. The institution must meet OBN standards and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the NLNAC or the CCNE within a reasonable time.

### 3.25.16 Program Standards for the OU College of Nursing Doctor of Nursing Practice

#### A. Functions

The OU College of Nursing Doctor of Nursing Practice (DNP) program is a post master's option specifically for advanced practice registered nurses serving as nurse practitioners and clinical nurse specialists. This program will prepare nurse leaders in unique interdisciplinary and interprofessional environments such as:

1. Clinical scholars.
2. Health care and policy leaders.
3. Evidence-based practice experts.
4. Quality improvement leaders.
5. Informatics leaders.

#### B. Program Standards

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the National League for Nursing Accrediting Commission (NLNAC) standards and will be outlined in policies published in the College of Nursing policy and procedures and in the College of Nursing Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

### 3.25.17 LU School of Physical Therapy

#### A. Functions

The LU School of Physical Therapy was established to address the academic functions in the first professional degree program, the Doctor of Physical Therapy (DPT), and to develop graduate post-professional education opportunities. The functions for the DPT program at LU are as follows:

1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.
2. To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.

3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.
4. To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.
5. To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.
6. To promote the importance of life-long learning and self-directed professional development.
7. To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

B. Standards for Admission

The minimum standards to be considered for admission are as follows:

1. Completed requirements for a baccalaureate degree at an accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.
2. Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within the last 10 years. The *State Regents Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.
3. Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.
4. Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.
5. Submit an autobiographical statement.
6. Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.
7. Submit documentation of 50 clinical observation hours with a licensed physical therapist.

8. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

C. Standards for Retention

In order to be eligible for continued enrollment in the DPT program, a student must meet the following requirements:

1. Must earn a grade of “C” or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.
2. Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.
3. Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.
4. Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year III to proceed to complete clinical education requirements for graduation.
5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.
6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.

D. Standards for Graduation

Graduation standards will be determined by college faculty in accordance with the American Physical Therapy Association’s Commission on Accreditation of Physical Therapy Education standards and will be outlined in policies published in the School of Physical Therapy policy and procedures and in the School of Physical Therapy Student Handbook.

3.25.18 Program Standards for Health Education with External Clinical Components

Colleges and universities of the State System seeking to offer undergraduate programs of health education based in part on clinical training provided by external agencies shall do so only upon prior approval by the State Regents. The following statement is designed to facilitate the observance of uniform standards and practices among institutions awarding academic credit or granting academic degrees or certificates based on clinical training taken by students in hospitals or other external clinical settings.

A. General Principles

1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.
2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.
3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide student for any purpose, including certification to enable students to qualify for participation in a student assistance program.

B. Standards Relating to the Academic Calendar

Programs of clinical training carried out by hospitals and other external agencies will be expected to meet the same calendar standards applicable to colleges and universities of the State System. Although it is not expected that external agencies will conform to the calendar framework of the academic semester, students taking clinical training will be required to complete a requisite number of didactic and laboratory class hours to meet the standards contained in the State Regents' *Academic Calendars Policy*.

C. Standards Related to Licensure and Accreditation

Students completing health education programs utilizing an external clinical component must be eligible to qualify for state licensure or certification in the field in which the education and training has been received. Also the sponsoring institution will be expected to move toward accreditation by a national agency recognized by the Council on Postsecondary Accreditation within a reasonable length of time.

D. Relationships between Academic Institutions and Clinical Agencies

1. Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.

2. Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.
3. Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.
4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E. Standards Relating to Awarding Academic Credit

1. Colleges and universities desiring to award academic credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.
2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.
3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.
4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Extraintitutional Learning Policy*.

3.25.19 Program Standards for Business Education

This statement guides the State Regents and institutions of the State System with respect to the educational standards and the graduation requirements of business programs (associate in applied science degrees are exempt). The standards and requirements are to coordinate with the economic development functions of institutions as described in the State Regents' *Functions of Public Institutions Policy*.

A. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.
2. Include an entrepreneurial component that promotes enterprise development.

3. Include a student internship component or similar experience that ties classroom learning to business applications and provides feedback which may be used in future curriculum development.
4. Integrate technology into course content and deliver.
5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.
2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.
3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review Policy*). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).
4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.
2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.
3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans.

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4. *OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997. Revised December 3, 2009. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. March           , 2013.*



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

**AGENDA ITEM #7-b:**

**Policy.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve permanent rule revisions for the Oklahoma's Promise – Oklahoma Higher Learning Access Program (Oklahoma's Promise).**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

The proposed rule changes address the following issues:

GPA Standards: The proposed amendments extend the numerical value of the program's minimum GPA requirements from one decimal point to two decimal points (e.g. from 2.5 to 2.50). In statute, the program GPA requirements are written out to the first decimal place. However, high school and college GPA's are near universally calculated out to the second decimal point. The change will provide clear guidance to students, parents and school officials about the minimum GPA cut-off points and will clarify that rounding of the student's GPA to the first decimal point will not be permitted.

Three-Year Period after High School to Begin Using the Award: The statutes creating the program state that, to begin using the program award after high school, an Oklahoma's Promise student must "have graduated within the previous three (3) years." The proposed change clarifies that the period is three *calendar* years. The change will help reduce any confusion about when the three-year period ends. For example, an Oklahoma's Promise student graduating in 2012 would be required to begin college no later than the end of 2015.

The remaining non-substantive changes simply update references to the State Regents' Institutional Admission and Retention policy.

The proposed rule amendments were posted at the State Regents' meeting on October 25, 2012.

Attachment

## **SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM**

### **610:25-23-1. Purpose (no changes)**

### **610:25-23-2. Eligibility of participants (no changes)**

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

### **610:25-23-4. Program requirements**

- (a) Students shall agree to abide by the following provisions:
- (1) Attend school regularly and to do homework regularly;
  - (2) Refrain from substance abuse;
  - (3) Refrain from commission of crimes or delinquent acts;
  - (4) Have school work and school records reviewed by mentors designated pursuant to the program;
  - (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
  - (6) Participate in program activities. [70 O.S. § 2605]
- (b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:
- (1) Assist the student in achieving compliance with the agreements;
  - (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
  - (3) Provide information requested by the OSRHE or the State Board of Education; and
  - (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
- (c) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.50 grade-point-average (GPA) on a 4.00 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcribed with a letter grade that has a corresponding numerical value. If the

school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.

- (1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
  - (2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
  - (3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);
  - (4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
  - (5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
  - (6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
  - (7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
- (d) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
- (e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
- (f) Strict parameters regulate the substitution of applied courses (~~OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System~~ policy on Institutional Admission and Retention).
- (g) Exceptions to the required core curriculum will be considered according to the following:
- (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) Core curriculum requirements which are also required for regular college admission (OSRHE policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

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

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

(h) Students must attain a minimum 2.50 cumulative GPA on a 4.00 grading scale for all work attempted in grades nine through twelve.

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

#### **610:25-23-5. Securing Program benefits**

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

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

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

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

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

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

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

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

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

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

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

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

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

- (2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income of the student's parent(s) may not exceed \$200,000 per year.
- (3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).
- (d) Award recipients shall apply for financial aid at the institution in which they enroll.
- (e) All students eligible to receive the program benefit award for the first time in 2012-13 and thereafter must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent. Students not eligible to complete the FAFSA will be provided an alternate method by the OSRHE. Income information submitted through the FAFSA, or an alternate method if necessary, shall be used to determine compliance with the income limits described in sections (b) and (c) above.
- (f) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

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

- (a) To retain eligibility for program benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education (OSRHE). Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled. [70 O.S. § 2603; OSRHE ~~Policy II-2-46.3~~ policy on Institutional Admission and Retention]
- (b) Effective January 1, 2008, any student receiving the program benefit award that is expelled or suspended for more than one semester from an institution of higher education for conduct reasons shall permanently lose eligibility for program benefits.
- (c) For students receiving the program benefit award for the first time in 2012-13 and thereafter, the student must achieve a minimum cumulative grade point average of 2.00 on a 4.00 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.50 on a 4.00 scale or its equivalent for courses taken during the student's junior year and thereafter.
- (1) Any Oklahoma's Promise student with a cumulative grade point average of less than 2.00 upon the completion of sixty (60) earned semester credit hours, or its equivalent, shall permanently lose eligibility for program benefits. The cumulative grade point average at the end of the enrollment period during which the student completes their sixtieth (60th) earned semester credit hour, or its equivalent, shall be calculated by the institution in which the student is enrolled to determine compliance with this provision. The institution shall notify the OSRHE if the student fails to meet this requirement.

(2) To remain eligible for the award, an Oklahoma's Promise student must also achieve a 2.50 cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent. The first check of this grade point average requirement will be conducted by the institution in which the student is enrolled at the end of the enrollment period during which the student completes their ninetieth (90th) earned semester credit hour, or its equivalent. The grade point average calculation shall include all earned semester credit hours, or their equivalent, starting with the enrollment period immediately following the enrollment period during which the student completed their sixtieth (60th) earned semester credit hour, or its equivalent. Thereafter, the institution in which the student is enrolled shall check the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent, at the end of each enrollment period. Any student whose cumulative grade point average at the required check points is below 2.50, shall be ineligible for program benefits until the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours or its equivalent is raised to 2.50 or above. Any period of ineligibility for failure to meet the requirements of this provision shall count against the student's maximum time period of award eligibility.

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

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

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

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

**610:25-23-9. "Heroes Promise" (no changes)**

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

**AGENDA ITEM #8:**

**Compliance Review Report.**

**SUBJECT:** Review and acceptance of a Compliance Review Report on Western Oklahoma State College regarding accelerated online courses.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the Compliance Review Report on Western Oklahoma State College (WOSC) and authorize the Chancellor to implement the recommendations outlined in the report.**

**BACKGROUND:**

Assertions in an article published November 15, 2012, in the *Chronicle of Higher Education* titled, *Need 3 Quick Credits to Play Ball? Call Western Oklahoma* raised concerns about 10-day accelerated online courses (hereafter referred to as intersession courses) offered by Western Oklahoma State College (WOSC). The article raised questions about the academic rigor of the courses, their appropriateness as college level courses within a college curriculum, and whether they meet the academic calendar requirements for awarding college credit. A Compliance Review was conducted on the intersession courses.

**POLICY ISSUES:**

The Oklahoma State Regents for Higher Education (State Regents) adopt policies and procedures regulating the following coordinating responsibilities: administration, academic affairs, fiscal affairs, and student affairs. The authority for enacting and assuring compliance with these policies is derived from the Oklahoma Constitution, Article XIII-A, Section 2 and 70 O.S. §3206 (2001), which confers upon the State Regents all powers necessary to accomplish their constitutional purposes and objectives within the policy context outlined below. The Compliance Review was conducted within the scope of State Regents' policies.

Consistent with the *Compliance Review: Standards and Process* policy, institutional policies and practices were reviewed to determine compliance with State Regents' policies. The essential policies are: *2.12 Compliance Policy*, *3.1 Institutional Accreditation*, *3.2 Functions of Public Institutions*, *3.16 Electronically Delivered and Traditional Off-Campus Courses and Programs*, and *3.18 Academic Calendar Standards*. Related policies are: *3.9 Institutional Admission and Retention*, *3.10 Undergraduate Transfer and Articulation*, *3.11 Grading*, *3.12 Undergraduate Academic Course Load*, *3.18 In-State/Out-of-State Status of Enrolled Students*, *3.19 Assessment*, *3.20 Remediation*, and *4.18.1 Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees*.

**ANALYSIS:**

The Compliance Review was conducted within the scope of State Regents' policies and accepted academic higher education practices, and was focused on the 10-day online intersession courses advertised as available for completion outside the regular semester calendar. The academic year reviewed was 2011-2012.

There were several areas where WOSC was in general compliance with State Regents' policies and areas where there was insufficient evidence that the institution was in compliance with State Regent's policies. The findings and recommendations may be found in the Compliance Review Report that is provided as a supplement.

Supplement

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Meeting of the  
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January 31, 2013

**AGENDA ITEM #9:**

**Oklahoma's Promise.**

**SUBJECT:** Program Update and 2011-2012 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the 2011-2012 Oklahoma's Promise Year End Report.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core curriculum and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. The family income limit was increased to \$32,000 in 1999 and further increased to \$50,000 in 2000. The income limit has remained unchanged since 2000.

In 2007, the Legislature approved additional requirements for students to receive and retain the benefit in college. Beginning with 2012 high school graduates, the income of the student's parents may not exceed \$100,000 at the time the student begins college. In addition, a minimum college GPA of 2.0 will be required for courses taken through the sophomore year and a minimum 2.5 GPA will be required for courses taken during the junior year and thereafter.

