



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agen

June 28, 2007

NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 28, 2007 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on June 28, 2007.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Special Meeting

Thursday, June 28, 2007 – 9:00 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman John Massey, Presiding

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

FISCAL

6. **Tuition and Fees.**
 - a. Review proposed changes to academic service fees for Oklahoma State University, the University of Central Oklahoma and Carl Albert State College. Page 1.
 - b. Public comment on academic service fees. Page 5.
 - c. Approval of FY08 academic service fees. Page 7.
 - d. Approval of FY08 tuition and mandatory fees. Page 9.
7. **E&G Budget.**
 - a. Approval of FY08 Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Page 15.
 - b. Approval of allocations from cigarette tax revenue to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center. Page 17.
 - c. Approval of cooperative alliance fee waiver and allocation of waiver reimbursements for Spring 2007. Page 19.
 - d. Approval of recommended allocation of Brain Gain funds for FY08. Page 21.

8. **EPSCoR.** Approval of member appointment to the Oklahoma EPSCoR Advisory Committee. Page 27.
9. **Capital Improvement Plan.** Approval of the Annual Campus Master Plan for submission to the Long-Range Planning Commission. Page 29.
10. **Revenue Bond.** Approval of the Statement of Essential Facts for the Rogers State University revenue bonds. Page 31.
11. **Purchasing Authority.** Authorization for Chancellor to Execute Emergency Purchases. Page 33.
12. **Contracts.**
 - a. Approval of contracts over \$100,000. Page 35.
 - b. Temporary Assistance to Needy Families (TANF).
 - (1) Approval of Department of Human Services contract modification and allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program. Page 37.
 - (2) Allocation of funds pursuant to contract with the Department of Human Services to fund a job readiness Temporary Assistance to Needy Families (TANF) program. Page 41.
 - c. Scholars for Excellence in Child Care.
 - (1) Approval of contracts with Department of Human Services for the Excellence in Child Care Program. Page 43.
 - (2) Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Department of Human Services. Page 57.
 - d. Attorney General Contract. Authorization to enter into renewal contract for legal services with the Office of the Oklahoma Attorney General. Page 59.
 - e. GEAR UP. Approval of Letter of Agreement with the College Board. Page 65.
 - f. EPAS. Approval of renewal of the EPAS program for the fifteenth year. Page 77.
13. **Investments.** Approval of Investment Manager.

ACADEMIC

14. **New Programs.**
 - a. University of Oklahoma. Approval of request to offer the Doctor of Philosophy in Cellular and Behavioral Neurobiology and the Doctor of Philosophy in Art History. Page 97.
 - b. Cameron University. Approval of request to offer the Master of Education in Reading. Page 105.
 - c. Langston University. Approval of request to offer the Bachelor of Science in Rehabilitation Services. Page 109.
 - d. University of Central Oklahoma. Approval of request to offer the Master of Fine Arts in Creative Writing. Page 115.
 - e. Northern Oklahoma College. Approval of request to offer the Associate of Applied Science in Biotechnology including a Cooperative Agreement with Meridian Technology Center. Page 119.
15. **Program Deletions.** Approval of institutional requests for program deletions. Page 125.
16. **Technical-Occupational Program Reviews.** Approval of institutional requests regarding degree programs recommended for qualified continuation during previous technical-occupational program evaluations. Page 127.

EXECUTIVE

17. **Oklahoma Higher Education Horizons.** Presentation on Brain Gain, student retention and employment outcomes. Page 143. (Oral Presentation.)
18. **Legislature/Governor.** Report on enacted legislation from the 2007 legislative session relating to higher education. Page 145. (Oral Presentation.)
19. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 153.
20. **Executive Session.** Page 155.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment, hiring, appointment, promotion, demotion, disciplining or resignation of any individual salaried public officer or employee (see Attachment A), and pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.

Vote to return to open session.

21. **Personnel.** Discussion and possible action regarding staff (see Attachment A). Page 157.

CONSENT DOCKET

22. **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 159.
 - (2) Program Suspensions. Ratification of approved institutional requests. Page 173.
 - (3) Program Reinstatements. Ratification of approved institutional requests. Page 175.
 - b. Electronic Media.
 - (1) Oklahoma City Community College (OCCC). Accept the best practices review and grant continuing approval to OCCC to offer degree programs via electronic media. Page 177.
 - (2) Western Oklahoma State College (WOSC). Accept the best practices review and grant continuing approval to WOSC to offer degree programs via electronic media. Page 181.
 - c. Cooperative Agreements. Ratification of cooperative agreement for Tulsa Community College. Page 185.
 - d. Oklahoma Tuition Aid Grant (OTAG) award schedule for 2007-08. Page 187.
 - e. Policy. Approval of policy changes to the Communicators Council policy. Page 191.
 - f. Capital. Ratification of capital allotments. Page 197.
 - g. Supplemental Allocations. Ratification of institutional budget revisions. Page 199.
 - h. Agency Operations. Ratification of purchases of \$25,000 and above. Page 201.
 - i. Non-academic Degrees. Page 203.
 - j. Resolutions.
 - (1) Recognition of State Regents' Employees. Page 205.
 - (2) Approval of resolution regarding FY08 state funding for the Oklahoma State System of Higher Education. Page 151.
23. **Reports.** Acceptance of reports.

- a. Programs. Status report on program requests. Page 209.
- b. Academic Policy Exceptions Quarterly Report. Page 221.
- c. Annual Reports.
 - (1) Student Data Report 2005-06. Page 223.
 - (2) Employment Outcomes Report. Page 225.
 - (3) William P. Willis Year-End Report for 2006-07. Page 229.
 - (4) Neuwald Year-End Report for 2006-07. Page 231.
 - (5) Heartland Year-End Report for 2006-07. Page 233.
 - (6) EPAS Year-End Report for 2006-07. Page 235.
- 24. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee.
 - d. Technology Committee.
 - e. Investment Committee.
- 25. **Officers.** Election of State Regents' officers for 2007-2008.
- 26. **Recognition.** Recognition of outgoing Chairman, John Massey.
- 27. **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.
- 28. **Announcement of Next Regular Meeting—9:00 a.m., Thursday, September 13, 2007.**
- 29. **Adjournment.**

ATTACHMENT A

Chancellor
General Counsel
Vice Chancellor for Academic Affairs
Vice Chancellor for Administration
Vice Chancellor for Budget and Finance
Vice Chancellor for Legislative Relations, Communications and Research & Development
Vice Chancellor for Information Technology & Telecommunications
Vice Chancellor for Student Affairs
Associate Vice Chancellor for Academic Affairs
Associate Vice Chancellor for Budget and Finance
Associate Vice Chancellor for Strategic Planning and Analysis
Associate Vice Chancellor for State Grants
Associate Vice Chancellor & Comptroller
Assistant General Counsel
Assistant Vice Chancellor for Budget and Finance
Assistant Vice Chancellor for Academic Affairs
Assistant Vice Chancellor for Board Relations
Assistant Vice Chancellor for Economic Development
Assistant Vice Chancellor for GEAR UP
Executive Director of Oklahoma Guaranteed Student Loan Program
System Auditor
Director of Administration and Planning
Director of Business Services
Director of Communications
Director of Human Resources
Director of Information Technology and Data Warehousing
Director of LAN Operations
Director of Network Operations
Director of Oklahoma Money Matters
Director of Oklahoma Tuition Aid Grants
Director of Software Development
Director of Special Programs
Director of Student & Community Outreach Activities
Director of Student Preparation
Director of Technical – Occupational Activity
Director of Technology & Chief Technology Officer
Director of Operations & Client Services
Director of Research & Analysis & State IPEDS Coordinator
Director of Teacher Education & MTRC
Chief Information Security and Compliance Officer

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #6-a:

Tuition and Fees.

SUBJECT: Academic service fees for Oklahoma State University, the University of Central Oklahoma and Carl Albert State College.

Oklahoma State University				Fee \$	Fee %	New	Total	Student	Date Fee
Description	Current	Proposed	Statutory Limit	Change	Change	Revenue	Revenue	Comment	Last Chgd
ACADEMIC SERVICES FEES									
<i>Other Special Fees</i>									
Life Safety and Security Fee*	0.00 per credit hour	2.50 per credit hour	direct cost of service	2.50	new fee				new fee
Academic Excellence Fee #2*	0.00 per credit hour	10.00 per credit hour	direct cost of service	10.00	new fee				new fee
*Initially assessed to all new freshmen and transfer students beginning with the Fall 2007 semester and phased in over a four year period in order to become a mandatory fee Fall 2010.									
				12.50	100.0%	0	0		

Oklahoma State University, Tulsa				Fee \$	Fee %	New	Total	Student	Date Fee
Description	Current	Proposed	Statutory Limit	Change	Change	Revenue	Revenue	Comment	Last Chgd
ACADEMIC SERVICES FEES									
<i>Other Special Fees</i>									
Life Safety and Security Fee*	0.00 per credit hour	2.50 per credit hour	direct cost of service	2.50	new fee				new fee
Academic Excellence Fee #2*	0.00 per credit hour	10.00 per credit hour	direct cost of service	10.00	new fee				new fee
*Initially assessed to all new freshmen and transfer students beginning with the Fall 2007 semester and phased in over a four year period in order to become a mandatory fee Fall 2010.									
				12.50	100.0%	0	0		

University of Central Oklahoma				Fee \$	Fee %	New	Total	Student	Date Fee
Description	Current	Proposed	Statutory Limit	Change	Change	Revenue	Revenue	Comment	Last Chgd
ACADEMIC SERVICES FEES									
<i>Other Special Fees</i>									
International Student Fee	25.00 per semester	50.00 per semester	direct cost of service	25.00	100.0%	75,000	125,000	no	Fall 2003
				25.00	100.0%	75,000	125,000		

Carl Albert State College

Carl Albert State College				Fee \$	Fee %	New	Total	Student	Date Fee
Description	Current	Proposed	Statutory Limit	Change	Change	Revenue	Revenue	Comment	Last Chgd
ACADEMIC SERVICES FEES									
Special Instruction Fees									
Nursing Fee - NUR 1103	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Nursing Fee - NUR 1129	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Nursing Fee - NUR 1219	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Nursing Fee - NUR 2010	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Nursing Fee - NUR 2110	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Nursing Fee - NUR 2210	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee	40,160	40,160	yes	new fee
Radiography Fee - RADT 1102	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 1113	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 1123	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 1203	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 1213	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 1223	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2010	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2103	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2104	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2112	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2131	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2133	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2204	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2212	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2222	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Radiography Fee - RADT 2232	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee	9,260	9,260	yes	new fee
Physical Therapy Assistant Fee - PHTA 1113	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 1203	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 1231	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 1283	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 1292	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2332	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2343	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2353	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2363	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2373	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2382	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2413	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2432	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2442	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2473	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2534	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee			yes	new fee
Physical Therapy Assistant Fee - PHTA 2536	0.00 per credit hour	20.00 per credit hour	direct cost of service	20.00	new fee	17,160	17,160	yes	new fee
				780.00	100.0%	66,580	66,580		
				\$805.00	100.0%	141,580	191,580		

PUBLIC HEARING NOTICE

ACADEMIC SERVICES FEES Effective Academic Year 2007-2008

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of academic services fees charged students as a condition for enrollment at institutions in the Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, June 28, 2007, during the regularly scheduled State Regents' meeting.

The following will be presented for comment:

- Academic service fee proposals.

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, June 22, 2007 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9120.



Signed _____ Date _____
Glen D. Johnson, Chancellor

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #6-c:

Tuition and Fees.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for FY08.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for FY08 as reported.

BACKGROUND:

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

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

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

Institutional requests for changes to academic services fees for FY08 were posted at the State Regents' meeting held March 15, 2007. Several additional requests for changes were posted at the May 25, 2007 State Regents' meetings. A public hearing was held on Thursday, April 26, 2007 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and on the statutory limits for resident and nonresident tuition and mandatory fees. The comprehensive list of FY08 requests for changes to academic services fees is posted to the State Regents' web site at <http://www.okhighered.org> and is available upon request. A public hearing is schedule to be held in conjunction with the June 28, 2007 State Regents meeting for the purpose of receiving views and comments on additional requests posted in May.

POLICY ISSUES:

This item is consistent with the State Regents' policy and procedures relating to tuition and student fees. State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. An exception to policy was requested for all institutions in order to allow several additional requests following the March 15 State Regents' meeting. This exception to policy was approved at the State Regents' meeting held on May 25, 2007 when the additional requests were posted for public comment.

ANALYSIS:

Following the posting of institutional requests for changes to academic services fees at the March 15, 2007 Regents' meeting, Oklahoma State University, the University of Central Oklahoma, and Carl Albert State College each requested additional changes to academic services fees for FY08. These changes were posted at the May 25, 2007 State Regents meeting and have been incorporated into the comprehensive listing of changes for FY08.

Of the twenty-five public institutions and Ardmore Higher Education Center in the State System, a total of eighteen have requested changes in academic services fees for Fiscal Year 2008 and eight institutions had no requests for changes in these fees. Twelve institutions have requested 349 changes in Special Instruction Fees, seven institutions have requested 148 changes in Facility/Equipment Utilization Fees, five institutions have requested 18 changes in Testing/Clinical Services Fees, twelve institutions have requested changes in 452 Classroom/Laboratory Supply and Material Fees, and ten institutions have requested 56 changes in various Other Special Fees.

A total of 1,023 changes have been requested to academic services fees for FY08, an increase of 389 requests (61.4%) when compared to FY07 requests. Institutions estimate approximately \$9.3 million in new revenue will result from these changes to fees. It is recommended that the State Regents approve changes to academic services fees for FY08.

(Supplement)

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #6-d:

Tuition and Fees.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #7-a:

E&G Budget.

SUBJECT: Approval of Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs and other operations.

RECOMMENDATION:

It is recommended that the State Regents approve FY 2008 budgets for institutions, constituent agencies, the higher education center, special programs and other operations of the state system as submitted in the allocating resolutions and authorize the Chancellor to certify the budgets to the Office of State Finance.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #7-b:

E&G Budget.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of \$916,023.20 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$916,023.20 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit \$1,832,046.40. This amount is sufficient for a transfer of \$916,023.20 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold its funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend its funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current allocation to each institution, including this allocation, totals \$10,791,504.70.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4731**

Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to the provisions of House Bill No. 2660, of the Forty-Eighth Oklahoma Legislature,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the specified institutions for the fiscal year beginning July 1, 2006, and ending June 30, 2007, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

University of Oklahoma Health Sciences Center – Cancer Center Debt Service
Oklahoma State University College of Medicine – Telemedicine Program

From: 296-05-605-000000	\$1,832,046.40
To: 296-770	\$916,023.20
290-773	\$916,023.20
Total	\$1,832,046.40

Adopted by the State Regents in the meeting of June 28, 2007.

SEAL:

ATTEST:

Ronald H. White, Secretary

John Massey, Chairman

I, Glen Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on June 28, 2007.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this 28th day of June 2007.

Notary Public

My commission expires _____.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #7-c:

E&G Budget.

SUBJECT: Approval of the Cooperative Alliance Fee Waiver and allocation of waiver reimbursements for the Spring 2007 semester for high school students taking courses in cooperative agreement programs.

RECOMMENDATION:

It is recommended that the State Regents approve a cooperative alliance academic service fee waiver and allocate funds to the institutions for reimbursement of fee waivers awarded to eligible high school students during the Spring 2007 term.

BACKGROUND:

Beginning in March 2005, the State Regents approved cooperative alliance agreements between the State System institutions and technology centers. The Cooperative Alliance program was developed with these specific goals: (1) to increase the number of high school students going to college, (2) to increase the number of adults beginning or continuing college, (3) to expand access to postsecondary education, and (4) to efficiently use federal, state and local resources.

A cooperative alliance academic service fee of \$8 per credit hour was approved by the State Regents on June 29, 2006, to offset the costs of services offered by the colleges including advising, counseling, admissions, financial aid, career advisement and job placement assistance. No tuition is charged to these students. The State Regents' tuition and fee waiver policy (SR4.18.6) requires specific approval for fee waivers to be authorized by the State Regents. The Fall 2006 waiver reimbursements were approved at the April 26, 2007, meeting of the State Regents.

POLICY ISSUES:

This request is consistent with the State Regents' Student Tuition and Fees policy 4.18.6.

ANALYSIS:

Both adult and high school students may enroll for college credit in courses taught at the career technology centers as part of the cooperative agreements. Adult students are eligible for financial aid. Since high school students have no recourse for the same financial assistance, the fee waiver for eligible high school students is being requested as an on-going program supported by the State Regents through the allocation process.

If a high school student wishes to apply for a fee waiver, s/he must demonstrate financial need to the high school counselor using the same criteria that ACT accepts from high school counselors for fee waivers. The following are listed and explained on the Request for Fee Waiver for the ACT that high school counselors have: (1) family receives public assistance, (2) student is a ward of the state, (3) student

resides in foster home, (4) student participates in free or reduced-price lunch program at school, (5) student participates in a federally funded TRIO Program such as Upward Bound, or (6) family income is at or below the Bureau of Labor Statistics Standard Budget. State System institutions enrolling high school students through the cooperative alliance program report the fee waivers to the State Regents office for reimbursement.

For the Spring 2007 term, 746 high schools students received a cooperative alliance academic service fee waiver totaling \$52,088. The total number of credit hours that these students produced totaled 6,511 hours. The following table summarizes the amount of waivers requested by institution.