**POLICY ISSUES:**

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

**ANALYSIS:**

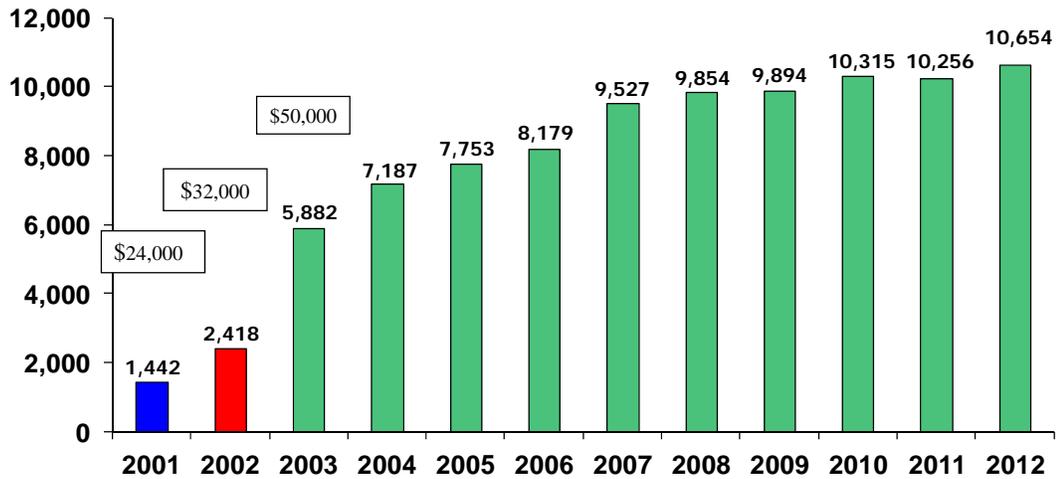
The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2011-2012 Year-End Report is available as a supplement to the agenda item.

Enrollment

The 2012 Oklahoma's Promise high school graduating class enrolled 10,654 students, an increase of 398 or 3.9 percent from the class of 2011. The 2012 class enrollment equates to about 24 percent of its high school sophomore enrollment of approximately 44,600 in 2009-2010.



## OKPromise High School Enrollment (By High School Graduation Year)



As of 11-14-12

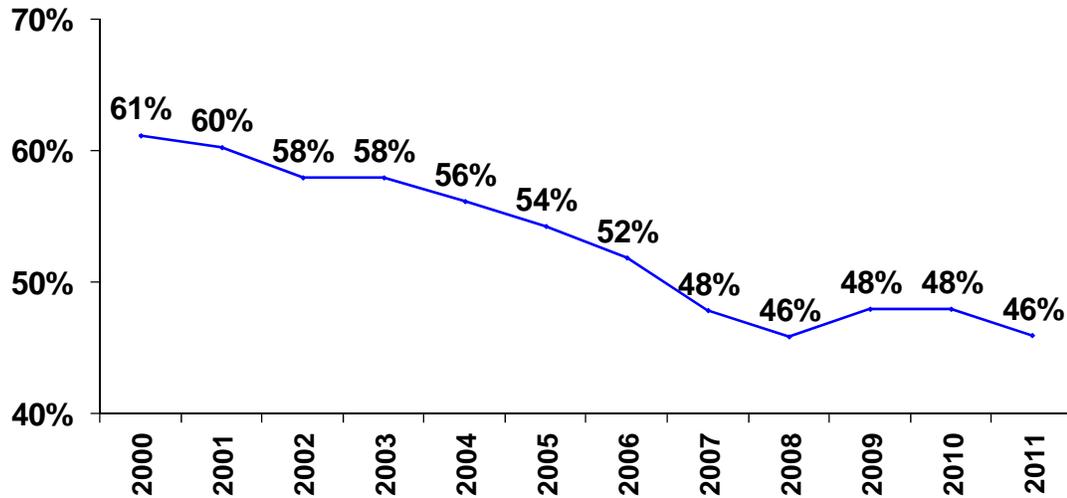
Estimated Eligible Population

The \$50,000 family income limit for program applicants has remained unchanged since 2000. United States Census data indicates that the potential pool of eligible students in Oklahoma shrunk considerably between 2000 and 2011. The percentage of Oklahoma families with incomes under \$50,000 decreased from 61 percent in 2000 to 46 percent in 2011.

Assuming that about 46 percent of Oklahoma students live in families with incomes of less than \$50,000, roughly half of financially-eligible students are being enrolled in Oklahoma’s Promise.



## Estimated Percent of Oklahoma Families with Total Income Under \$50,000



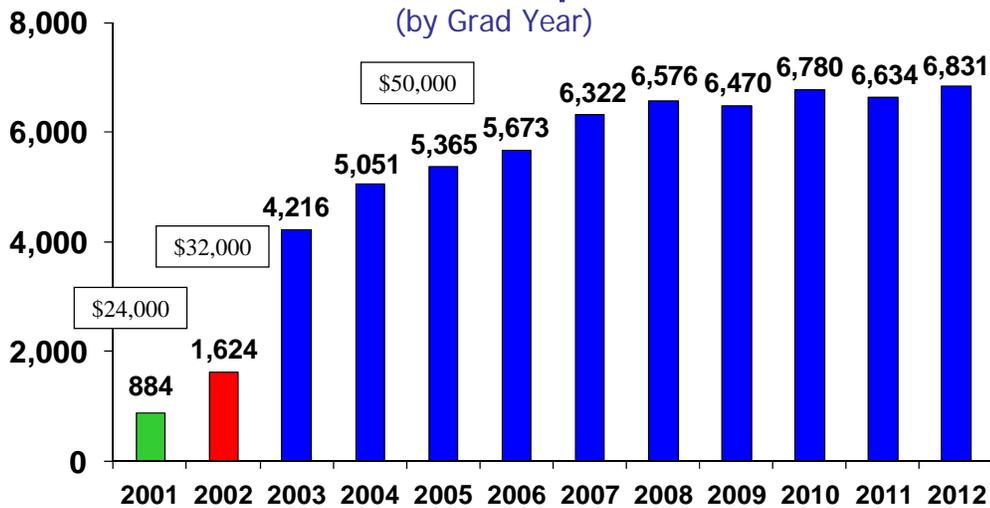
Source: US Census Bureau, 2000 Census, American Community Survey-2001-2011

Number of Students Completing the Program's High School Requirements

The number of students completing the program's high school requirements in 2012 increased slightly from the previous year. A total of 6,831 students from the 2012 graduating class completed the program's high school requirements compared to 6,634 from the 2011 class, an increase of 197 or 3 percent.



## High School Students Completing OKPromise Requirements



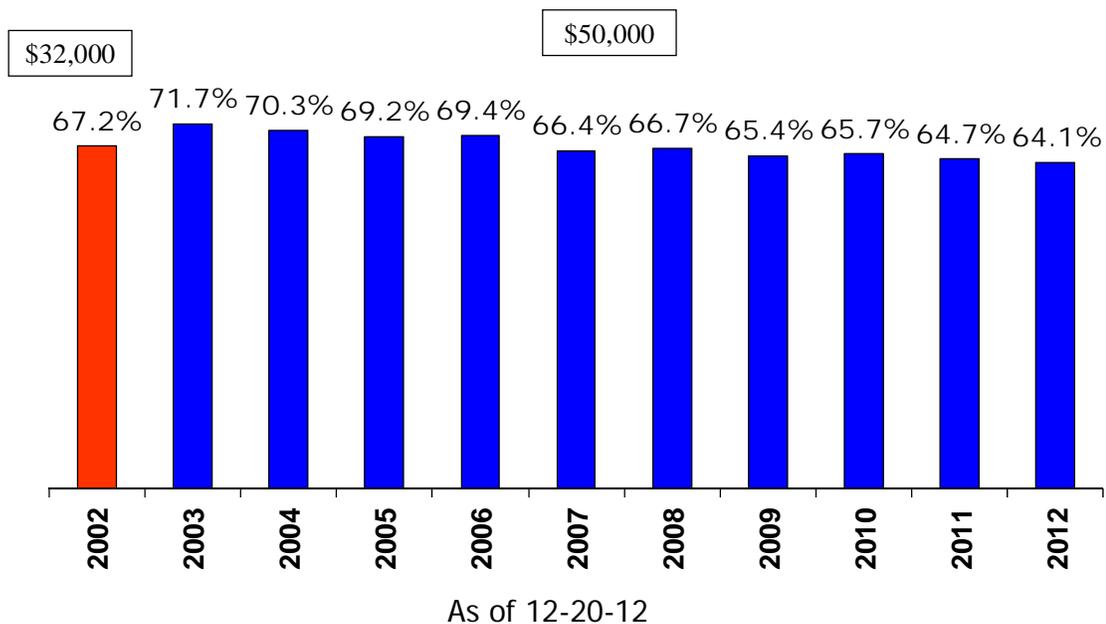
As of 1-2-13

### Percentage of Students Completing the High School Requirements

The rate at which Oklahoma's Promise students completed the program's high school requirements in 2012 (64.1%) was down slightly from the 2011 class (64.7%).



## High School Requirement Completion Rates



### Other Performance Measures for Oklahoma's Promise Students

The full Oklahoma's Promise 2011-2012 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

- High school GPA's exceed the state average
- ACT scores exceed those of their comparable middle- and lower-income peers
- College-going rates exceed the state average for high school graduates
- Lower-than-average college remediation rates
- Higher than average freshmen college GPA's
- Above-average full-time college enrollment
- Above-average college persistence rates
- Above-average college degree completion rates

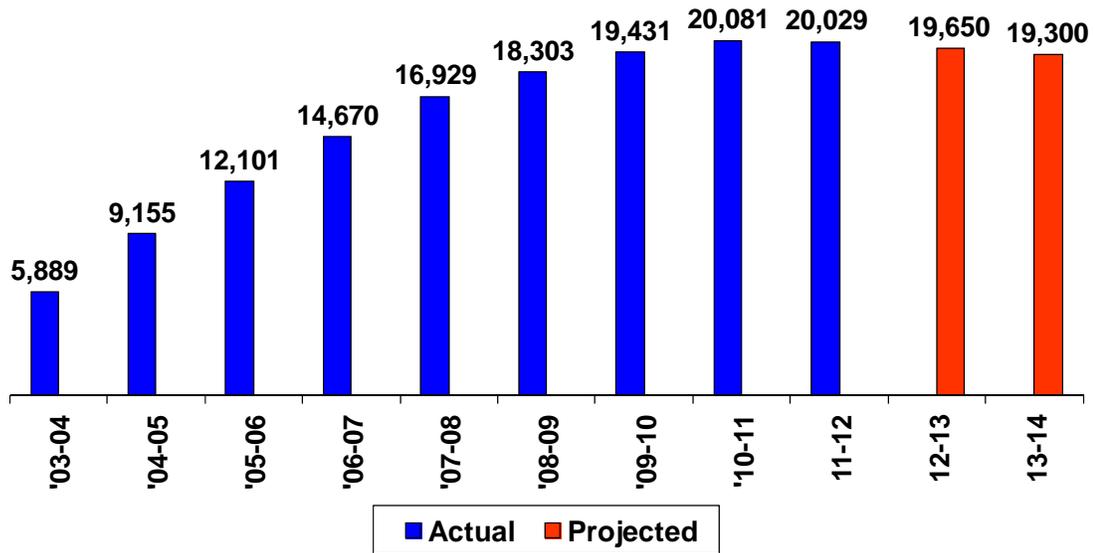
### Projected College Enrollments

The number of college students receiving the award has leveled off and is projected to decline slightly in the coming years. For the first time in the history of the program, the number of award recipients in 2011-2012 was less than the prior year. In 2012-2013, the number of recipients is projected to be almost 400 or 2 percent less than 2011-2012. A further drop of another 350 recipients is projected for 2013-2014. Factors reducing the number of future recipients include:

- The leveling off of enrollment of students in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade. Without an adjustment in the \$50,000 family income limit for applicants, the potential pool of eligible students will likely continue to shrink in the future.
- The new second family income check beginning with 2012 high school graduates will reduce the number of recipients in each college freshmen class by about 1 percent.
- New “satisfactory academic progress” standards for all Oklahoma’s Promise award recipients beginning in 2012-2013 will further reduce the number of recipients by a small margin.
- New college statutory GPA requirements that go into effect for Oklahoma’s Promise students entering college in fall 2012 will likely reduce the number of recipients when they reach their junior year in college.



## Scholarship Recipients



As of 1-2-13

### Oklahoma's Promise Cost Projections

For FY2014, the State Regents approved a funding estimate of \$62.7 million for the program, a slight decrease of \$300,000 from the \$63.0 million approved for FY2013 (the most current projection for FY2013 actual expenditures is \$61.3 million). Other variables that impact the projected cost of the program include the persistence/retention rates of students in college and the rate of annual tuition increases.



## Scholarship Expenditures

(In \$ millions, by fiscal year)



As of 11-14-12



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**AGENDA ITEM #10-a:**

**E&G Budgets Needs for FY2014.**

**SUBJECT:** Approval of FY14 of appropriations request.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an updated request for state appropriations for FY14 in the amount of \$1,052,699,145, representing an increase of \$97.4 million or 10.2 percent for support of the State System.**

**BACKGROUND:**

Pursuant to Article 13-A, §2 and the State Budget Law, O.S. 62 §41.29, the State Regents are required to determine a budget needs recommendation for presentation to the Oklahoma Legislature and the Governor.

In November 2012, the State Regents approved a budget request for approximately \$1.045 billion in total funding for FY14 operations. In December, the Oklahoma Capital Improvement Authority released their projected debt service needs for our system for FY14 that includes a need for an additional \$7 million to meet the obligation for FY2014. This amount was not included in the budget need request presented to the State Regents at their November 8, 2012, meeting. Thus, it is recommended that the State Regents approve an amended budget need request to include the additional \$7 million for debt service. The revised recommendation is \$1.052.7 billion in total funding for FY14 operations. This is an increase of approximately \$97.4 million above the current FY13 level of \$955.3 million for operations.