Fee Waiver Reimbursement Requests - Spring 2007 as of: June 8, 2007			
Institution	Student Count	# Credits	Amount of Waiver
Carl Albert State College	4	48	\$384
Connors State College	20	266	2,128
Eastern Oklahoma State College	60	480	3,840
Murray State College	52	604	4,832
Northeastern Oklahoma A&M College	11	66	528
Northern Oklahoma College	58	571	4,568
Oklahoma City Community College	16	109	872
OSU-Oklahoma City	6	27	216
OSU-Okmulgee	381	3,052	24,416
Redlands Community College	3	39	312
Rogers State University	26	360	2,880
Rose State College	27	128	1,024
Seminole State College	28	256	2,048
Tulsa Community College	1	9	72
Western Oklahoma State College	53	496	3,968
System Totals	746	6,511	\$52,088

It is recommended that this one-time funding be committed by the State Regents as a transfer from the residual balance of the concurrent enrollment program for FY07 in amount of \$52,088. The funding for any on-going waiver reimbursements will be negotiated with the Oklahoma Department of Career and Technology Education.

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AGENDA ITEM #7-d:

Brain Gain.

SUBJECT: Allocation of funds.

RECOMMENDATION:

It is recommended that the State Regents allocate \$3,694,510 for Brain Gain funds for FY08.

BACKGROUND:

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

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

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

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

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

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

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

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

At their June 23, 2006 meeting, the State Regents allocated almost \$1.5 million in second year funding for Programs of Excellence grants, in addition to \$2.2 million in performance funding.

POLICY ISSUES:

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

ANALYSIS:

Progress

There is good news to report regarding progress on the Brain Gain measures. Degree production has seen a solid and steady increase since the inception of Brain Gain in 1999. The latest data show 781 more associate and bachelor's degrees awarded in 2005-06 than in 2004-05. Retention rates have improved over the last six years, with the largest improvements seen at the research university and community college tiers. Specifically, the research tier saw rates increase from 79.2 percent in 2000-01 to 82.8 percent in 2005-06, and community college rates have increased from 52.9 percent to 58.9 percent for the same period. Finally, graduation rates have improved significantly for research universities, increasing from 51.1 percent in 2000-01 to 58.9 percent in 2005-06. Regional universities experienced slight

fluctuations over the past six years but show improvement overall, increasing from 31.1 percent to 34.0 percent. Community college graduation rates have been more varied but show improvement in the last year (at 19.8 percent) compared to 2004-05, although this year's rate is still below the high point of 21.1 percent in 2003-04.

Six-Year History of Brain Gain Performance

Measure	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Degrees Conferred						
Associate and Bachelor's	19,021	19,611	20,714	21,877	22,908	23,689
Retention Rates (Within-the-Institution)						
Research Tier	79.2%	80.4%	80.9%	80.5%	81.8%	82.8%
Regional Tier	64.7%	64.5%	65.2%	63.8%	63.2%	65.0%
Community College Tier	52.9%	54.6%	56.7%	54.9%	55.3%	58.9%
Graduation Rates (Within-the-Institution)						
Research Tier (6-year rate)	51.1%	54.9%	55.8%	57.0%	58.1%	58.9%
Regional Tier (6-year rate)	31.1%	30.2%	32.1%	31.7%	33.0%	34.0%
Community College Tier (3-year rate)	19.4%	17.8%	19.2%	21.1%	18.2%	19.8%

Note: 2005-06 data include Rogers State University in the Regional Tier for the first time. RSU began offering baccalaureate degrees in Fall 2000.

In addition to measures specifically targeted by the performance funding allocation process, Oklahoma has seen improvement in its college-going rate and in total college enrollment over the past six years, although slightly lower numbers were posted in 2005-06 compared to 2004-05. Linear college-going rates, that is, the rate of high school graduates going directly to an Oklahoma college the following year, increased from 54.8 percent in 2000-01 to 57.8 percent in 2005-06. Annual unduplicated student enrollment has also risen steadily from 213,972 in 2000-01 to 235,730 in 2005-06.

The U.S. Census Bureau indicates that between 2000 and 2005, Oklahoma increased the percentage of the population age 25 and older with bachelor's degrees from 20.2 to 22.4 percent and moved from 47th to 42nd in the state rankings. Although Oklahoma's ranking has remained at 42nd for the past two years, the state's progress overall (increasing 2.2 percentage points since 2000) has kept pace with national rates (which increased from 25.0 to 27.2 over the same period). Continued emphasis on Brain Gain initiatives at the campus level, including focused efforts under Brain Gain Improvement and Programs of Excellence projects should bring additional levels of success in upcoming years.

Funding Allocation

Performance Funding

Based on the Brain Gain performance funding policy, \$2.2 million in FY08 Brain Gain funds will be allocated as shown in the table below.

Institution	FY08
University of Oklahoma	\$360,531
Oklahoma State University	\$326,125
University of Central Oklahoma	\$209,263
East Central University	\$76,832
Northeastern State University	\$99,718
Northwestern Oklahoma State University	\$46,723
Southeastern Oklahoma State University	\$33,443
Southwestern Oklahoma State University	\$41,451
Cameron University	\$63,868
Langston University	\$28,091
University of Science and Arts of Oklahoma	\$28,896
Oklahoma Panhandle State University	\$16,373
Rogers State University	\$36,334
Connors State College	\$33,125
Eastern Oklahoma State College	\$32,959
Murray State College	\$44,604
Northeastern Oklahoma A&M College	\$35,347
Northern Oklahoma College	\$67,200
Tulsa Community College	\$209,275
Oklahoma State University-Oklahoma City	\$25,968
Oklahoma State University Technical Branch-Okmulgee	\$47,123
Western Oklahoma State College	\$42,036
Redlands Community College	\$32,492
Carl Albert State College	\$49,662
Seminole State College	\$20,233
Rose State College	\$93,803
Oklahoma City Community College	\$98,525

Programs of Excellence Grant Funding

The five institutions receiving Programs of Excellence grants at the October 27, 2005 meeting report significant progress implementing their initiatives.

√ *Redlands Community College (RCC)* has received both national and international recognition for their efforts related to their Agriculture Education and Applied Research Center. First-year funding was used to hire a new viticulture instructor, award several scholarships for 2005-06, establish a demonstration vineyard, and develop classes for online delivery. They also expanded the college's meat goat herd and meat goat demonstration laboratory. As a result of recent programmatic enhancements, RCC has been invited to participate in a National Science Foundation grant and apply for an additional one.

Next year's funds will focus on the Hydrology program and expansion of the dairy goat herd. An international firm has partnered with RCC to help build a state-of-the-art dairy goat facility.

- √ *University of Science and Arts of Oklahoma (USAO)* submitted their application for membership in the prestigious Council of Public Liberal Arts Colleges (COPLAC) and has received word that the COPLAC Membership Committee will forward a positive recommendation at the full membership Annual Conference in June 2006. Further developments toward USAO's Mission Enhancement Plan include increased admission standards beginning Fall 2006, from an ACT score of 20 to a required 21. By 2010 the minimum admission requirement will be an ACT score of 24. Program of Excellence grant funds have enabled USAO to hire an additional five faculty for Fall 2006 which reduced their student-to-faculty ratio from 22.4 to 19.6:1. In Spring 2006 eight students participated in a pilot undergraduate research option, the Senior Work of Distinction program, which is planned for further expansion next year.

Next year's funds will support additional faculty, expanded undergraduate research activities and enhancement of promotional efforts to increase USAO's visibility and recognition across the state and nation. The designation as a State Regent's Program of Excellence has positioned USAO as a more attractive recipient for external donors.

- √ *Oklahoma Panhandle State University's (OPSU)* first-year grant funding supported the hiring of an additional instructor for the Computer Information Systems (CIS) program, development of two capstone courses, acquisition of additional hardware and software to broaden the scope of the program, and provided advanced level training for all faculty. Courses using the new hardware and software were implemented, and a new Bachelor of Technology in Computer Graphics degree option was approved in Spring 2006.

Next year, grant funding to OPSU will support upgrades in one computer laboratory, faculty training in web security and additional software applications, development of software application upgrades, continued curriculum development, and the submission of a revised CIS degree plan.

- √ *Western Oklahoma State College's (WOSC)* Program of Excellence project was designed to respond to the nursing shortage in southwestern Oklahoma. First-year grant funds have been focused on expanding student access to WOSC's nursing program via distance education through the hiring of a full-time Information Technology technician, development of an interactive web-based syllabus, equipment purchases for classrooms in Elk City, Altus, and Lawton, and the purchase of specialized content development software. Grant funds were also invested in faculty and staff training for distance education delivery.

Future grant funds will continue program expansion and be applied to hiring of additional WOSC site nurses and staff.

- √ *Cameron University* hired three additional faculty members in the Department of Computing and Technology with its first-year grant funds and saw the number of doctorally qualified faculty in the discipline increase from two to six. The Program of Excellence grant also enabled faculty to attend workshops that positively impacted curriculum development, a transition between computer platforms, and continued development of the SBC Computer Networking and Security Laboratory. Funds were also used to upgrade equipment for classrooms and other instructional purposes. Finally, library holdings in the computing disciplines were updated and increased.

This coming year, Cameron will apply grant funds toward curriculum development for the Information Technology program proposal, faculty and student travel, retention of a full-time technician, and expanded computing resources.