**ANALYSIS:**

The FY14 Budget Need Proposal is outlined in three separate sections: (1) Performance and Degree Completion Goals; (2) Outstanding Budget Obligations, and (3) Intervention to Enhance Degree Completion and Student Success. These goals are consistent with the ambitious agenda that the State Regents have adopted over the past year to achieve more college graduates and includes support for the institutions to expand their abilities and use of technology to ensure student access and success, as well as to maintain current operating budget obligations.

**Performance and Degree Completion --** The Complete College America goal request will provide institutional funding support for 624 additional course sections, 231 additional on line course sections, financial aid and an increase of 77 full-time faculty. Also, funding is required for increased needs in information technology equipment, library resources, and other operational needs to support an increase in student enrollment.

An emphasis on online course and degree completion technology will increase the students' ability to enroll in additional course sections and provide upgraded capabilities for evaluation and transparency through software development and training. Also, included in this section is an approximate \$3.7 million to be directed toward the Section 13 Offset program that provides capital funding for campus infrastructure improvements, and required deferred maintenance projects to ensure the health and safety of students and faculty.

**Outstanding Budget Obligations** – In 2010, a partial refunding of the 2005 Capital Bond Issuance was issued to provide cash flow relief to the State for 2011 and 2012. The request for the replacement of the debt service obligation is \$23,950,000, and is required to meet the new on-going debt service. This revised request includes the funds necessary to meet the first required principal payment on the 2010B refunding. The system has been paying only the interest payments to this point, thus providing the cash-flow reprieve for the prior years when the State of Oklahoma was experiencing financial pressure due to the economic recession.

**Intervention to Enhance Degree Completion and Student Success** – Student access remains an important factor to meeting the goal of additional degrees within the State. Thus, this portion of the budget need request is for additional funding for four scholarship programs, a competitive system-wide grant program for student services directed to special services in career counseling, academic advisement, financial literacy, and veterans' services. Funding is also needed for enhancement of the Summer Academy Program that provides STEM- focused academies for High Schools student on the institutional campuses during the summer term. The additional funding would provide for an additional 25 academies throughout the system and return the funding to the 2003-level funding.

A summary of the budget need request is provided below.

**Oklahoma State Regents for Higher Education  
FY'14 Appropriation**

	<u>OSRHE Request</u>
<b>FY'13 Appropriation</b>	<b>\$955,260,277</b>
<hr/>	
<b>FY'14 Appropriation Request</b>	
1. <u>Performance and Degree Completion Goals</u>	
a. Complete College America Performance and Degree Completion Funding Needs	\$55,000,000
b. Online Education and Degree Completion Technology	\$2,500,000
c. Campus Maintenance	\$3,675,955
2. <u>Outstanding Budget Obligations</u>	
Mandatory Debt Service Payment Increase due to 2010 refinancing of 2005 Capital Bond	
** d. Issue	\$23,950,000 **
3. <u>Intervention to Enhance Degree Completion and Student Success</u>	
e. Student Services - Advisement, Career, Financial, etc.	\$7,500,000
f. Concurrent Enrollment	\$2,500,000
g. Summer Academies	\$540,000
h. OTAG/OTEG	\$1,323,190
i. Academic Scholars	\$200,000
j. Adult Degree Completion Community Scholarship Match	\$250,000
Total Additional Funds	<b>\$97,439,145</b>
<b>Total FY'14 State Appropriation</b>	<b>\$1,052,699,422</b>
\$ Difference from State FY'13 Appropriation	\$97,439,145
% Difference from State FY'13 Appropriations	10.20%
**Change from original FY14 Budget Need Request of \$16.9 m	



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**AGENDA ITEM #10-b:**

**E&G Budget.**

**SUBJECT:** Allocation of Funds.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a grant allocation in the amount of \$10,000 for a one-time commitment to the Oklahoma Historical Society for support of the publication of an Oklahoma Higher Education History project.**

**BACKGROUND:**

Since FY2003, the State Regents for Higher Education have provided support to the Oklahoma Historical Society in the development of the Oklahoma System of Higher Education Archives. This grant request is an extension of that project to support the publication of a book written by Dr. Dan Hobbs, former Chancellor, entitled *A Short History of the Oklahoma State Regents*.

**POLICY ISSUES:**

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

**ANALYSIS:**

This allocation is recommended as a grant to support a partnership with the Oklahoma Historical Society and Dr. Dan Hobbs, author, for the publication of a book depicting Oklahoma's System of Higher Education's history through biographies of all Chancellors, biographies of all State Regents, and appendices with information on all public institutions of higher education and institutional presidents.

It is estimated that the publication would have copies available by May 2013.

Funding Source: FY2013 allocation for Capital and One-time Grants.



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**AGENDA ITEM #11:**

**Master Lease Program.**

**SUBJECT:** Master Lease Purchase Real Property Program.

**RECOMMENDATION:**

**It is recommended that the State Regents authorize for submission to the Council of Bond Oversight two additional Real Property Master Lease Series projects. The total projects from two entities amount to approximately \$48 million.**

**BACKGROUND:**

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

The State Regents' office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards will have given prior approval of all projects submitted under this program before the bonds are issued. Several of the 2012 projects were presented at the April 19, 2012, meeting of the State Regents, however, these particular institutions weren't ready to move forward with their projects until the calendar year 2013, thus are presented for consideration now.

**POLICY ISSUES:**

The recommendation is consistent State Regents' policy.

**ANALYSIS:**

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

structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

This series for real property includes two system institutions with an estimated total of approximately \$48 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was submitted for legislative review as required by statute in and were considered approved due to no action taken. A legislative review hearing on the UCO project was conducted on February 8, 2012, and the Oklahoma Panhandle State University was conducted on March 7, 2011.

<b>Institution</b>	<b>Total Amount to be Financed</b>
University of Central Oklahoma	\$42,000,000
Oklahoma Panhandle State University	6,000,000
Total	\$48,000,000

University of Central Oklahoma – Medical Examiner’s Facility \$42,000,000
------------------------------------------------------------------------------

Construction of approximately 48,000 gross square feet of new space for the Oklahoma State Medical Examiner’s Facility to be located at the UCO campus. The facility is to be leased to the State Medical Examiner’s Office with lease payments to be appropriated for that purpose. As there will be extensive interaction between the Medical Examiner’s Office, the Oklahoma State Bureau of Investigation and UCO’s Forensic Science Institute for criminal investigation, it is believed that the UCO students will have a greater benefit through learning and the capability to participate in many more internships and research opportunities. The Medical Examiner’s Office will benefit by utilizing the UCO students and faculty in a wide variety of programs important to them such as forensic science, criminal investigation, toxicology, funeral services, nursing and more.

It is recommended that the State Regents approve the University of Central Oklahoma’s project for the Medical Examiner’s Office contingent upon the appropriation of the Legislature to the Medical Examiner’s Office operating funds sufficient to pay the lease payments to cover the debt service

Oklahoma Panhandle State University – Refunding Housing Bonds \$6,000,000
------------------------------------------------------------------------------

Refunding and acquisition of student housing facilities originally financed with the issuance of Student Housing Revenue Bonds (OPSU Student Housing LLC Goodwill Project) Series 2003A and 2003B Bonds by the Texas County Development Authority. The purchase will pay off the 2003 bonds and result in debt service savings for OPSU of approximately \$1 million or 21 percent of the outstanding debt. Debt service repayment will be provided from housing revenues.

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**AGENDA ITEM #12-a:**

**EPSCoR.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

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

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

Six federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had limited federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 30 jurisdictions that participate in a program at one or more federal agencies.

**POLICY ISSUES:**

None

**ANALYSIS:**

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

The Governor has appointed Phyllis Hudecki, Secretary of Education, to the Committee. The Senate President Pro Tempore has appointed Senator Clark Jolley. The Speaker of the House of Representatives has appointed Representative Todd Thomsen to the Committee.

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

<u>Name</u>	<u>Affiliation</u>	<u>Term</u>
<u>Expiration</u>		
Paul Risser	University of Oklahoma	December 2014
Scott Rollins	6~°~ÖÊ¹# a °fæ °~~°-L"° °¹	December 2014
James Sorem	University of Tulsa	December 2014

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**AGENDA ITEM #12-b:**

**EPSCoR.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of \$32,500 for the calendar year 2013.**

**BACKGROUND:**

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma's universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Six federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Montana, Nebraska, Nevada, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states.



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**AGENDA ITEM #12-c:**

**EPSCoR.**

**SUBJECT:** 2012 Oklahoma EPSCoR Advisory Committee Annual Report.

**RECOMMENDATION:**

**This is an information item only.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The recommendation is consistent with State Regents' policy.

**ANALYSIS:**

During 2012, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, the Department of Energy and the Department of Defense. The attached report provides detailed information on Oklahoma's participation in each of these programs.

**Annual Report of EPSCoR/IDeA Activities - 2012**  
**Submitted to Oklahoma State Regents for Higher Education**  
**By the Oklahoma EPSCoR Advisory Committee**

The EPSCoR/IDeA program now includes 30 jurisdictions; 28 states, plus Puerto Rico and the U.S. Virgin Islands. Eligibility criteria vary among the federal agencies, but the National Science Foundation (NSF) criteria are the most commonly used and specifies that a state receiving less than 0.75 percent of NSF competitive research and development (R&D) funding is eligible. These states comprise 22 percent of the population and 18 percent of the U.S. Scientists and Engineers, and support 25 percent of the Research/Doctoral Institutions in the country, but receive only 10 percent of federal R&D funding. The 30 eligible jurisdictions accounted for a total of 14 percent of the total NSF funding from 2008 to 2010; compared with the top 10 states in NSF funding, which accounted for 61 percent of the total in the same period.

The EPSCoR/IDeA states train large numbers of scientists and engineers, and have growing research capabilities. These states are among the major energy producing states, and are in the forefront of oceans and coastal research, fossil energy research, climate and environmental research, and many other areas. The investment of federal and State funds in the R&D enterprise in these states has direct funding impact on the states in the form of salaries, equipment purchases, etc.; develops better prepared students for future workforce; and provides support for industry and economic growth.

Oklahoma's EPSCoR/IDeA Program remained robust in 2012, participating in federal EPSCoR/IDeA or equivalent programs administered by the NSF, National Institutes of Health (NIH), National Aeronautics and Space Administration (NASA), the Department of Defense (DoD), and the Department of Energy (DOE). Oklahoma again competed successfully in major EPSCoR/IDeA grant competitions and participated in the following federal EPSCoR/IDeA or equivalent programs during 2012:

**National Science Foundation**

In 2008, Oklahoma was awarded a five year renewal of the National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) at a funding level of \$15 million from NSF and \$1.1 million annually in matching funds from the OSRHE. This project is focused on the development of biofuels and will seek to enhance the production of hydrocarbon fuels from switchgrass, with emphases on increasing plant biomass yield and on enhancing the conversion of biomass to both microbial and thermocatalytic methods. This program builds on both genomics and nanotechnology infrastructure developed during the previous NSF EPSCoR awards (2002-2005 and 2005-2008). *Since the current award began in 2008 participating researchers leveraged RII research activities by receiving \$63.6 million in new competitive grant awards in addition to EPSCoR and OSRHE funds. In particular, the seven new faculty hired via OSRHE funds for this program have obtained over \$7.0 million in funding while advising 30 graduate students in their research projects. More than 100 new scientific publications and 9 patents have been generated.*

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. On January 8, 2013, Oklahoma EPSCoR and the University of Tulsa hosted a team from NSF for a one-day workshop on grant proposal development. The event attracted nearly 200 participants representing 29 Oklahoma institutions/agencies and five states in

addition to Oklahoma. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and other grantwriting workshops also receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and State programs that also seek to enhance Oklahoma's R&D competitiveness and serve to support the broadening of participation of underrepresented minorities, with emphasis on the current RII science theme, bioenergy research, where appropriate. Overall, 7,668 participants consisting of 3,014 K-12 students; 199 K-12 teachers; 2,023 university students; 657 university faculty members; and 565 "other" participants were served directly through outreach programs during the past year. The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma's 13 public universities).

The current RII program will conclude in 2013 and a yearlong process was conducted to select a follow-on scientific theme. Beginning in October 2011, the State EPSCoR Director and Associate Director made a series of presentations across the state to promote participation. Pre-proposals from the scientific community were received in January 2012; the Oklahoma EPSCoR Advisory Committee selected the scientific theme in February. Under the leadership of Drs. James Wicksted and Alicia Knoedler, the Oklahoma proposal was prepared and submitted to NSF in October 2012. The new program theme is "Enhancing the Resilience of Socio-Ecological Systems to Climate Variability in Oklahoma". This project will continue our efforts to develop the capacity and capability to conduct nationally and internationally competitive research in the State of Oklahoma. Specifically, we will (1) build research and education capacity and capability on existing strengths at universities, research foundations, and federal laboratories in Oklahoma; (2) use the central research theme – resilient socio-ecological systems under climate variability – to create strategic fidelity and sustainability among the proposed infrastructure, education, and outreach activities; (3) strategically recruit faculty in areas to further strengthen research on the vulnerability and resilience of ecosystem services in Oklahoma; and (4) develop a risk-based decision support system that provides researchers, educators, and practitioners the data, models, tools, and scenarios to explore and understand the impacts of decisions related to ecosystem services in a changing climate. This project will position Oklahoma for national and international leadership in adapting socioecological systems to sustain ecosystem services in a changing and increasingly extreme climate. It will also contribute to the health and welfare of Oklahoma's ecologically based industries, our sense of place, sustainability, and native biodiversity. If successful in the proposal review process, this program will begin in mid-2013. The total requested from NSF is \$20 million over five years. If the proposal is funded, the OSRHE will provide matching support at a level of \$800,000 per year for five years for a total amount of \$4 million.

In 2010, Oklahoma and Kansas were awarded \$6 million over three years, divided equally between the states, for the NSF Research Infrastructure Improvement, Track-2 (RII Track-2) award titled, "a cyberCommons for Ecological Forecasting". The program, which concluded in 2012, focused on development of cyberinfrastructure tools to create an opportunity for knowledge discovery and education across complex environmental phenomena. The scientific focus was on grassland ecology in the central plains, which is second only to the arctic tundra in sequestering carbon below ground.

The "cyberCommons" program concluded in 2012 and a process was conducted to select a follow-on scientific theme for the next RII Track-2 proposal. Beginning in October 2011, the State EPSCoR Director and Associate Director made a series of presentations across the state to promote participation. Pre-proposals from the scientific community were received in October; the Oklahoma EPSCoR Advisory Committee heard summary presentations and selected the

scientific theme, bioinformatics networking, also in collaboration with Kansas, in November 2011. This program was then placed on hold for most of 2012 awaiting the release of a new Request for Proposals from NSF, which finally occurred at the end of October 2012 after a full one-year gap in the program at NSF. Based on our priority topic of bioinformatics, we have entered into partnership with the states of Kansas and Missouri on a proposal to develop cyberinfrastructure tools to create the opportunity for knowledge discovery and education across complex biological phenomena, including genomics, proteomics and systems biology. Existing networking infrastructure and other existing resources, including Oklahoma's high-performance computing capability, will be leveraged in this proposal. The scientific focus will be on model organisms of importance to agriculture in the three states, evaluating response to abiotic (e.g., drought, temperature extremes) and biotic (e.g., pathogens, insects) stressors. If successful in the proposal review process, the program will begin in the fall of 2013.

In 2010, Oklahoma was awarded a NSF Research Infrastructure Improvement Program: Inter-Campus and Intra-Campus Cyber Connectivity (RII C2) grant and will receive \$1,176,470 over 24 months. No matching funds were committed for this program. Awards made under this program support the enhancement of inter-campus and intra-campus cyber connectivity within an EPSCoR jurisdiction. These awards are intended to enhance broadband access for academic research and the utilization of cyberinfrastructure consistent with the jurisdiction's Science and Technology (S&T) plan. The inter-campus and intra-campus connectivity targeted by these awards is expected to broaden individual and institutional participation in STEM research and education activities within and among jurisdictions and to facilitate synergy among NSF EPSCoR Research Infrastructure Improvement activities.

Understanding complex ecological systems and forecasting their response to global climate change is one of the "Grand Challenges" designated by the National Academy of Sciences. Taken together, our portfolio of NSF EPSCoR projects in the RII and RII Track-2 programs and the RII C2 program build on previous program efforts and position Oklahoma for national and international leadership in adapting and sustaining ecological systems in a changing and increasingly extreme climate. These programs also contribute to Oklahoma's STEM education efforts, the health and welfare of Oklahoma's ecologically based industries, sustainability, and native biodiversity.

### **National Institutes of Health**

The National Institutes of Health (NIH) administers two programmatic activities under its Institutional Development Award (IDeA) Program. The IDeA program is an NIH award program similar to the NSF EPSCoR program.

IDeA Network of Biomedical Research Excellence (INBRE): INBRE is the successor to the initial three year Biomedical Research Infrastructure Network (BRIN) award program. Oklahoma's INBRE award of \$17.95 million was the largest NIH grant to an Oklahoma institution. In 2008, a five-year, \$18 million dollar renewal application for the Oklahoma INBRE was submitted to NIH and approved for funding from 2009-2014. The OSRHE committed \$500,000 in matching funds annually through FY 2014. The lead INBRE institution is The University of Oklahoma Health Sciences Center with the Oklahoma Medical Research Foundation being a significant partner along with 14 other institutions including Oklahoma State University, The University of Oklahoma – Norman, Tulsa University, Langston University, Northeastern State University, Southwestern Oklahoma State University, the University of Central Oklahoma, Cameron University, Southeastern Oklahoma State University, Oklahoma City Community College, Redlands Community College, Tulsa Community College, and

Comanche Nation College. While INBRE continues to fund research projects for faculty all over Oklahoma, a major new thrust of the INBRE is the reform of the undergraduate biology/chemistry/math/computer science/engineering curricula in Oklahoma's regional universities. The reform is modeled after a National Academy of Science report (Bio2010) for reforming didactic education and combining disciplines. The funds committed by the OSRHE has also allowed INBRE to reach out and fund numerous programs, research, equipment, and release time for faculty to write grants and reform curriculum at Northwestern Oklahoma State University, Rogers State University, East Central University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. *Faculty funded by INBRE throughout the state of Oklahoma have leveraged pilot project research funding to accumulate over 103 external grants totaling more than \$20 million in awards.*

Centers for Biomedical Research Excellence (CoBRE): At the beginning of 2012, Oklahoma was the recipient of six COBRE grants. Three of these are at The University of Oklahoma Health Sciences Center and three at the Oklahoma Medical Research Foundation. Aggregate funding for Oklahoma's CoBRE grants is approximately \$110.9 million. *Participating researchers have leveraged CoBRE activities by receiving \$108.2 million in new competitive grant awards in addition to IDeA and OSRHE funds.*

By the end of 2012, two new CoBRE awards were funded for ~\$20 million dollars (~\$10 million per award). One was awarded to OUHSC for Cancer research with members from the Stephenson Cancer Center and one to OU-Norman for studies on structural biology research. Finally, a currently funded CoBRE was renewed in 2012 for \$10.8 million to enable researchers at Harold Hamm Diabetes Center at OUHSC to examine the causes and complications of diabetes, which may lead to new methods of treatment, and in some cases, prevent complications of this disease altogether. Additionally, the Center for Veterinary Health Sciences is awaiting the formal Letter of Award on its' \$10 million proposal to examine causes and consequences of respiratory diseases in humans and animals.

### **National Aeronautics and Space Administration**

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. In 2012, Oklahoma again competed successfully for support for its RID core, receiving \$125,000 annually for 3 years (through 6/30/2016). The University of Oklahoma is the lead institution with Oklahoma State University and Tulsa University serving as research partners. The OSRHE approved matching funds of \$63,000 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately \$750,000.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to \$750,000 for a three-year performance period. In February, 2011, a new proposal entitled: "NASA Education Research Program - Solid-state Radar Transceiver Optimization through Adaptive Pulse Compression for Spaceborne and Airborne Radars", was submitted to the NASA EPSCoR program by the University of Oklahoma, and funded at \$250,000 per year for 3 years. The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award.

In August 2012, a new proposal entitled: "Advanced Digital Radar Techniques for the Next Generation of Synthetic Aperture Radar (SAR) and Student Training ", was submitted to the

NASA EPSCoR program by the University of Oklahoma, and in November received approval for funding at \$250,000 per year for 3 years. The OSRHE approved a commitment of \$50,000 annually in matching funds for the three-year award. A second proposal submitted in August: “A Nanostructured Energy Harvesting and Storage System for Space and Terrestrial Applications”, was unfortunately not selected for funding.

### **Department of Energy**

In 2010, a team of researchers from OU, OSU and TU received a three-year \$2.9 million DOE EPSCoR Implementation Grant to establish a new “Center for Interfacial Reaction Engineering”, which will focus on applications of biofuel and fossil fuel upgrading using new technologies. New processes are based on specialized nanoparticle technology developed in Oklahoma used to accelerate reactions at the interface of water and oil. The product of the reaction is an emulsion used to convert biomass in the refinery process or in enhanced oil recovery processes. These catalysts can be recovered even from complex mixtures, such as those that result when biomass products are upgraded into fuels. No matching funds were committed for this program. Oklahoma remains eligible to compete for one additional award of this type from DOE.

### **Department of Defense**

In 2009, the Department of Defense EPSCoR (DEPSCoR) program awarded 28 grants totaling \$14.1 million. Four of these were awarded to Oklahoma research projects; two awards were made to Oklahoma State University and two to the University of Oklahoma. The OSRHE has committed an aggregate match of \$100,000 in FY 2011 and \$200,000 in FY 2012 for these four awards; there are no further commitments after FY 2012.

Over the five years preceding 2009, Oklahoma received 16 DEPSCoR awards, more than any other DEPSCoR state. Unfortunately, for recent federal budget, the DEPSCoR program was zeroed out and does not appear at all in the current Defense Department funding authorization. The national EPSCoR Coalition is working with legislators and the Defense Department to bring back authorization of DEPSCoR in future years, possibly in 2014.

### **Five-Year Return on Investment**

Since FY 2008, the Oklahoma State Regents for Higher Education have invested \$10.5 million for EPSCoR projects. University participants in Oklahoma EPSCoR programs over this time period have invested \$3.1 million towards EPSCoR projects in Oklahoma. The five-year award total for Oklahoma EPSCoR is approximately \$112.3 million in aggregate funding.

### **Future Outlook**

Oklahoma continues at the highest levels of funding among the EPSCoR/IDeA states in virtually all of the national EPSCoR or EPSCoR-equivalent programs. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to reach new heights as one of the key components of Oklahoma’s research and development portfolio, enhancing both economic development and educational opportunities for our students. We have an excellent infrastructure for program administration; under the leadership of Drs. Darrin Akins (OUHSC; NIH-IDeA), Victoria Duca-Snowden (OU; NASA), James Wicksted (OSU; NSF and DOE EPSCoR), and their respective associates and staff members, Oklahoma has a wealth of expertise and experience to support these efforts.

The budget outlook for EPSCoR/IDeA for FY 2013 and beyond is very uncertain. The current Continuing Resolutions to fund operations of the federal agencies are based on FY 2012 budget numbers. The FY 2012 Consolidated Appropriations Act increased funding by 12.6% compared to FY 2011, nearly matching the FY 2009 total of \$488 million for the EPSCoR/IDeA programs, much of it as an increase in the IDeA program. We are grateful to our legislators for recognizing the value of these programs and maintaining level funding in recent years. It should be kept in mind that aggregate funding for EPSCoR programs across all federal agencies amounts to less than 1 percent of the nondefense R&D budget.

The American Taxpayer Relief Act of 2012 passed on New Year's Day does not address the fundamental question for research funding of how to avoid the across-the-board sequestration, called for in the Budget Control Act of 2011, in the long-term, leaving the future of R&D funding uncertain. In effect, the Bill leaves the spending portion of the sequester plan in nearly full effect, only with a new deadline. Additional uncertainty remains for federal science agencies and research institutions that rely on federal funding, given that full-year base appropriations for FY 2013 have yet to be determined by Congress. That will mean a more difficult crunch later in the year, as still-sizeable cuts have to be accomplished within a shortened time period.

Currently, Oklahoma receives an aggregate amount of about \$20 million each year in federal R&D funding directly through the EPSCoR/IDeA programs. Since FY 2008, the five-year award total for Oklahoma EPSCoR is approximately \$112.3 million in aggregate funding. Based on the 7.6% across-the-board cut called for under sequestration, over a 5-year period Oklahoma would lose just over \$9 million in critical program development funds from EPSCoR/IDeA. Note that, for many of the agencies, cuts in R&D budgets may be greater than these estimates because R&D is more discretionary than core activities. Until a post-sequestration budget process has been completed, it is unknown whether individual agencies would spread the cuts proportionately across their program portfolios; it is more likely that resetting of priorities in a new budget scenario would result in disproportionate cuts and possibly elimination of certain programs. Disproportionate cuts to the EPSCoR and IDeA programs will impact Oklahoma to an even greater extent through loss of funds critical to building needed science and technology infrastructure in the state. EPSCoR/IDeA funding is used to support the development of new research scientists, the training of graduate students, undergraduate research experiences, and introduction of K-12 students to opportunities for careers in science and engineering. Program activities impact nearly every publicly-supported institution of higher education in the state.

We would also expect the projected cuts to impact programs throughout Oklahoma through direct cuts to budgets of existing grants and contracts, as well as lower success rates on new applications for grants and contracts. More broadly, Oklahoma received \$1.8 billion in federal R&D contracts in FY 2011, and Oklahoma colleges and universities received \$336 million, including grants. These contracts impact aerospace, energy, bioscience, information science and other major sectors of the Oklahoma economy. By far the largest of the federal agencies for Oklahoma R&D investment is the Department of Defense, where discretionary R&D funding is projected to be cut by over 9 percent under the sequestration.



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**AGENDA ITEM #12-d:**

**EPSCoR.**

**SUBJECT:** Approval of Matching Funds for NASA.

**RECOMMENDATION:**

**It is recommended that the State Regents approve EPSCoR matching funds in the amount of \$113,000 to the University of Oklahoma for NASA EPSCoR projects.**

**BACKGROUND:**

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 30 jurisdictions that participate in a program at one or more federal agencies.