In addition to the performance funding allocation, \$1,494,510 will be budgeted in FY08 for third-year funding of Programs of Excellence grants as follows:

Brain Gain Programs of Excellence

Institution	Description	FY2008 (3rd Year)
Cameron University	Information Technology	\$119,700
University of Science and Arts of Oklahoma	Liberal Arts	\$445,021
Oklahoma Panhandle State University	Computer Information Services	\$129,179
Western Oklahoma State College	Registered Nursing with strong community-based training	\$305,611
Redlands Community College	Agriculture Education and Applied Research Center	\$495,000
Total		\$1,494,510

Summary

The State Regents' Brain Gain process is focused on improving the level of college degree attainment for Oklahoma citizens. Steady progress is being made, and the Regents' commitment to this initiative through performance funding and Brain Gain grants supports the serious work institutions are doing to increase the number of graduates in the state.

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AGENDA ITEM #8:

EPSCoR.

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

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of an individual to the EPSCoR Advisory Committee.

BACKGROUND:

The State Regents currently have 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.

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that historically have had little federally sponsored research. These federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 27 states that participates in a program at one or more federal agencies.

POLICY ISSUES:

None.

ANALYSIS:

It is recommended that member be approved for appointment to the EPSCoR Advisory Committee for the term indicated below.

Current membership includes two members of the private sector, a representative of the Noble Foundation, the Vice Presidents for Research at the University of Oklahoma - Norman, Oklahoma State University, the University of Oklahoma Health Sciences Center and the Oklahoma Medical Research Foundation, the President of Cameron University, the President of Comanche College, the Executive Director of OCAST, two scientists from the University of Tulsa, and the CEO and President of Innovation to Enterprise (i2E).

The recommendation for a new member to the EPSCoR committee, Stephen Prescott, is to replace the Vice President of Research at OMRF, Rod McEver, who presently serves on the Committee. Dr. Prescott was appointed President of OMRF in 2006.

The Governor has appointed Lisa Tipping Davis to the Committee. The President Pro Tempore and the Co-President Pro Tempore have appointed Senator Mike Johnson to the Committee. The Speaker of the House of Representatives has appointed Representative Mike Jackson to the Committee.

<u>Name</u>	<u>Affiliation</u>	<u>Term Exp (yr)</u>
Stephen Prescott	President Oklahoma Medical Research Foundation	December 2009

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AGENDA ITEM #9:

Capital Improvement Plan.

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

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the five (5) fiscal years 2008-2012 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

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

POLICY ISSUES:

None.

ANALYSIS:

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

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

A total of 860 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized below by funding source. The report categorizes the

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

<u>Source of Funds</u>	<u>Total</u>
State Funds	\$1,753,972,308
Section 13 Offset Funds	51,123,379
G.O. Bond Funds	0
Federal Funds	173,788,119
Revolving Funds	204,962,940
Gifts and Grant Funds	824,085,369
Revenue Bond Funds	1,106,664,740
Section 13 Funds	123,115,548
Other Funds	999,735,824
Total	\$5,237,448,227

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AGENDA ITEM #10:

Revenue Bond.

SUBJECT: Statement of Essential Facts.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Rogers State University, Student Center and Educational Facilities, Series 2007, in an amount not to exceed \$10,000,000 is substantially accurate.

BACKGROUND:

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

POLICY ISSUES: None.

ANALYSIS:

The proceeds received from the sale of the Series 2007 bonds will be used (a) to construct, renovate, remodel, expand and equip the Student Services Center and other educational facilities, (b) to establish the require Bond Reserve Fund and, (c) to pay costs of issuance.

The bonds to be issued as serial bonds will be payable on January 1 and July 1 for each of the years 2008 through 2033 with interest payments commencing on July 1, 2008, and semiannually each year thereafter. These bonds will be issued in parity to the Student Facility Revenue Bonds, Series 1995. The series 1995 bond's debt service will be completed in June 2010.

The project will consist of the construction of a 56,000 square foot facility to house the offices of Student Affairs, the Student Government Association, student lounges, a student recreational center, a convenience store, a food court, computer labs, food operations, a ballroom, conference rooms, a board room, a faculty lounge and the campus bookstore. Also planned are two large terraces located on the east and west sides of the facility. A portion of the proceeds will also be used for other campus construction and renovation projects.

The bonds are special obligations of the Board of Regents for the University of Oklahoma. The University has pledged, as security for the bonds, a portion of revenues from the student facility fee of \$19.30 per credit hour, upon approved of agenda item #6-d. The University has requested an increase of \$5.00 from the current approved facility fee of \$14.30 in the Tuition and Fee item contained in this

agenda. The University has also pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy.

The pledged revenues as anticipated by the University's Board will provide sufficient revenue to: (1) pay principal of and interest on the Bonds, and (2) maintain the reserve required in the Reserve Account for securing any bonds payable.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the Student Center and Educational Facilities has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements at a minimum coverage ratio of 1.20.

A concurrent resolution authorizing issuance of the bonds has been approved by the legislature. A copy of the Preliminary Official Statement is available for review.

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AGENDA ITEM #11:

Purchasing Authority.

RECOMMENDATION:

It is recommended that the State Regents provide the Chancellor purchasing authority for emergency purchases that exceed \$100,000.00 from July 1, 2007 through September 12, 2007. An emergency acquisition shall be defined as an acquisition “to relieve an unforeseen condition believed to endanger human life or safety or pose imminent danger to significant property, or a condition certified ... as a serious environmental situation.” (OAC 610:1-11-3).

BACKGROUND:

At the beginning of each fiscal year, State Regents staff provide a comprehensive list of all purchases and contracts that exceed \$100,000.00 per the agency’s Administrative Rules. From time to time, additional needs arise throughout the fiscal year that require prior approval before contracts or purchase orders can be executed. Due to the lack of meetings in July and August, there exists a likelihood that an emergency will arise without dedicated authority to ameliorate it through purchasing limitations.

POLICY ISSUES:

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

ANALYSIS:

Though all anticipated contracts and purchases in excess of \$100,000.00 are taken to the State Regents for prior approval, there is an imminent concern that an emergency may arise in the summer months when the State Regents do not have regularly scheduled meetings. In order to address an emergency which requires a purchase in excess of \$100,000.00, it is recommended the State Regents provide the Chancellor with the authority to declare an acquisition an “emergency acquisition” as defined by the Administrative Rules. The Chancellor’s declaration of an “emergency acquisition” would allow for a purchase exceeding \$100,000 when the agency is faced with “an unforeseen condition believed to endanger human life or safety or pose imminent danger to significant property, or a condition certified ... as a serious environmental situation.” (OAC 610:1-11-3).

Should any emergency acquisitions be executed in the time period designated, they will be brought to the State Regents for ratification at their regularly scheduled meeting on September 13, 2007.

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AGENDA ITEM #12-a:

Contracts.

SUBJECT: Approval of FY 2008 Purchases exceeding \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY 2008 purchases for amounts in excess of \$100,000.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

Several OneNet projects in various stages of development may require action prior to the State Regents meeting on September 13, 2007. Two of the acquisitions will be effective July 1, 2007. All of the purchases are expected to exceed \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000.

All nine (9) of the items over \$100,000 relate to OneNet. 1) Sun Microsystems for \$120,000 for hardware purchases related to hosting the "Desire to Learn Hosted Learning Management System", 2) Network Appliance for \$350,000 for Network Attached Storage (NAS) rework, 3) Great Plains Network for \$116,000 for access to Internet2, 4) Cisco Systems, for \$150,000 for purchase of backup equipment for critical equipment replacement as needed, 5) Cisco Systems, for \$682,000 for Optical/IP cloud upgrade, 6) ITB for \$260,000 to re-lamp 19 OneNet towers, 7) Office of State Finance for \$160,000 for repairs to fiber cuts or highway widenings or relocations, 8) University of Oklahoma for \$167,000 for renewal of OneNet 24 hour Help Desk operations, 9) Global Crossing, Sprint, or Quest for \$336,000 for upgrading current Global Crossing circuit for expanded capacity.

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AGENDA ITEM #12-b (1):

Contracts.

SUBJECT: Approval of Department of Human Services contract modification and allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program.

RECOMMENDATION:

It is recommended that the State Regents approve the attached contract modification and proposed community college TANF program funding amounts set forth pursuant to the said contract modification herein.

BACKGROUND:

Since 1997, each of the State System's community colleges have put in place short-term training programs tailored for recipients of Temporary Assistance to Needy Families (TANF) from funds provided through contracts between the Department of Human Services (DHS) and the State Regents. In addition, five of the State System community colleges offer job-training programs in more than one location--Carl Albert State College -Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Eastern Oklahoma State College – McAlester and Idabel; Murray State College– Tishomingo, Ardmore and Atoka, Northeastern Oklahoma A&M College – Miami and Jay, and Northern Oklahoma College – Stillwater and Enid.

POLICY ISSUES:

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

ANALYSIS:

At their June 30, 2005 meeting, the State Regents approved the FY06 contract in the amount of \$3.2 million dollars, for purposes of continuing the community college TANF programs on a statewide basis. The contract contained a renewal clause extending the contract on an annual basis with an option to renew for three consecutive years at the same level of funding. The contract provides funding for each of the community colleges to operate specially designed programs for recipients of Temporary Assistance to Needy Families (TANF). The programs are designed to provide TANF recipients with short-term education and vocational training opportunities leading to employment upon completion. In accordance with the Personal Responsibility and Work Opportunity Act, the programs must be designed for a program participant to complete within one year.

The attached contract modification reflects two changes to the FY06 contract as follows:

1. Current Language – Part II Financial Commitment – Item 1: “DHS will set aside an amount not to exceed \$3,200,000.00 of its Block Grant funding.”

Modification Language: “DHS will reimburse OSRHE in accordance with the budget, Attachment A.”

2. Current Language – Part V. OSRHE Responsibilities to state: “The OSRHE will solicit program application from two-year Colleges: *“All applications must reflect collaboration and approval by each local county DHS office served.”*

Modification Language: The OSRHE will ... “All applications must reflect collaboration by each local county DHS office served.”

After a review of the community college TANF program continuation applications by DHS and State Regents’ staff, the proposed amounts as set forth in Attachment A of the contract modification are recommended for FY08 funding. Additionally, the contract modifications are also recommended for State Regents’ approval.

Attachment

MODIFICATION

The Oklahoma Department of Human Services (hereinafter “OKDHS”) and Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the current contract, PA 06001301, PO# 0201301. Modifications are effective July 1, 2007.

This modification amends item 1 of **Part II – Financial Commitment** of the contract to state: “DHS will reimburse OSRHE in accordance with the budget, Attachment A. The parties acknowledge Attachment A will be modified each year to reflect each College programs' annually approved budget. These funds will be available to approved College programs designed to serve those who are determined by DHS to be eligible to participate. Participating College programs must provide a minimum of thirty hours per week of program activities and/or a combination of DHS approved activities.”

This modification also amends item 1 of **Part V. OSRHE Responsibilities** to state: “The OSRHE will solicit program applications from two-year Colleges. *All applications must reflect collaboration by each local county DHS office served.* After applications have been reviewed and approved by DHS’ Family Support Services Division and OSRHE, OSRHE will notify the Institution that the application has been approved. In this notification, OSRHE will also identify the amount of funds awarded to the programs which are available to reimburse the Colleges for program expenditures.”

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

Howard Hendrick, Director
Oklahoma Department of Human Services

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

Date

Date

Attachment A

Community College TANF Programs
FY08 Funding Allocations

College	Amount
Carl Albert	195,019
Connors*	128,315
Eastern	219,780
Murray	320,532
NEO	178,000
Northern	318,281
OCCC	242,448
OSU-OKC	182,686
OSU-Okmulgee	196,535
Redlands	253,152
Rose	272,726
Seminole	251,973
TCC	174,477
Western*	132,264
Administration Fee	100,000
Mid-year supplemental funds	33,812
Total FY08 Allocation	3,200,000

* joint program with area technology center

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-b (2):

Contracts.

SUBJECT: Allocation of funds pursuant to contract with the Department of Human Services to fund a job readiness Temporary Assistance to Needy Families (TANF) program.

RECOMMENDATION:

It is recommended that the State Regents approve the of \$137,962 to continue the job readiness TANF program located at OSU-OKC pursuant to the contract between the State Regents and the Department of Human Services.

BACKGROUND:

There are currently six programs at technology centers and community colleges serving TANF recipients in the Oklahoma City area (referred to as special projects). The current contract requires that the community college TANF programs provide vocational training not to exceed 12 months (leading to employment) in accordance with the required work activities outlined in the Personal Responsibility and Work Opportunity Act passed in 1996. However, some TANF recipients have completed training at one or more of the special projects but have not been successful in becoming employed. It is recognized that this group of recipients requires additional assistance in order to become gainfully employed.

In Spring 2005, the Department of Human Services proposed and OSU-OKC agreed to implement a supplemental job readiness program in addition to the college's existing TANF vocational training program. The supplemental program provides job readiness training and provides internships to TANF recipients. The supplemental component emphasizes job readiness (resume writing, interviewing techniques, career exploration, etc.) and workplace skills (time management, workplace attitude, teamwork, etc.) rather than focusing on specific job related vocational training required by the existing vocational training TANF programs.

POLICY ISSUES:

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

ANALYSIS:

Because funding for this supplemental TANF program is from a different source of money than the vocational training TANF contract and therefore requires a separate contract, the State Regents at their June 29, 2006 meeting approved a contract for \$137,962, with an option to renew for three additional years. It is recommended that the sum of \$137,962 be approved for FY08 for OSU-OKCs TANF job readiness program pursuant to said contract.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-c (1):

Contracts.

SUBJECT: Approval of contracts between the Department of Human Services and the Oklahoma State Regents for Higher Education.

RECOMMENDATION:

It is recommended that the State Regents approve (1) the Scholars for Excellence in Child Care program contract in the amount of \$1,600,355 dollars and (2) the Scholars for Excellence in Child Care Scholarship contract in the amount of \$1,546,545 dollars.

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

Oklahoma led the nation in developing a program linking its child care licensing standards and quality criteria with state reimbursement payments. Called "Reaching for the Stars," the program attempts to improve the quality of child care by building teacher competence, to inform parents of the quality of programs, and to create more slots for subsidized child care by raising the reimbursement rate to facilities. DHS rates each child care facilities from a one-star (minimum requirements) up to a three-star (highest standards) according to the number of quality criteria each facility meets. As of March 2007, there were approximately 2,413 one-star, 556 one-star plus facilities, 2,082 two-star, and 196 three-star facilities.

Regarding academic progress, approximately 2,600 child care teachers/directors have been successfully recruited and supported through the Scholar's program since its inception in September 2000. Through summer 2006, 269 child care teachers/directors have obtained a Child Development Associate (CDA), a nationally recognized credential. Another 1,645 teachers/directors have earned a certificate of mastery, and 388 teachers/directors have obtained an associate degree through the Scholars program initiative.

It is recommended that the State Regents approve the attached contracts to enable State System two-year colleges to continue the Scholars for Excellence in Child Care program, and allow State Regents' staff to continue to administer the scholarship associated with the said program, in the amounts of \$1,600,355 and \$1,546,545, respectively. A copy of the contracts setting forth the terms and responsibilities are attached.

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

**State of Oklahoma
Department of Human Services**

CONTRACT

This agreement is entered into this day of 23th of April, 2007 by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter OSRHE). The OSRHE hereby offer and agree to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential, Certificate of Mastery, Director's Certificate of Completion, or an associate degree in early childhood education/child development in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not-to-exceed \$1,600,355 (One million Six Hundred Thousand Three Hundred Fifty-five Dollars) for services agreed upon herein (budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by the Department. Payment for all services required herein will be made in arrears. OSRHE will be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department. The Department will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-07 and ending 6-30-08. This agreement will be renewable for three years at the level of services outlined in Attachments A through C.

III. OSRHE will agree to provide the following:

1. Review, coordinate, and approve operating budgets for each institution's program;
2. Assist with the coordination of the State System two-year college programs in accordance with contract guidelines;
3. Assure compliance with contract requirements;
4. Reimburse program costs to approved participating two-year college programs;
5. Notify the Colleges of the assurances and responsibilities that the Colleges are obligated to meet pursuant to the contract. Approval of any subcontract will not relieve OSRHE of any responsibility for performance under this contract.
6. Assure accountability measures through the SECC program's database at each institution to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.
7. In collaboration with Department, and with input from institutions, continue to refine the duties and expectations for the position of scholar coordinator.

8. Conduct campus site visits or other evaluative measures as agreed upon by the Department on an annual basis, or more frequently as needed, for the purposes of monitoring program goals, objectives and fiscal compliance to assure adherence to the approved program.
9. Update the SECC website within 30 days of significant program changes.
10. At the end of each semester provide a summary of activities and statistical data as submitted by the scholar coordinators; and at the end of the contract period provide a formal report detailing services that have been provided by each institution in the format prescribed by the Department. The annual report is due as part of claims documentation for the final billing.