For FY 2013, the State Regents approved an allocation of \$2,699,647 for all Oklahoma EPSCoR projects.

**POLICY ISSUES:**

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

**ANALYSIS:**

In 2012, the State Regents committed \$189,000 in matching funds for a three-year Research Infrastructure award from the NASA EPSCoR program. In October 2012, the proposal submitted by the University of Oklahoma was awarded federal funding in the amount of \$750,000 over the three-year period. It is recommended that the State Regents approve the allocation of \$63,000 for the first year of this award.

Also in 2012, the State Regents committed \$150,000 in matching funds for a three-year Cooperative Agreement award from the NASA EPSCoR program. In November 2012, the proposal, Advanced Digital Radar Techniques for the Next Generation of Synthetic Aperture Radar (SAR) and Student Training, was selected for funding in the amount of \$750,000. It is recommended that the State Regents approve the allocation of \$50,000 for the first year of the award.

In 2011, the State Regents committed \$150,000 in matching funds for a three-year Cooperative Agreement award from the NASA EPSCoR program awarded for the project Solid-state Radar

Transceiver Optimization through Adaptive Pulse Compression for Spaceborne and Airborne Radars. It is recommended that the State Regents approve the allocation of \$50,000 for the third year of the award.

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**AGENDA ITEM #13:**

**Contracts and Purchases.**

**SUBJECT:** Approval of FY-2013 Purchases in excess of \$100,000.

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Purchases Over \$100,000

Change Orders to Previously Ratified Purchases

OCAP

- 1) Presbyterian Health Foundation in the amount of \$11,750.00. For monthly parking fees for employees and visitor parking tokens at the new OCAP location 840 Research Parkway Suite 400, Oklahoma City, Oklahoma. The new total of the purchase order will be \$106,287.50. (Funded from 701-OCAP).



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**AGENDA ITEM #14:**

**Deleted Item.**



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**AGENDA ITEM #15:**

**Campus Safety and Security Taskforce.**

**SUBJECT:** Proposed Campus Safety and Security Task Force.

**RECOMENDATION:**

**It is recommended that the State Regents approve the formation of a Campus Safety and Security Task Force to review and promote safety and security on college and university campuses in Oklahoma. Chancellor Glen D. Johnson will serve as chairman of the task force. Periodic reports regarding the task force's activities will be provided by Chancellor Johnson to the State Regents.**

**BACKGROUND:**

Within days of the Virginia Tech tragedy on April 16, 2007, the Campus Life and Safety and Security (CLASS) Task Force was created. The task force continued to review and evaluate safety and security at higher education and career technology facilities and submitted a final report on Dec. 31, 2010.

**POLICY ISSUES:**

Concern regarding campus safety and security is increasing due in large part to the tragic mass shootings that have recently taken place. The students, faculty, administrators and visitors at Oklahoma's colleges and universities would benefit from an increased emphasis on campus safety and security. The proposed task force would bring the proper focus to this important issue.

**ANALYSIS:**

The role of the task force will include but not be limited to:

- Monitoring and responding to safety and security policies.
- Advocating prudent safety policies.
- Promoting implementation of campus safety best practices.

Members of the task force will be appointed by Chancellor Johnson.

Priorities of the task force will include but not be limited to:

- Maintaining current laws prohibiting guns on college campuses.
- Confirming continued National Incident Management System (NIMS) compliance.
- Encouraging a training and drill calendar to include:

- Behavioral threat assessment training and response.
- Notification planning.
- Emergency response plans.
- Intruder response.
- Continuity of operations.
- Mental Health First Aid Training.
- SBIRT (Screening, Brief, Intervention, Referral, Treatment) Training.
- Encouraging the creation of an active threat-assessment task force on every campus. The members of the threat-assessment task force should also receive a higher level of training in federal and state law, institutional policy, and counseling options available on and off campus.
- Advocating for increased drug and alcohol and mental health counseling.
- Reviewing existing federal and state laws and policies pertinent to the purpose of the task force.
- Providing regular workshops to help institutional personnel identify and submit grants that would help fund a campus safety program.

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**AGENDA ITEM #16:**

**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:

- **Angela Caddell**, OCAP's director for Communications, Financial Education & Outreach, has been elected vice president and president-elect of the Oklahoma Jump\$tart Coalition for Personal Financial Literacy (OJC), and **Melissa Neal**, OCAP's outreach coordinator for Oklahoma Money Matters, has been elected OJC secretary for 2013. The state affiliate of the national Jump\$tart Coalition, the OJC is a non-profit organization of more than 90 members and 30 member organizations that work collaboratively across the state to educate and empower youth and adults to make informed financial decisions.
- **Angela Caddell**, OCAP's director for Communications, Financial Education and Outreach Services, served as the keynote speaker for Redlands Community College's faculty and staff in-service conference.
- **April Goode**, OneNet's outreach coordinator, graduated from the University of Central Oklahoma on December 14, 2012 with a Master's in Business Administration, with Honors. Mrs. Goode received her bachelor's degree in Business Administration with a Major in Marketing, Summa Cum Laude, from Oklahoma City University and was in the first group of students ever to attend OCU on a Regents Scholarship.
- **Lisa Hale**, OCAP's Default Prevention Supervisor received her Masters of Arts in Administrative Leadership (Fall, OU)
- **Chancellor Glen D. Johnson** met with Representative Jon Echols and Hollye Hunt in Oklahoma City to discuss higher education issues; met with Representative Scott Inman and Hollye Hunt in Oklahoma City to discuss higher education issues; hosted holiday dinner in Oklahoma City for the Council of Presidents; attended Complete College America's (CCA) Annual Alliance of States Conference in New Orleans with members of Oklahoma's CCA leadership team (Secretary of Education Phyllis Hudecki, Secretary of Commerce and Tourism Dave Lopez, Senator John Ford, Representative Todd Thomsen, President Janet Cunningham, President Tom McKeon, Tony Hutchison, and Hollye Hunt; met with Senator Rob Johnson and Hollye Hunt in Oklahoma City to discuss higher education issues; hosted the annual staff holiday party at the Presbyterian Health Foundation Conference Center in Oklahoma City; met with Senator Mike Schulz, Representative Charles Ortega and Dr. Terry Mosley, Executive Director of Quartz Mountain Arts and Conference Center and Nature Park, in Oklahoma City to discuss

Quartz Mountain; met with Representative Randy Grau and Hollye Hunt in Oklahoma City to discuss higher education issues; presented our legislative agenda and budget request at a Legislative Tour Event hosted by the University of Central Oklahoma in Edmond; taped comments for Speaker-Elect T.W. Shannon's Speaker's Ball, which is scheduled for February 1, 2013; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Southwestern Oklahoma State University in Weatherford; attended a tour of the progress on the new SWOSU event center in Weatherford with Regent Harrel and President Beutler; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Oklahoma State University-Tulsa in Tulsa; spoke at the 2013 Oklahoma Accounting Educator's Conference at the University of Tulsa; attended Oklahoma City Community College's GED graduation ceremony where Regent Massey gave remarks; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Northeastern State University in Tahlequah; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Connors State College at Pete's Place in Krebs; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Western Oklahoma State College in Altus; spoke on the Complete College America initiative to representatives from Oklahoma's private institutions at Southwestern Christian University in Bethany; met with Legislative Network; met with State Treasurer Ken Miller in Oklahoma City to discuss higher education issues; spoke at the Installation of the Gamma of Oklahoma Chapter of Phi Beta Kappa at Oklahoma State University in Stillwater; met with Representative Harold Wright in Oklahoma City to discuss higher education issues; presented at the New Member Orientation for newly elected members of the Oklahoma State Legislature in Oklahoma City; Met with Dan Schiedel, Executive Director of OETA, Amanda Paliotta, and Von Royal to discuss OETA and OneNet; presented on issues in higher education in Oklahoma at the Ada Rotary meeting in Ada, Oklahoma; spoke at the Complete College America (CCA) campus kickoff at Southeastern Oklahoma State University in Durant; presented our legislative agenda and budget request at a Legislative Tour Event hosted by Northern Oklahoma College in Tonkawa; met with Governor Fallin in Oklahoma City to discuss higher education issues; presented FY 2014 budget request to the Joint Budget and Performance hearing for both House and Senate CareerTech and Higher Education Committees; met with State of Oklahoma Chief Information Officer Alex Petit in Oklahoma City on Network Governance Board.

- **Saeed Sarani**, STEM curriculum and professional development coordinator, Oklahoma Teacher Connection, presented at the Association of Mathematics Teacher Educators (AMTE) National conference in Orlando, FL; and has been elected to the AdvancED Oklahoma State Council. The AdvancED Council provides guidance and leadership to the AdvancED Oklahoma Office in the delivery of accreditation, research, and professional services. The council also reviews and makes recommendations regarding the accreditation status for schools and school districts.
- **Dr. Raquel Schmitz**, vice chancellor for Administration, served as the commencement speaker at the Texas Women's University 2012 Fall Commencement exercises in Dallas.

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**AGENDA ITEM #17:**

**Executive Session.**

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



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**AGENDA ITEM #18:**

**Deleted Item.**



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**AGENDA ITEM #19-a (1):**

**Programs.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU)

1 degree program name change

University of Oklahoma (OU)

3 degree program requirement changes

Cameron University (CU)

1 degree program requirement change

Langston University (LU)

2 degree program option deletions

Northwestern Oklahoma State University (NWOSU)

1 degree program requirement change

Southwestern Oklahoma State University (SWOSU)

3 degree program option additions

3 degree program requirement changes

Oklahoma City Community College (OCCC)

2 degree program requirement changes

Oklahoma State University-Oklahoma City (OSU-OKC)

3 degree program requirement changes

**POLICY ISSUES:**

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

**ANALYSIS:**

**OSU – Graduate Certificate in Biobased Products and Bioenergy (484)**

Degree program name change

- Change program name to “Bioenergy and Sustainable Technology.”
- The name change will better reflect the sustainability content of the program and will help with marketing.
- 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 Musical Arts in Music (174)**

Degree program requirement change

- For the “Organ” option:
  - Remove the requirement of 9 credit hours of Musicology/Music Literature coursework.
  - Add 6 credit hours of Musicology coursework and 3 credit hours of Organ Literature coursework.
  - Stipulate that no course taken to remediate deficiencies in Musicology determined by the student’s score on the Preliminary Exam may be used to fulfill the Musicology requirement.
  - Require students to have 3 graduate-level courses in Organ Literature and a graduate-level course in Fundamentals of Organ Building as part of their master’s degree or through the Doctor of Musical Arts in Music (174).
  - Stipulate that electives must be approved by the Graduate Liaison and Program Advisor.
  - Change the credit hour requirement for electives from 6-10 to 3-7.
  - The proposed changes will align the options with peer institutions as well as strengthen the curriculum to be more relevant in preparing students entering professional careers as organists.
  - Total credit hours for the option will not change.
- 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 – Master of Arts in Liberal Studies (232)**

Degree program requirement change

- Add LSTD 5083 as an alternative course to LSTD 5043.
- The proposed change will allow students to select a research course that best suits their needs.
- 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 – Master of Music in Music (173)**

Degree program requirement changes

- For all options:
  - Remove the requirement for a pre-thesis oral examination over readings in Musicology and/or Ethnomusicology.
  - The proposed change eliminates a redundant requirement that does not serve a relevant pedagogical purpose.
- For the “Organ” option:

- Remove the requirement of 6 credit hours of Musicology/Music Literature coursework.
- Add 3 credit hours of Musicology coursework and 6 credit hours of Organ Literature coursework.
- Change the credit hour requirement for electives from 6-10 to 3-7.
- The proposed changes will align the options with peer institutions as well as strengthen the curriculum to be more relevant in preparing students entering professional careers as organists.
- Total credit hours for the option will not change.
- 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 Arts in Social Studies Education (135)**

Degree program requirement change

- Allow students to select any 2000 level or above Political Science course to fulfill the Political Science elective requirement.
- Allow students to select any 2000 level or above course from Political Science, Geography, Economics, Social Sciences, or Humanities to fulfill the Guided Elective requirement.
- The proposed changes will provide students the ability to choose from a greater selection of courses and therefore complete a class that matches their research and teaching interests.
- 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.

#### **LU – Bachelor of Arts in Education in Secondary Education (037)**

Degree program requirement change

- Delete options “Technology Education” and “Family and Consumer Science Education.”
- The proposed deletions are due to low enrollment and graduation rates in the options.
- No students are currently enrolled in either option.
- Thirteen courses will be deleted.
- No funds are available for reallocation as they will be used to support other options.
- No funds are requested from the State Regents.

#### **NWOSU – Master of Counseling Psychology in Counseling (043)**

Degree program requirement change

- Remove PSYC 5143, PSYC 5133, and EDUC 5013 from Required Core and add PSYC 5183 and PSYC 5033.
- Add PSYC 5832 and PSCY 5190 (1 credit hour) to Required Core.
- The proposed changes update the curriculum by combining two courses into one course, changing a required research course to one that better suit students’ needs, and moving two elective courses to the Required Core.
- 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.