IV. OSRHE will oversee and coordinate with two-year colleges to:

1. Assure all early childhood/child development courses incorporate Child Development associate (CDA) competencies established by the Council for Professional Recognition;
2. If not incorporated into courses taken toward CDA credential, offer CDA preparation workshops to be conducted by scholar coordinators.
3. Provide an 18-credit hour certificate of mastery program consisting of 15 credit hours in early childhood education/child development and 3 hours of English composition for child care staff currently working in licensed child care facilities that articulates toward an associate of arts or science degree in early childhood education/child development in order to facilitate articulation to a four-year institution.;
4. Assure the 24-credit hour Director's Certificate of Completion articulates toward an associate of arts or associate of science degree in early childhood education/child development in order to facilitate articulation to a four-year institution and toward an associate of applied science degree in child center administration.
5. After appropriate student assessment, ensure literacy is woven into all of the early childhood education/child development courses which may include, but not be limited to: independent reading and writing assignments, reading groups, computer-aided instruction, learning resource center assignments, instructional tutoring, etc.;
6. Provide additional support services for students having difficulty or deficiencies with reading, writing, and math, as appropriate;
7. After appropriate student assessment, ensure that child care providers (below a 10th grade reading level) can simultaneously enroll in early childhood development courses while remediating reading deficiencies;
8. Offer early childhood education/child development courses in a variety of educational delivery modalities including, but not limited to: accelerated coursework (i.e., a 8-week period), non-traditional class times, distance learning or on-site training opportunities;
9. Ensure a seamless transfer of coursework equivalent to 6 credit hours, if a CDA credential has been received through a technology center, to an early childhood education/child development associate of arts or associate of science degree program to facilitate articulation;

10. Submit for approval to the State Regents' staff a detailed budget outlining the cost for the scholar coordinator's salary and benefits and anticipated operating costs to manage and oversee the project for 12 months;
11. Provide a program plan and time line that details the scholar coordinator's responsibilities and activities as outlined below (attachments B1-B-15);
12. Serve a minimum number of active program participants per semester as outlined in the OSRHE SECC 2007-08 guidebook (attachment C);
13. Request approval from OSRHE and DHS for out of state travel for scholar coordinators;
14. Ensure all financial aid and/or loans are applied to the scholar's educational costs prior to applying the program scholarship.
15. Ensure two-year colleges employ a scholar coordinator with, at a minimum, a bachelor's degree in early childhood education or child development. If the scholar coordinator is attending graduate school a copy of the class schedule must be submitted to OSRHE two weeks prior to commencement of classes.
16. Responsibilities of the scholar coordinator include the following:
 - Scholar Coordinators are expected to have at least two designated field days each week (i.e., out of the office and in the field recruiting, providing technical assistance, and/or following up with Scholars *at their child care facility*).
 - Provide materials for recruiting child care providers in the communities for purposes of encouraging them to pursue the CDA Credential, Certificate of Mastery, and/or associate of science or arts degree program in early childhood education or child development (with emphasis on the CDA Credential). Teachers and family child care home providers pursuing an AAS degree do not qualify for the program or scholarship.
 - Provide materials for recruiting directors/assistant directors for the Director's Certificate of Completion. Directors/assistant directors that **have completed** the Director's Certificate of Completion will be allowed to pursue an AAS degree in Child Care Center Management (or other similar approved AAS degree) if they determine they do not want to pursue an AA/AS degree in early childhood education or child development for the possibility of later obtaining a bachelor's degree.
 - Determine best placement of scholar for beginning CDA coursework – either college or technology center. Determination should be based upon: (1) personal observation through recruitment visit, (2) previous training and/or transcripts, if available, and (3) assessment scores. If a scholar begins at a college and does not perform well, consideration should be given to transfer the scholar to a technology center to complete the Pathway CDA curriculum and then continue toward the Certificate of Mastery at the college.
 - Maintain a minimum active caseload as follows: active Scholars for the fall and spring semester. (Active Scholar is defined as Scholars approved for the SECC program, officially enrolled, and taking college coursework, or enrolled at the local technology_center in the Early

Education: Pathway to CDA curriculum).

Rural Area – 50 scholars Rural Area w/SC assistant – 65 scholars

Metro Area – 65 scholars Metro Area w/SC assistant – 80 scholars

- Assist caseload scholars with the financial-aid process (Pell and SECC).
- Scholar Coordinators will be responsible for providing necessary Scholar information to the State Regents' office, including grades, drop/withdrawal information, change of job location, etc. on a semester basis, or as needed.
- Maintain database by entering Scholar information on a weekly basis.
- Serve as the liaison between the scholar and faculty to assist in addressing issues and resolving conflicts.
- Scholar Coordinators who have had CDA advisor training are expected to perform a mock CDA observation for each Scholar pursuing a CDA Credential. Scholar Coordinators that have not had the CDA advisor training should attend training at the first available opportunity.
- Further professional development by attending any staff development activities coordinated through the State Regent's office and the annual NAEYC Professional Development Institute conference. Attendance at the quarterly meetings and NAEYC PDI conference is mandatory unless an exception has been given.
- State Regents staff must approve out-of-state travel. Traveling out-of-state without authorization may result in travel expenses being disallowed.
- **NOT under any circumstances** perform other duties (*including teaching*) for the college or child development department unrelated to the contract or program guidelines administered through the State Regents' office. Doing so, could cause program termination.
- Scholar Coordinators working on a master's degree should furnish a copy of the course schedule to the State Regents office. Courses cannot be scheduled during working hours without prior approval.
- Adhere to the requirements contained in the "Scholars for Excellence in Child Care 2007-08 Guidebook" (Attachment C).

V. Department agrees to provide the following:

1. Conduct site visits to the participating college campuses as needed for the purposes of assessing or monitoring program, and to assure adherence to approved program purposes, goals and objectives;
2. Review and approve proposed SECC program plans and budgets in consultation with OSRHE's staff prior to OSRHE's approval.
3. At the six-month interval, evaluate programs from OSHRE's reports, monitoring reports and on-site visits, if needed, for program continuance or in developing a corrective action plan.

VI. Department's Financial Commitment

The Department will provide funding, based on approved institutional budgets, on a quarterly reimbursement basis for a coordinator (salary and benefits) and the associated operating costs. An amount not to exceed 10% of program costs will be provided to OSRHE as an administrative fee.

Performance-based financial incentives will be made to the institutions' early childhood/child development academic programs based on the ability to assist program participants continue employment within the child care community or continued education in the child care field while remaining gainfully employed. Performance incentives to the institutions' child development academic program will be as follows:

Following the receipt of the CDA credential or degree, and if the program participant is employed and received pay for an average of 30 hours per week during this period at a licensed facility, the college's academic child development program will be eligible for \$175 per student;

VII. Reporting/Accountability

It will be the responsibility of each institution's scholar coordinator to maintain reports/documentation in a form agreed upon by the Department and the OSRHE.

1. Institutions will be expected, among other things, to submit reports/documentation to the State Regents staff on a quarterly or semester basis or upon request, if needed. Documentation for quarterly invoicing will be due by the 10th of the month following the end of the quarter.
2. OSRHE staff will submit invoice amounts to the Department no later than 45 days following the end of the quarter.
3. The Department will transfer funds to the OSRHE staff within 45 days upon receipt of invoices.

VIII. General Provisions

A. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than September; after this date all funds will be canceled.

The State of Oklahoma has 45 days from presentation of a proper invoice to issue payment to the OSRHE.

In the event that any cost items claimed by the OSRHE are subsequently disallowed by the Department as cost items of the contract, the OSRHE shall repay the Department, on demand, the amount of any such disallowed items. At the discretion of the Department, the Department may deduct such amounts from subsequent payments to be made to the OSRHE without prejudice to the OSRHE's right to establish the allow ability of any such item of cost under the contract.

The difference between the contract negotiated indirect rate and the federal allowable indirect rate is an in-kind state funded contribution made by two-year institutions.

B. Travel

The travel expenses to be incurred by the OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, the Department will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, Department policy. The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

C. Modification

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

D. Termination

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

E. Sub-Contracting

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

F. Disallowance of Claims

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

G. Supporting Documentation

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

H. Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed

prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

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

IX. Assurances

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

X. Marketing

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

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

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

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

Howard Hendrick, Director
Oklahoma Department of Human Services

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

Date: _____

Date: _____

**DIVISION OF CHILD CARE
OKLAHOMA DEPARTMENT OF HUMAN SERVICES
PROFESSIONAL SERVICES CONTRACT**

This agreement is entered into the 31st day of May, 2007, by the Oklahoma Department of Human Services (Department), Division of Child Care (DCC) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101; hereby offers and agrees to administer the Scholars for Excellence in Child Care, a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA) credential, Certificate of Mastery, Director's Certificate of Completion, and/or an associate of arts or science in early childhood education or child development.

Contract Allowable Cost and Payment schedule

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not to exceed \$1,546,545 (One Million Five Hundred Forty-six Thousand Five Hundred Forty-five Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department.

Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-07 and ending 6-30-08. This agreement will be renewable for three years at the level of services outlined in Attachments A and B.

OSRHE Responsibilities

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

- I. Conduct site visits to the participating College's campuses on an annual basis, or more frequently as needed, for the purpose of monitoring of program goals, purposes, objectives and fiscal compliance to assure adherence to the approved program.

Billing Procedures

Payments will be made in accordance with written authorization by the Department upon receipt of claims. The Department may withhold a part or all of a final payment until disputes of claims are resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

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

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

Invoices should be submitted to the following address:

DHS-Division of Child Care
P.O. Box 25352
Oklahoma City, OK 73125

The Department will also provide a sum equal to ten percent of the administrative fees in performance of the contract guidelines to OSRHE.

Terms and Conditions

Modification

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

Termination

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

Subcontracting

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

Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

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

Supporting Documentation

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

Travel

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

Assurances

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

Marketing

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

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

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

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

Howard Hendrick, Director
Oklahoma Department of Human Services

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

Date: _____

Date: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-c (2):

Contracts.

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

RECOMMENDATION:

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

BACKGROUND:

Since June 2000, the State Regents and the Department of Human Services have entered into an annual contract for purposes of allowing State System community colleges to participate in the Scholars for Excellence in Child Care program. Each of the twelve community colleges as well as Oklahoma State University-OKC has a Scholars program in place. In addition to its Poteau campus, Carl Albert State College offers a program at its Sallisaw campus. Additionally, Northern Oklahoma College offers a program in Stillwater and Enid.

POLICY ISSUES:

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

ANALYSIS:

After a review of the community college Scholars for Excellence in Child Care program continuation applications by DHS and State Regents' staff, the following proposed amounts are recommended for funding for FY08:

<u>College</u>	<u>Amount</u>
Carl Albert	\$164,516
Connors	\$76,175
Eastern	\$74,583
Murray	\$71,308
NEO	\$75,419
Northern	\$193,394
OCCC	\$73,358
OSU-OKC	\$64,461
Redlands	\$97,333
Rose	\$111,039
Seminole	\$78,574
TCC	\$206,892
Western	\$106,085

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-d:

Contracts.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

Not Available Electronically.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-e:

Contracts.

SUBJECT: Approval of Letter of Agreement with the College Board.

RECOMMENDATION:

It is recommended that the State Regents approve the Letter of Agreement between the College Board and Oklahoma GEAR UP to provide thirty-four (34) professional development workshops and associated materials in 2007-2008.

BACKGROUND:

The State Regents' Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was created to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Beginning with pilot activities in Phase I of GEAR UP (1999-2005), the College Board has demonstrated its ability to contribute toward reaching this GEAR UP goal by helping teachers learn and teach to the standards of its Advanced Placement (AP) program. Through the College Board's AP program, high school students are exposed to a curriculum of academic intensity and quality that will prepare them for success in college. In addition, throughout the development of the sequence of AP courses, the College Board has stressed that all students should have access to the rigor of the courses. For the College Board it is an issue of equity to ensure that AP courses are available in every high school that is serious about preparing students for a successful future, regardless of whether the school is urban or rural, large or small, rich or poor.

POLICY ISSUES:

The provision of professional development for teachers, counselors and school administrators is a major component of the 2005 GEAR UP project proposal to the U.S. Department of Education, along with college access information, grants to eligible school districts and outreach to community and faith-based organizations. While other professional development will be offered through the GEAR UP grant, elements of the College Board's Advanced Placement (AP) program are copyrighted (including workshop materials), and therefore can only be provided exclusively by the College Board. The College Board is an approved vendor to the State of Oklahoma. GEAR UP is in compliance with agency procedures for purchase of services and materials.

ANALYSIS:

In Phase II (2005-2011) of its project, GEAR UP is continuing its partnership with the College Board and has proposed expanding its repertoire of professional development workshops for teachers, counselors and school administrators. In the fall of 2007 and the spring of 2008, the College Board will provide the following workshops exclusively for GEAR UP:

WORKSHOP NAME	DURATION	DATE
AP Chemistry	1-Day	August 1, 2007
AP English Literature	1-Day	August 1, 2007

AP Spanish Language	1-Day	August 1, 2007
AP US Government	1-Day	August 1, 2007
AP Chemistry – Assessment	1-Day	January 12, 2008
AP English Literature - Assessment	1-Day	January 12, 2008
AP Spanish Language – Assessment	1-Day	January 12, 2008
AP US Government – Assessment	1-Day	January 12, 2008
Pre-AP English Middle School/Location 1	1-Day	January 19, 2008
Pre-AP English Middle School/Location 2	1-Day	January 19, 2008
Pre-AP Mathematics Middle School/Location 1	1-Day	January 19, 2008
Pre-AP Mathematics Middle School/Location 2	1-Day	January 19, 2008
Pre-AP Science Middle School/Location 1	1-Day	January 19, 2008
Pre-AP Science Middle School/Location 2	1-Day	January 19, 2008
Pre-AP US History Middle School/Location 1	1-Day	January 19, 2008
Pre-AP US History Middle School/Location 2	1-Day	January 19, 2008
AP/Pre-AP Advanced English Institute	5-Days	June 2-6, 2008
AP/Pre-AP Advanced Mathematics Institute	5-Days	June 2-6, 2008
Pre-AP English Middle School Institute/Location 1	5-Days	June 9-13, 2008
Pre-AP English Middle School Institute/Location 2	5-Days	June 9-13, 2008
Pre-AP Mathematics Middle School Institute/Location 1	5-Days	June 9-13, 2008
Pre-AP Mathematics Middle School Institute/Location 2	5-Days	June 9-13, 2008
Pre-AP Science Middle School Institute/Location 1	5-Days	June 9-13, 2008
Pre-AP Science Middle School Institute/Location 2	5-Days	June 9-13, 2008
Pre-AP US History Middle School Institute/Location 1	5-Days	June 9-13, 2008
Pre-AP US History Middle School Institute/Location 2	5-Days	June 9-13, 2008
Coaching & Sustaining an AP Vertical Team/Location 1	1-Day	June 10, 2008
Coaching & Sustaining an AP Vertical Team/Location 2	1-Day	June 10, 2008
Interdisciplinary Strategies for English/Social Studies/ Location 1	2-Days	June 11-12, 2008
Interdisciplinary Strategies for English/Social Studies/ Location 2	2-Days	June 11-12, 2008
Problem Solving Through Mathematics/Location 1	2-Days	June 11-12, 2008
Problem Solving Through Mathematics/Location 2	2-Days	June 11-12, 2008
Pre-AP Strategies in Science: Creating a Learner-Centered Classroom/Location 1	2-Days	June 11-12, 2008
Pre-AP Strategies in Science: Creating a Learner-Centered Classroom/Location 2	2-Days	June 11-12, 2008

In a letter of agreement, the College Board has described its provision of certified College Board consultants for each workshop. College Board consultants are current school practitioners who have been identified and trained by the College Board in the delivery of a standard workshop curriculum that ensures consistent high quality professional development.

The College Board has also agreed to provide each workshop participant with a complete set of workshop materials. These materials are provided at “no cost” to the teacher, counselor or school administrator, nor to the Oklahoma State Regents for Higher Education. The provision of workshop materials is in fulfillment of the College Board’s commitment to the GEAR UP project and the company’s designation as a GEAR UP grant partner. The estimated total value of the College Board’s partner commitment to the Oklahoma GEAR UP project in FY 2008 is \$53,647.

Total funding for the professional development services and deliverables is \$220,500 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.



Oklahoma GEAR-UP
 Jolynn Horn
 Senior Director, Professional Development
 Oklahoma State Regents for Higher Education
 655 Research Parkway, Suite 200
 Oklahoma City, OK 73104

May 14, 2007

Attention: Mrs. Jolynn Horn

Dear Jolynn:

It is with pleasure that I send you this Letter of Agreement between the Oklahoma GEAR UP and the College Board for the following selected services and or deliverables:

I. SERVICES AND DELIVERABLES: PLEASE CHECK THE APPROPRIATE BOX

Professional Development Workshop and Materials

The College Board shall furnish the below referenced professional development workshop(s) for a period indicated below, which is mutually selected, agreed upon, and scheduled by the College Board and Client. During each workshop, the College Board will provide Client's officials, teachers and administrators with instructional strategies, technical training, and associated support. At each workshop the College Board will provide each workshop participant one copy of the instructional materials. The College Board's obligation to furnish this workshop is contingent upon the Client complying with the obligations set forth in Schedule A, Workshop Checklist, incorporated by reference herein.

Workshop Name	Duration	Tentative Date
AP Chemistry	1-Day	August 1, 2007
AP English Literature	1-Day	August 1, 2007
AP Spanish Language	1-Day	August 1, 2007
AP US Government	1-Day	August 1, 2007
AP Chemistry - Assessment	1-Day	January 12, 2008
AP English Literature – Assessment	1-Day	January 12, 2008
AP Spanish Language - Assessment	1-Day	January 12, 2008
AP US Government - Assessment	1-Day	January 12, 2008
Pre-AP English MS	1-Day	January 19, 2008
Pre-AP English MS	1-Day	January 19, 2008
Pre-AP Mathematics MS	1-Day	January 19, 2008
Pre-AP Mathematics MS	1-Day	January 19, 2008
Pre-AP Science MS	1-Day	January 19, 2008
Pre-AP Science MS	1-Day	January 19, 2008
Pre-AP US History MS	1-Day	January 19, 2008
Pre-AP US History MS	1-Day	January 19, 2008
AP/Pre-AP Advanced English Institute	5-Day	June 2-6, 2008
AP/Pre-AP Advanced Mathematics Institute	5-Day	June 2-6, 2008
Pre-AP English MS Institute	5-Day	June 9-13, 2008
Pre-AP English MS Institute	5-Day	June 9-13, 2008