### **SWOSU – Bachelor of Science in Biology (009)**

Degree program option additions and degree program requirement change

- Add options “Biomedical Sciences,” “Microbiology,” and “Environmental and Organismal Biology.”
- Remove BIOL 2022, BIOL 2204, and BIOL 2404 from Required Courses and add BIOL 1254, BIOL 3053, and BIOL 3152.
- Decrease credit hours required for BIOL 3254 to 3 (BIOL 3253).
- Decrease credit hours for electives from 21 to 20.
- The proposed options will allow students to focus course selections on their area of interest and allow for a better rotation of course offerings so that students can complete their degree requirements in a timely manner.
- The proposed curricular changes will better prepare students for employment and graduate or professional training.
- Sixteen 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.

### **SWOSU – Bachelor of Science in Education in Natural Science Education (039)**

Degree program requirement change

- Remove BIOL 2204, BIOL 2404, and BIOL 2714 (and its substitutes) from Required Courses and add BIOL 1254, BIOL 3053, BIOL 3253, and BIOL 3284.
- Increase credit hours for Required Courses from 34 to 35.
- Five 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.

### **OCCC – Associate in Applied Science in Physical Therapist Assistant (055)**

Degree program requirement change

- Add PTA 1151 and PTA 2021 to required courses.
- The proposed changes will allow for comprehensive skills assessments to be conducted and provide students with additional curriculum content necessary for students to be knowledgeable about ongoing health care changes.
- Two new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 70 to 72.
- No funds are requested from the State Regents.

### **OCCC – Associate in Applied Science in Biotechnology Research Assistant (115)**

Degree program requirement change

- Remove BIO 2343 from required courses and add BIO 1124.
- The proposed change adds BIO 1124 which is a prerequisite to another required course in the curriculum and will better prepare students for other courses in the program and allow for a smoother matriculation through the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 67.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate of Science in Public Service (076)**

Degree program requirement change

- Add MATH 1413 as an alternative course to MATH 1513.

- The proposed change allows students more options in selecting a Math course that meets their needs.
- 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.

**OSU-OKC – Associate in Applied Science in Engineering Technology in Architectural Engineering**

**Technology (001)**

Degree program requirement change

- Remove INDD 2403 and INDD 2413 from Technical Occupational Specialty requirements and add ARCH 2403 and ARCH 2252.
- Decrease credit hours required for Technical Occupational Specialty requirements from 28 to 27.
- The proposed change removes courses with out-of-date content and replaces them with courses that align with current industry needs.
- Two new courses will be added and two courses will be deleted.
- Total credits for the degree will change from 67 to 66.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Applied Science in Nurse Science (014)**

Degree program requirement change

- Remove SOC 1113 from General Education Requirements and add PSYC 2213.
- The proposed change will provide students with course content in developmental life stages and will better prepare them 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.



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**AGENDA ITEM #19-a (2):**

**Programs.**

**SUBJECT:** Ratification of approved institutional request to suspend degree programs.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University Center for Health Sciences (OSU-CHS) requested authorization to suspend the program listed below:

- Graduate Certificate in Forensic Document Examination (430)

**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-CHS requested authorization to suspend the Graduate Certificate in Forensic Document Examination (430).

- Enrollments and graduation rates are low due to several reasons:
  - Original projections for enrollments were overly optimistic.
  - Oklahoma residents are mostly ineligible for the program because admission requires experience or access to formal training in a recognized laboratory, none of which exist in Oklahoma.
  - The downturn in the economy has inhibited enrollments of out-of-state students.
  - Academic Common Market states cannot obtain in-state tuition rates for the Certificate, as they can for the Forensic Document Examination option in the Master of Science in Forensic Sciences (004).
- Nevertheless, as the economy recovers, the program is potentially valuable as a pipeline for students into courses specific to the Forensic Document Examination option in the Master of Science in Forensic Sciences (004), the only program of its type in the U.S.
- OSU-CHS will reinstate or delete the program by January, 2016.

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

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**AGENDA ITEM #19-b:**

**Cooperative Agreements.**

**SUBJECT:** Ratification of approved institutional requests regarding cooperative agreements.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma State University-Oklahoma City and Tulsa Community College's requests for cooperative agreements, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Center policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 378 cooperative agreements (involving 116 associate in applied science programs) are offered through 18 colleges and 29 career technology centers within Oklahoma.

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

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

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

Oklahoma State University – Oklahoma City (OSU-OKC) requested authorization for cooperative agreements with Great Plains Technology Center (GPTC) to allow students to receive college credit for coursework completed at the technology center toward the AAS in Emergency Medical Services Municipal Fire (088).

Tulsa Community College (TCC) requested authorization for a cooperative agreement with Tulsa Technology Center (TTC) to allow students to receive college credit for course work completed at the technology center toward the AAS in Engineering Technology (151) with an option in Drafting and Design Engineering Technology.

**POLICY ISSUES:**

These actions are consistent with the State Regents’ Cooperative Alliances Between Higher Education Institutions and Technology Centers policy.

**ANALYSIS:**

**OSU-OKC**

OSU-OKC requested authorization for a cooperative agreement with GPTC to allow students to receive up to:

<b>Credit Hours</b>	<b>Program</b>
37	AAS in Emergency Medical Services Municipal Fire (088)

This cooperative agreement has been approved by GPTC primary alliance partner, Western Oklahoma State College. It is understood that general education courses required for this degree program will not be offered at the technology center as part of this agreement and high school students will not be permitted to enroll in accordance with State Regents’ policy through a policy exception.

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

**TCC**

TCC requested authorization for a cooperative agreement with TTC to allow students to receive up to:

<b>Credit Hours</b>	<b>Program</b>
6	AAS in Engineering Technology (151) with an option in Drafting and Design Engineering Technology

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

TCC and TTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreement. The committees will meet at least annually to review course content,

relevance and instructional methods as related to the established course and program competencies.

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



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**AGENDA ITEM #19-c:**

**Academic Program Reconciliation.**

**SUBJECT:** Approval of institutional requests for degree program inventory reconciliations.

**RECOMMENDATION:**

**It is recommended that the State Regents approve requests for degree program inventory reconciliations for state system institutions, as described below.**

**BACKGROUND:**

Southwestern Oklahoma State University (SWOSU) requests a correction to the Post-Audit review for the Associate in Science in Tribal Administration (154) to reconcile institutional practice with the official degree program inventory.

**POLICY ISSUES:**

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

**ANALYSIS:**

SWOSU requests a correction to the Post-Audit review for the Associate in Science in Tribal Administration (154). The program was approved for an extension of the review schedule at the December 6, 2012 State Regents' meeting. Upon review, staff noted that the criterion for continuation beyond Fall 2014 erroneously indicated 36 majors are to be enrolled in Fall 2013 and omitted the number of graduates required in 2013-2014. The correct criteria for continuation beyond Fall 2014 is 25 majors must be enrolled in Fall 2013 and 8 students must graduate in 2013-2014. This action will correct this error.



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**AGENDA ITEM #19-d:**

**Electronic Media.**

**SUBJECT:** Oklahoma State University-Oklahoma City. Approval of request to offer an existing degree program via electronic delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's request to offer the existing Bachelor of Technology in Emergency Responder Administration (102) via electronic media.**

**BACKGROUND:**

Oklahoma State University-Oklahoma City (OSU-OKC) is currently approved to offer the following degree programs via electronic media:

- Associate in Applied Science in Business Technologies (096);
- Associate in Applied Science in Business Technology-Management (053);
- Associate in Applied Science in Crime Victim/Survivor Services (077);
- Associate in Applied Science in Political Science (015);
- Associate in Applied Science in Quality Management (075);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Healthcare Administration (071);
- Associate in Science in Political Science (068);
- Associate in Science in Public Service (076); and
- Certificate in Early Care Education Administration (087).

OSU-OKC's governing board approved offering the existing Bachelor of Technology in Emergency Responder Administration (BT-ERA) program through online delivery on July 27, 2012 and OSU-OKC 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. 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, 4) duplication, 5) student demand, and 6) program cost.

#### **ANALYSIS:**

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

#### ***Bachelor of Technology in Emergency Responder Administration***

**Demand.** The Oklahoma Employment Security Commission (OESC) and the Bureau of Labor Statistics (BLS) indicate job prospects in protective service occupations (e.g., fire safety, law enforcement, etc.) look favorable with an average growth rate. The OESC projects an 11.33 percent increase through 2018 and the BLS 2012-2013 *Occupational Outlook Handbook* indicates a 9 percent increase through 2020.

OSU-OKC's adult students have time management constraints based upon the need to balance work, home, family and completing a higher education degree. By offering the degree through the online format, OSU-OKC will help alleviate the time management constraints experienced by these students.

**Delivery method.** OSU-OKC 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 on to a secure web-browser to gain access to course syllabi, documents, assignments, tests, and other course and program related material. Additionally, D2L provides students with asynchronous interaction with faculty.

**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.

A system wide letter of intent was communicated electronically to presidents on February 14, 2012. Two State System institutions requested a copy of OSU-OKC's request to deliver the BT-ERA program via electronic media online delivery, but a protest was not received.

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

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**AGENDA ITEM #19-e (1):**

**GEAR UP.**

**SUBJECT:** Approval of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Liaison/Coach at five Community College sites.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify incentive monies to support the implementation of the College Liaison/Coach intervention strategy serving students at participating GEAR UP middle and high schools.**

**BACKGROUND:**

Oklahoma State Regents' GEAR UP program has continuously investigated successful student intervention strategies implemented in other states that serve as models for replication. Such is the case in the Virginia Community College System's (VCCS) Career Coach Program. This program has demonstrated over a six year period a sixty-seven percent (67%) increase in the number of high school students who plan to continue working toward postsecondary education as well as a seven (7%) increase in community college enrollments from Virginia high schools with career coach activities in the school. Such results prompted GEAR UP to select a similar Liaison/Coach intervention strategy as a part of the 2011 GEAR UP grant proposal. National research finds that the one critical factor that predicts a first generation college student pursuing and persisting in higher education is having a strong relationship with somebody who can support and encourage them in college life/work. Statistics show that first generation college students are more likely to attend a community college near their home and their parents are more accepting of their student pursuing higher education through the community college system.

GEAR UP students will receive support by College Liaison staff members who will be strategically placed in five Oklahoma community colleges with the highest enrollment of target student local education agencies (LEAs). These Liaisons will assist students in meeting their social services needs by connecting them to existing college services such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these Liaisons will assist the LEAs in organizing college campus tours and will arrange for financial aid presentations and assist students in meeting college entrance requirements such as completing college admissions forms, the FAFSA application and hold one-on-one meetings with GEAR UP students and their parents/families as students' transition from high school to college. In addition, the College Liaisons will promote student attendance in summer college bridge programs.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides partnership support to five Oklahoma Institutions of Higher Education to implement and sustain a College

Liaison/Coach position at the community college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

**POLICY ISSUES:**

The U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the developments of special programs that place additional trained “liaison/coaches” in positions of direct student support. These liaison/coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

**ANALYSIS:**

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

School District	MS/HS Enrollment	College Going Rate	Remediation Rate	Free/Reduced Lunch Rate
Caney Valley	383	37%	41%	63%
Catoosa	1,148	41%	53%	60%
Checotah	846	48%	39%	80%
Henryetta	579	48%	52%	78%
McLoud	819	45%	35%	60%
Newkirk	468	34%	35%	69%
Okmulgee	693	48%	71%	84%
Roland	618	25%	51%	73%
Sapulpa	2,245	53%	48%	59%
Stilwell	863	38%	56%	71%
Ardmore	1,412	49%	40%	84%
Davis	559	53%	35%	51%
Kingston	568	41%	47%	93%
Little Axe	600	31%	41%	71%
Madill	891	54%	46%	72%
Marietta	486	48%	40%	72%
Tecumseh	1,152	36%	37%	69%
Duncan	1820	47%	38%	58%
Elk City	860	52%	39%	53%
Hobart	409	50%	38%	67%
Guymon	1,171	41%	47%	72%

Woodward	1,230	46%	38%	61%
Harrah	1,129	49%	37%	53%
Luther	484	50%	54%	67%

While the day-to-day functions of the College Liaison/Coach will vary as the coach collaborates with high school and college campus staff. The College Liaison/Coach will primarily assist and support the specified LEA's students with college preparation, career goals and options. As well as working with specified high schools and their students, the College Liaison/Coach will work with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They will work with the community college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The College Liaison/Coach will also act as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position will work with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The College Liaison will assist the college in tracking and understanding the perspective of a GEAR UP student and will work with specified College Registrars to implement degree completion activities. The GEAR UP College Liaison/Coach will be expected to work with each entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree.

Five community colleges will receive Oklahoma GEAR UP support in 2013. The following table lists the institutions that are receiving project funding and the amount of funding for 2013. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the strategy is \$250,000.00 in federal dollars, all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	<b>Higher Education Site</b>	<b>City or Community</b>	<b>Grant Amount</b>
1	<b>Rose State College</b> McLoud Harrah Luther Tecumseh Little Axe	Midwest City	\$50,000
2	<b>Murray State College</b> Ardmore Davis Madill Marietta Kingston	Tishomingo	\$50,000
3	<b>Tulsa Community College</b> Catoosa Checotah Henryetta Okmulgee Roland Sapulpa Stillwell	Tulsa	\$50,000
4	<b>Northern Oklahoma College</b> Caney Valley Guymon Woodward Newkirk	Tonkawa	\$50,000
5	<b>Western State College</b> Duncan Hobart Elk City	Altus	\$50,000
<b>TOTAL</b>			<b>\$250,000.00</b>

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**AGENDA ITEM #19-e (2):**

**GEAR UP.**

**SUBJECT:** Ratification of GEAR UP Partnership Support for Oklahoma School Districts.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify incentive monies to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Partnerships are required to implement and sustain professional learning and direct student services as part of the federal GEAR UP project.**

**BACKGROUND:**

The college entrance assessment accepted throughout Oklahoma is the ACT exam. Nationally, Oklahoma scores below average on all ACT college readiness benchmark scores. Because ACT is paid for by students, the ACT benchmark scores reflect a subpopulation of the EXPLORE and PLAN test takers in Oklahoma. Students do not have the resources and support necessary to explore their opportunities of a post-secondary education due to a higher than recommended student to counselor ratio; therefore, implementing interactive college readiness information and access plans to middle and high school students through direct student services and additional college advisement are crucial to addressing the lack of preparedness of Oklahoma students.

Research shows that middle and high school teachers with demonstrated knowledge of their subject area produce stronger results with students than teachers without a major in their subject area or a teaching certificate. Nationally, the most recent U.S. Department of Education survey indicates that in high poverty schools 27 percent of core academic classes are taught by teachers without a major in the subject they teach. Student achievement, especially in math and science, reflects this fault in teacher preparation; therefore, upgrading teacher content knowledge and pedagogical practice through high quality professional learning are critical to preventing educational failure.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides support to 24 Oklahoma school districts to implement and sustain professional learning and educational programs designed to address the teacher weakness described above and to also incorporate "college access" activities for students and parents by way of direct student services, which will build local capacity. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

## **POLICY ISSUES:**

The support of professional learning for teachers, as well as early intervention services for students are important components of the U.S. Department of Education's GEAR UP programs. The partnership support provided through the Oklahoma GEAR UP program offer opportunities for the GEAR UP school districts to take advantage of available supportive services such as professional learning and educational programs. School districts also have opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

## **ANALYSIS:**

As a participation requirement school districts must implement three Direct Student Service (DSS) activities. These activities include:

- College Visits
- Senior Transition Services
- 11<sup>th</sup> Grade ACT Testing

Apart from DSS, school districts will be required to participate in and implement several Professional Learning and Data Services training opportunities provided by GEAR UP. These opportunities include:

- Aurora Learning Community Association (ALCA) – ALCA provides data analysis tools for EPAS student assessments and online professional learning opportunities for faculties, helping move GEAR UP schools forward as data driven professional learning communities.
- Battelle for Kids – provides training for school districts in the collection, reporting and distribution of district, site and teacher level value added data student achievement data.
- College Board – provides training in Literacy and Math for middle school and high school teachers as they implement State Common Core Standards.
- Southern Regional Education Board (SREB) – Online counselor training will provide strategies and training for school counselors in career, academic, and financial aid counseling. A series of online training modules for counselors supports and encourages their work with first generation college going students and parents.

Other Professional Learning workshops will be offered but are not required for the participating school districts. These opportunities include:

- The *Math Institute* – The summer *Math Institute* has four parts: an administrator day, a teacher institute, a fall school district site visit and a spring follow-up session. This workshop is led by an expert mathematics instructor.
- The *Science Institute* – The *Science Institute* has three parts: an eight day teacher institute, a fall site visit and a spring follow up session. This workshop is led by a college professor from Southwestern Oklahoma State University.
- The *Grant Writing Institute* – The GEAR UP *Grant Institute* is a three day summer training session for school districts as well as school site superintendents, administrators, teachers and

counselors to acquire the skills and strategies necessary to identify and write effective grant proposals.

Twenty-four school districts will receive Oklahoma GEAR UP partnership support in 2013. The following table lists the school districts that are receiving project funding and the amount of funding for 2013. Sub-grant activity will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP’s overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is \$1,200,00.00 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	<b>School District/School Site</b>	<b>City or Community</b>	<b>County</b>	<b>Grant Amount</b>
1	Caney Valley	Ramona	Washington	\$50,000
2	Catoosa	Catoosa	Rogers	\$50,000
3	Checotah	Checotah	McIntosh	\$50,000
4	Henryetta	Henryetta	Okmulgee	\$50,000
5	McLoud	McLoud	Potawatomie	\$50,000
6	Newkirk	Newkirk	Kay	\$50,000
7	Okmulgee	Okmulgee	Okmulgee	\$50,000
8	Roland	Roland	Sequoyah	\$50,000
9	Sapulpa	Sapulpa	Creek	\$50,000
10	Stilwell	Stilwell	Adair	\$50,000
11	Ardmore	Ardmore	Carter	\$50,000
12	Davis	Davis	Murray	\$50,000
13	Kingston	Kingston	Marshall	\$50,000
14	Little Axe	Norman	Cleveland	\$50,000
15	Madill	Madill	Marshall	\$50,000
16	Marietta	Marietta	Love	\$50,000
17	Tecumseh	Tecumseh	Potawatomie	\$50,000
18	Duncan	Duncan	Stephens	\$50,000
19	Elk City	Elk City	Beckham	\$50,000
20	Hobart	Hobart	Kiowa	\$50,000
21	Guymon	Guymon	Texas	\$50,000
22	Woodward	Woodward	Woodward	\$50,000
23	Harrah	Harrah	Oklahoma	\$50,000
24	Luther	Luther	Oklahoma	\$50,000
	<b>TOTAL</b>			<b>\$1,200,000</b>



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**AGENDA ITEM #19-f:**

**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 November 14, 2012, through January 11, 2012.**

**BACKGROUND:**

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period November 15, 2012, through January 11, 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 \$9,782,484 representing \$1,185,000 in State funding and \$8,597,484 in Section 13/New College Funds.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS						
(For the Period of November 15, 2012, through January 11, 2013)						
Section 13, New College, and State Funding Sources						
Institution	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Oklahoma State University	295-State	General Campus Maintenance	12/5/2012		\$2,631,000	
		Total			\$2,631,000	\$2,631,000
OSU - Oklahoma City	295-State	General Campus Maintenance	12/5/2012		\$500,000	
		Total			\$500,000	\$500,000
OSU- Center for Health Sciences	295-State	General Campus Maintenance	12/5/2012		\$500,000	
		Total			\$500,000	\$500,000
Northeastern State University	600-Section	Academic Building Renovations	1/11/2013	\$270,000		
		Total		\$270,000	\$0	\$270,000
Southeastern OK State University	295-State	Native American Resource Center	12/7/2012		\$511,975	
	650-New Col	Strength & Conditioning Center (Safe Room)	12/7/2012	\$130,000		
	650-New Col	Water Tower	12/7/2012	\$500,000		
		Total		\$630,000	\$511,975	\$1,141,975
Northeastern OK A&M College	295-State	NEO/Peoria Tribe Tar Creek Wetlands	12/3/2012		\$80,000	
		Total		\$0	\$80,000	\$80,000
Northern Oklahoma College	650-New Col	Repair of Educational Facility		\$20,000		
	650-New Col	Physical Plant Equipment		\$10,000		
	650-New Col	Computer Software & License Fee		\$20,000		
	650-New Col	Instructional - Equipment & Furniture		\$5,000		
	650-New Col	Computers & Networking		\$10,000		
	600-Section	Repair of Educational Facility		\$5,000		
	650-New Col	Dorm Repairs		\$10,000		
	650-New Col	Repair of Educational Facility		\$25,000		
	650-New Col	Physical Plant Equipment		\$120,000		
	650-New Col	Computer Software & License Fee		\$60,000		
		Total		\$285,000	\$0	\$285,000
Oklahoma City Community College	295-State	Visual and Performing Arts Center Phase II (Theater)	12/14/2012		\$2,032,209	
	295-State	Parking Lot Expansions	12/5/2012		\$20,198	
	295-State	Tree Planting & Irrigation Projects	12/5/2012		\$4,699	
	295-State	Arts Education Center	12/5/2012		\$27,805	
	295-State	Performing Arts Center	12/5/2012		\$10,487	
	295-State	Campus Site Additions/Upgrades	12/5/2012		\$17,045	
	295-State	2010 Revenue Bonds-Theater	12/5/2012		\$2,262,066	
		Total		\$0	\$4,374,509	\$4,374,509
		System Totals		\$1,185,000	\$8,597,484	\$9,782,484

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

**AGENDA ITEM #19-g:**

**Agency Operations.**

**SUBJECT:** Ratification of Purchases.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between November 9, 2012 and December 20, 2012.**

**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 November 9, 2012 and December 20, 2012, there were four (4) purchases in excess of \$25,000 but not in excess of \$100,000.

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

OCAP

- 1) Smith & Pickel construction in the amount of \$45,320.00 for the purchase and installation of two new cooling units for the Oklahoma College Assistance Program data center located at 840 Research Parkway. The current cooling units at the Colcord building are over 20 years old and have reached their end of life. (Funded from 701-OCAP).

OneNet

- 2) Internet 2 in the amount of \$81,200.00 for 100GE (gigabit Ethernet) connection in Tulsa. This connection benefits the research needs of all Higher Education Institutions within the state of Oklahoma with OU as the official participant in the Internet2 Innovation Platform Pilot as well as provides cost effective access to internet services anywhere the Internet2 network is located. (Funded from 718-OneNet).

- 3) Walker and Associates Inc. in the amount of \$99,093.64 for test equipment to provide various fiber optic cables, Sonet service test equipment and Ethernet services test equipment. This is part of the OCAN project. (Funded from 718-OneNet).
- 4) Telco Supply in the amount of \$64,592.60 for materials and installation of the fiber hut located in Hugo at the ODOT maintenance yard, SH 70 at Bearden Springs Road intersection. This is part of the OCAN project. (Funded from 718-OneNet).

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

**AGENDA ITEM #20-a:**

**Programs.**

**SUBJECT:** Current Status Report on Program Requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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.



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

**AGENDA ITEM #20-b (1):**

**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's (OSRHE) policy that will not result in a broad scale circumvention of policy. All exceptions are requested by the President and supported by extenuating circumstances and are to be reported to the State Regents on a quarterly basis. This is the 54th report of exceptions to academic policy granted by the Chancellor.

**POLICY ISSUES:**

Three exceptions to OSRHE academic policies were granted by the Chancellor since the September 6, 2012 report.

**ANALYSIS:**

*Oklahoma State University (OSU)*

September 11, 2012

An exception to the OSRHE *Undergraduate Degree Requirements* policy, which states a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, was granted to an OSU student. The student completed 27 of the required 30 hours at the degree awarding institution and met all other undergraduate degree requirements. This policy exception was necessary due to staff oversight and was recommended by the president.

An exception to the OSRHE *Grading* policy, which states prior to requesting academic renewal, the student must have earned a grade point average of 2.0 or higher with no grade lower than a "C" in all regularly graded coursework (a minimum of 12 hours), excluding physical activity or performance courses, was granted to an OSU student. This policy exception allowed the student to be eligible for an academic renewal while having grades lower than a "C" between the last semester being renewed and the renewal request. This policy exception was unusual and was necessary due to OSU's internal policy relating to academic forgiveness provisions, which was inconsistent with OSRHE policy, and was recommended by the president.

*Oklahoma City Community College (OCCC)*

September 11, 2012

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. This 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 and was recommended by the president.

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

**AGENDA ITEM #20-b (2):**

**Annual Reports.**

**SUBJECT:** FY 2012 Financial Report for State Regents' Operations.

**RECOMMENDATION:**

**This item is for information only.**

**ANALYSIS:**

There are currently 73 separate cost centers contained in the State Regents' accounting system. A brief description of the purpose and nature of some of the larger cost centers is contained in the report. Financial statements present information regarding each cost center, and all funds are accounted for by both cost center and cash fund.

The cash and investment balance of all funds at June 30, 2012, was \$570,366,623. State Regents previously directed that all funds be invested to the fullest extent possible. As of June 30, 2012, 67.9% (\$387.5 million) of all funds was invested. The remaining amount of cash was necessary for working capital, was not within State Regents' authority to be invested, or was maintained in interest bearing cash accounts at the State Treasurer's Office. The majority of the invested funds pertain to the Regents' Endowment Fund, the Academic Scholars Fund, and the Supplemental Retirement Fund. Of the total \$387.5 million in investments, \$56,970,582 is invested with the Common Fund, \$2,213,895 is invested with TIAA-CREF, \$153,670,034 is invested in Equities and Fixed Income, \$8,968,424 is invested in Real Assets, \$27,692,743 in Private Equities, and \$137,960,509 in Hedge Funds.

State Regents' operations fall into two categories: (1) Core administrative operations involve those activities directly related to carrying out the State Regents' constitutional assignments, and (2) Special Programs Administration includes numerous programs (statutory, federal, other) assigned to the State Regents for administration and oversight, including the Oklahoma College Assistance Program (formerly known as Oklahoma Guaranteed Student Loan Program), the Oklahoma Tuition Aid Grant Program, the Minority Teacher Recruitment Center, the Oklahoma Higher Learning Access Program and the State's telecommunications network, OneNet. These programs contain personnel related expenses, while all other special program operations contain only direct non-personnel expenses of the program.

Oklahoma College Assistance Program – Total loans guaranteed from program inception to the ending of OCAP's authority to guaranty new loans was approximately \$8.1 billion of which approximately \$2.2 billion remains outstanding and for which OCAP continues to provide services and receive associated revenue streams.



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

**MINUTES**

**Seven Hundred Forty-Sixth Meeting**



December 6, 2012



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

Minutes of the Seven Hundred Forty-Sixth Meeting  
December 6, 2012

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Forty-Sixth Meeting  
of the  
Oklahoma State Regents for Higher Education  
December 6, 2012**

**ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9 a.m. on Thursday, December 6, 2012, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 22, 2011. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

**CALL TO ORDER.** Regent Glass called the meeting to order and presided. Present for the meeting were State Regents Stuart Price, Jody Parker, Ike Glass, Jimmy Harrel, and Mike Turpen.

**MINUTES OF THE PREVIOUS MEETINGS.** Regent Turpen made a motion, seconded by Regent Price, to approve the minutes of the State Regents' Committee-of-the-Whole and the minutes of the State Regents' regular meeting on October 24, 2012 and October 25, 2012. Voting for the motion were Regents Parker, Glass, Harrel, Turpen, and Price. Voting against the motion were none.

**REPORTS.**

Report of the Chairman. Chairman Glass welcomed the Faculty Advisory Council representatives and the winners of the Oklahoma Campus Compact 2012 Voter Registration Contest. These special guests would be recognized individually later in the meeting. Chairman Glass also thanked Dr. Phil Moss for his work as Interim Vice Chancellor for Academic Affairs over the past nine months.

Report of the Chancellor. Chancellor Glen D. Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. Chancellor Johnson also advised Regents of several upcoming events.

#### **FACULTY ADVISORY COUNCIL.**

Dr. Aaron Elmer, immediate past Chair of the Faculty Advisory Council and faculty representative for Murray State College, presented the 2012 Faculty Advisory Council Annual Report. During 2012, the Faculty Advisory Council discussed the following issues: preparation of high school students for college; preparation of transfer students from technology centers, online programs, and from community colleges to universities; improvement of developmental education and gateway courses; impact of faculty salaries on recruitment and retention; impact of health insurance and retirement benefits on recruitment and retention; and promoting of higher education in the legislature.

Regents recognized those members of the Faculty Advisory Council who have completed their service. Chairman Glass expressed his gratitude on behalf of all Regents for the time and effort those faculty members have devoted to the advancement of faculty issues. Regents also recognized the newly elected members of the Faculty Advisory Council, who will assume office in January 2013.

**PROGRAM DELETIONS.** Regent Turpen made a motion, seconded by Regent Parker, to approve the following institutional requests for program deletions:

Connors State College requested to delete the Associate in Applied Science in Child Care Administration and the Associate in Applied Science in Child Development.

Northern Oklahoma College requested to delete the Associate of Science in Medicine, Pre-Professional, the Associate in Arts in Education-Secondary, the Associate in Science in Chemistry/Physics, and the Associate in Science in Engineer, Pre-Professional.

Voting for the motion were Regents Glass, Harrel, Turpen, Price, and Parker. Voting against the motion were none.

**ACADEMIC POLICY.** Regent Turpen made a motion, seconded by Regent Harrel, to approve the amendments to the *In-State/Out-of-State Status of Enrolled Students* policy to allow

dependent children of members of the military reserve on full-time active duty to be immediately classified with in-state status upon admission provided that the reservist enlisted, reenlisted, or was commissioned into the military in Oklahoma and that the student maintains continuous enrollment. Additionally, these dependents will retain in-state status when transferring within the Oklahoma State System of Higher Education provided continuous enrollment is maintained. Voting for the motion were Regents Harrel, Turpen, Price, Parker, and Glass. Voting against the motion were none.

**OKLAHOMA CAMPUS COMPACT.** Ms. Gina Wekke, Assistant Vice Chancellor of Academic Affairs, presented the winners of the Oklahoma Campus Compact 2012 Voter Registration Contest. The winner of the Red category (3,000 FTE or fewer) was Eastern Oklahoma State College. The winner of the White category (3,001 to 7,000 FTE) was Cameron University. The winner of the Blue category (7,001 FTE or more) was the University of Central Oklahoma. A total of 3,880 students were registered to vote across the 24 participating institutions.

#### **GRANTS.**

Regent Turpen made a motion, seconded by Regent Parker, to approve the 2013 Summer Academy proposals for a total of \$561,000 to fund 33 Academies at 21 campuses, with the potential to serve up to 1,052 students. Voting for the motion were Regents Turpen, Price, Parker, Glass, and Harrel. Voting against the motion were none.

Regent Turpen made a motion, seconded by Regent Parker, to approve the allocation of up to \$2,500 to Missouri Campus Compact for the 2012 Campus Compact Heartland Regional Conference, which was held in St. Louis, Missouri on October 11-12, 2012. Voting for the motion were Regents Price, Parker, Glass, Harrel, and Turpen. Voting against the motion were none.

**TEACHER EDUCATION.** Regent Turpen made a motion, seconded by Regent Harrel, to approve the Teacher Shortage Employment Incentive Program benefit of \$16,227 for each

teacher eligible by December 2013. Voting for the motion were Regents Parker, Glass, Harrel, Turpen, and Price. Voting against the motion were none.

**2012 OKLAHOMA CIVIC HEALTH INDEX.** Regent Harrel made a motion, seconded by Regent Price, to accept the 2012 Oklahoma Civic Health Index, which measures the civic habits of Oklahoma's citizens across a wide range of indicators. Voting for the motion were Regents Glass, Harrel, Turpen, Price, and Parker. Voting against the motion were none.

**E&G BUDGET.** Regent Parker made a motion, seconded by Regent Harrel, to approve the allocation of \$1,707,189.31 each to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Harrel, Turpen, Price, Parker, and Glass. Voting against the motion were none.

**12.1 ENDOWED CHAIRS PROGRAM.** Regent Parker made a motion, seconded by Regent Harrel, to approve the request from Southwestern Oklahoma State University for changes to the accounts receiving the university's allotment of funds received through Senate Bill 1969. The total allotment to Southwestern Oklahoma State University will remain at \$900,000. Voting for the motion were Regents Turpen, Price, Parker, Glass, and Harrel. Voting against the motion were none.

**REVENUE BONDS.** Regent Parker made a motion, seconded by Regent Harrel, to approve the revenue bonds for Oklahoma State University, Series 2013A in an amount of approximately \$18,000,000. The bonds will be used to refund bonds originally used to construct, renovate, remodel, expand, and equip recreational facilities on the Stillwater campus. Voting for the motion were Regents Price, Parker, Glass, Harrel, and Turpen. Voting against the motion were none.

**AUDIT.** Regent Parker made a motion, seconded by Regent Price, to accept the FY2012 external audit reports, conducted by Stanfield & O'Dell. Representatives from Stanfield & O'Dell reported that they were submitting unqualified opinions on both the State Regents' Operations

and the Oklahoma College Assistance Program (OCAP). Voting for the motion were Regents Parker, Glass, Harrel, Turpen, and Price. Voting against the motion were none.

**INVESTMENTS.** Chairman Glass stated that Regents would not consider the approval of new investment managers at this meeting.

**COMMENDATIONS.** Regent Turpen made a motion, seconded by Regent Parker, to commend staff for state and national recognitions. Voting for the motion were Regents Glass, Harrel, Turpen, Price, and Parker. Voting against the motion were none.

**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.

**CONSENT DOCKET.** Regent Harrel made a motion, seconded by Regent Price, to approve the following consent docket items.

Programs.

Program Modifications. Approval of institutional requests.

Program Suspensions. Ratification of institutional requests.

Cooperative Agreements. Ratification of institutional requests.

Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

Governor's Council on Employment of Persons with Disabilities. Allocation for awards in 2013-2014.

Regional University Baccalaureate Scholarships. Authorization of freshmen scholarship slots for Fall 2013.

Academic Scholars Program. Authorization of freshmen institutional nominee scholarship slots for Fall 2013.

Academic Nomenclature. Ratification of Oklahoma State University's institutional request to create a new academic school within the Spears College of Business.

Capital. Ratification of capital allotments.

Agency Operations.

Ratification of purchases in excess of \$25,000.

Approval of technical amendments to agency retirement plans.

Resolutions. Ratification of resolutions honoring State Regents' Staff.

Non-Academic Degree. Approval of request from the University of Oklahoma to award a posthumous Bachelor of Science degree.

Voting for the motion were Regents Harrel, Turpen, Price, Parker, and Glass. Voting against the motion were none.

**REPORTS.** Regent Harrel made a motion, seconded by Regent Parker, to approve the following reports:

Programs. Status report on program requests.

Annual Reports.

FY2013 Tuition and Analysis Report

2011-2012 Annual Accreditation Report

2011-2012 Academic Scholars Year End Report

2011-2012 Oklahoma Tuition Aid Grant Year End Report

2011-2012 Oklahoma Tuition Equalization Grant Year End Report

2011-2012 Regional University Baccalaureate Scholarships Year End Report

Voting for the motion were Regents Turpen, Price, Parker, Glass, and Harrel. Voting against the motion were none.

**REPORT OF THE COMMITTEES.**

Academic Affairs and Social Justice and Student Services Committees. Regent Turpen reported that all of the Committee's items had been acted on during the meeting.

Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.

Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no action items.

Investment Committee. The Investment Committee had no items for Regents' action.

**NEW BUSINESS.** No new business was brought before the Regents.

**ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Glass announced that the State Regents' next regular meetings would be held on Wednesday, January 30, 2013, at 10:30 a.m. and Thursday, January 31, 2013, at 9 a.m. at the State Regents' offices.

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

ATTEST:

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Ike Glass, Chairman

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Michael C. Turpen, Secretary



# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

## MINUTES OF THE COMMITTEE-OF-THE-WHOLE Wednesday, December 5, 2012

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, December 5, 2012, at the State Regents' Offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 22, 2011. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Ron White, Stuart Price, Jody Parker, Ike Glass, Jimmy Harrel, and Mike Turpen. Regent Glass called the meeting to order and presided.
3. **EXECUTIVE SESSION.** Regent Price made a motion, seconded by Regent Parker, to go into executive session for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions and to discuss the performance review of the Chancellor. Voting for the motion were Regents Price, Parker, Glass, Harrel and Turpen. Voting against the motion were none. Regent White was not present for the vote.

Following executive session discussions, Regents returned to open session.

Following the report on the state budget outlook, Regent Parker made a motion, seconded by Regent Price, to return to executive session. Voting for the motion were Regents Parker, Glass, Harrel, Turpen, White, and Price. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

4. **INVESTMENTS.** Mercer-Hammond representatives Beth Johnson, Dick Anderson, and Dave McMillan provided Regents with an overview of the State Regents' endowment trust fund performance, market performance, and hedge fund portfolio. A copy of the State Regents' endowment trust fund performance report is on file at the State Regents offices.
5. **COMPLETE COLLEGE AMERICA.** Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, provided Regents with an update on the Complete College America initiative. He noted that the third annual convening of the Complete College America Alliance of States would be held in New Orleans on December 13-14, 2012. He also noted that data from the Oklahoma private colleges and universities would be finalized soon, which will serve to further boost the number of degrees and certificates earned last year.
6. **BUDGET OUTLOOK.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance and Information Technology, Telecommunications, and OneNet, provided Regents with an update on the state's budget outlook. She stated that collections were reported to be strong across all categories, although there may be some lag in gross production numbers. She reported that collections reached approximately 103 percent of estimates midway through the year. A meeting of the State Equalization Board is scheduled for December 20<sup>th</sup> to review preliminary numbers for fiscal year 2014. At the time of the meeting, the State Regents' budget request had been

submitted to the Governor and Legislature. Vice Chancellor Paliotta reported that State Regents' staff had attended a hearing with Governor Fallin's staff and that staff had been in contact with Senate staff. There was at that time no word from the House of Representatives' staff.

7. **ONENET.** Mr. Von Royal, Executive Director of OneNet and Higher Education Chief Information Officer, provided Regents with an update of OneNet projects and initiatives. He highlighted the Oklahoma Community Anchor Network (OCAN), which is a collaborative project between the State Regents, the Office of Management and Enterprise Services (OMES, formerly the Office of State Finance), and the Oklahoma Department of Transportation. He also highlighted a collaboration between the University of Oklahoma and Oklahoma State University for software purchases, which should result in a significant savings to both institutions.
8. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Assistant Vice Chancellor for Legislative Relations, provided Regents with update on 2012 elections and legislative interim studies. She provided Regents with a schedule of the 2012-2013 Regional Legislative Tours, which included eight separate host sites. Regents discussed the Attorney General's opinion regarding the Master Lease program and possible further action from the legislature regarding the Master lease program.
9. **SOUTHERN REGIONAL EDUCATION BOARD (SREB).** Chancellor Johnson provided Regents with an update of the Southern Regional Education Board (SREB) Annual Meeting. Chancellor Johnson also advised Regents that he had been elected vice chair of SREB and will serve alongside Louisiana Gov. Bobby Jindal, who was elected chair of the board.
10. **"BEST OF HIGHER EDUCATION."** Chancellor Johnson provided Regents with a list of events and initiatives from campuses across Oklahoma. He stated that this spotlight on campus activities would be provided to Regents prior to each regularly scheduled meeting.
11. **ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Ike Glass, Chairman

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Michael C. Turpen, Secretary