Pre-AP Mathematics MS Institute	5-Day	June 9-13, 2008
Pre-AP Mathematics MS Institute	5-Day	June 9-13, 2008
Pre-AP Science MS Institute	5-Day	June 9-13, 2008
Pre-AP Science MS Institute	5-Day	June 9-13, 2008
Pre-AP US History MS Institute	5-Day	June 9-13, 2008
Pre-AP US History MS Institute	5-Day	June 9-13, 2008
Coaching and Sustaining an AP Vertical Team	1-Day	June 10, 2008
Coaching and Sustaining an AP Vertical Team		June 10, 2008
Interdisciplinary Strategies for English/ Social Studies	2-Day	June 11-12, 2008
Interdisciplinary Strategies for English/ Social Studies	2-Day	June 11-12, 2008
Problem Solving Through Mathematics	2-Day	June 11-12, 2008
Problem Solving Through Mathematics	2-Day	June 11-12, 2008
Pre-AP Strategies in Science: Creating a Learned-Centered Classroom	2-Day	June 11-12, 2008
Pre-AP Strategies in Science: Creating a Learned-Centered Classroom	2-Day	June 11-12, 2008

College Ed™

CollegeEd is a 7th, 8th, 9th, 10th, 11th, and 12th college preparatory advisory program that can either stand alone or be integrated into existing courses for middle and high school students. Client’s students may use CollegeEd to enable them, along with an adult partner, to explore post-secondary options. The College Board will implement College Ed for Client’s designated students and teachers by providing student and teacher manuals.

Each student receives a CollegeEd workbook containing activities to help the student develop a portfolio of post secondary options. CollegeEd teachers' manual provides the instructors with background information for lesson plans related to the program.

MyRoad™

MyRoad is an interactive Web site that enables middle and high school students to explore majors, colleges, and careers. MyRoad also helps guidance counselors connect with students to monitor their progress. The College Board will provide Client with site license(s) to the schools specified herein for a period of 12 consecutive months.

The Official SAT Online Course™

The Official SAT Online Course is a Web-based service for students preparing to take the SAT®. The course is comprised of eighteen (18) interactive lessons that cover the SAT's critical reading, writing, and math sections, and the PSAT/NMSQT®. The course features interactive activities and multimedia content and includes six (6) practice tests, six hundred plus (600+) practice questions, and practice essay questions. The Official SAT Online Course also includes an optional automated essay service that provides estimated essay scores..

II. TERM

The College Board shall furnish the services and deliverables under this Agreement commencing May 14, 2007 and shall continue through June 13, 2008, unless otherwise terminated as provided herein. This Agreement may be renewed for successive one (1) year terms upon written agreement by both parties (“Renewal Term”).

III. FEE

Client shall pay the College Board the following fees for services and deliverables furnished during the Initial Term:

A. Professional Development and Materials Workshop

Workshop Name	Workshop Fee
AP Chemistry	\$3,800.00
AP English Literature	\$3,800.00
AP Spanish Language	\$3,800.00
AP US Government	\$3,800.00
AP Chemistry - Assessment	\$3,800.00
AP English Literature – Assessment	\$3,800.00
AP Spanish Language - Assessment	\$3,800.00
AP US Government - Assessment	\$3,800.00
Pre-AP English MS	\$3,800.00
Pre-AP English MS	\$3,800.00
Pre-AP Mathematics MS	\$3,800.00
Pre-AP Mathematics MS	\$3,800.00
Pre-AP Science MS	\$3,800.00
Pre-AP Science MS	\$3,800.00
Pre-AP US History MS	\$3,800.00
Pre-AP US History MS	\$3,800.00
AP/Pre-AP Advanced English Institute	\$11,250.00
AP/Pre-AP Advanced Mathematics Institute	\$11,250.00
Pre-AP English MS Institute	\$11,250.00
Pre-AP English MS Institute	\$11,250.00
Pre-AP Mathematics MS Institute	\$11,250.00
Pre-AP Mathematics MS Institute	\$11,250.00
Pre-AP Science MS Institute	\$11,250.00
Pre-AP Science MS Institute	\$11,250.00
Pre-AP US History MS Institute	\$11,250.00
Pre-AP US History MS Institute	\$11,250.00
Coaching and Sustaining an AP Vertical Team	\$3,800.00
Coaching and Sustaining an AP Vertical Team	\$3,800.00
Interdisciplinary Strategies for English/Social Studies	\$6,600.00
Interdisciplinary Strategies for English/Social Studies	\$6,600.00
Problem Solving Through Mathematics	\$6,600.00
Problem Solving Through Mathematics	\$6,600.00
Pre-AP Strategies in Science: Creating a Learned-Centered Classroom	\$6,600.00
Pre-AP Strategies in Science: Creating a Learned-Centered Classroom	\$6,600.00

Total Workshop Fee(s) \$220,500.00

The workshop fee does not cover the following costs associated with the workshop: insurance, fees for applicable substitute teachers and other costs for Client personnel, and other on-site or transportation expenses. Client shall be responsible for and pay directly the costs not covered by the Fee.

College Ed

Fee of \$ _____ per student manual at a quantity of _____ totaling \$ _____
 Fee of \$ _____ per teacher manual at a quantity of _____ totaling \$ _____
 Fee of \$ _____ per handbook set at a quantity of _____ totaling \$ _____

The CollegeEd fees include shipping and handling.

MyRoad

License fee of \$ _____ per student at a quantity of _____ totaling \$ _____

The Official SAT Online

License fee of \$ _____ per student at a quantity of _____ totaling \$ _____
Auto Essay Scoring Option fee of \$ _____ totaling \$ _____.

E. Total Fees

The total fees for the Initial Term shall be \$220,500.00. College Board shall invoice Client upon execution of this Agreement and Client shall pay the Fees in accordance with the terms of payment and taxes section of Schedule B, Standard College Board Terms and Conditions, incorporated by reference herein: The Fee for any Renewal Term shall be based on the College Board’s then-current fees and policies at the time of renewal.

This Agreement, Schedule A, Workshop Checklist and Schedule B, Standard College Board Terms and Conditions annexed hereto constitute the complete understanding of the parties and supersede any other prior agreements and may be supplemented, amended or revised only in writing by agreement of the parties. If the terms of this Agreement are acceptable, please sign each copy of the original, returning both copies for counter signature by the College Board. One fully executed duplicate original will be returned for your files.

On behalf of the College Board, I commend you and your colleagues for your initiative in providing increased educational opportunity for your students. If there are any other ways we can support your efforts to increase students’ opportunities for post-secondary education, please let us know.

Sincerely yours,

Paul Sanders
Senior Educational Manager, K12 Relationship Development

ACCEPTED FOR: Oklahoma GEAR UP

ACCEPTED FOR: The College Board

By: Jolynn Horn
Title: Senior Professional Development
Director

By: Lee Jones
Title: Senior Vice President

Signature: _____

Signature: _____

Date: _____

Date: _____

SCHEDULE A WORKSHOP CHECK LIST

Client will collect and provide the College Board with the following implementation information (“Implementation Information”) selected below (**Please check the appropriate box(es)**):

- District Information.** District contact information, superintendent or Designee’s contact information, District Workshop Coordinator, District contract signatory, number of participating middle schools, and/or number of participating high schools.
- School Information.** Client shall provide the school contact information, principal contact information, school workshop coordinator, and where applicable information technology contact.
- Workshop Site.** Client shall provide College Board with a venue to host the workshop, which includes a meeting room and where applicable audio-visual equipment.
- Participant Information.** Client shall provide the College Board with a list of the number of all workshop participants by subject. Client agrees that the College Board may rely on such list in determining the number of materials and of consultants provided by the College Board to Client at such workshop
- Designation of Workshop Coordinator.** Client shall designate, and shall cause each school to designate, a workshop coordinator. The workshop coordinator shall be Client’s principal contact with the College Board and shall assist in the organization and training.
- Information Technology Contact.** Client shall designate, and shall cause each school to designate an information technology contact. The Client information technology contact and the School information technology contacts shall address any technical issues that may arise in the course of the workshop.
- Network Access and Internet Connectivity.** Client will ensure network access and Internet connectivity during the workshop and, and will require the Client information technology contact or another appropriate staff person to be available during the workshop to assist in the maintenance of such network access and Internet connectivity.
- Accommodations and Instruments.** Furnish workshop space and instruments such as overheads, chairs and desks, VCR and monitor, and whiteboards as necessary for the workshops. Furthermore, College Board shall not provide food and or refreshments for participants.

Client shall be responsible for confirming that the duration, scope, and dates of the workshops are in compliance with applicable local, state, and federal statutes and regulations, applicable standards of relevant national professional associations, and applicable collective bargaining agreements.

The College Board reserves the right to change the Implementation Information at any time. In the event the College Board does not receive the information required under this section within said time frame, the College may or may not furnish a Workshop. If the College Board furnishes a Workshop, then the quality of the workshop may be affected, and the College Board shall not be responsible for any problems, issues or effectiveness of the Services based on Client’s failure to provide such information on a timely basis.

SCHEDULE B
STANDARD COLLEGE BOARD TERMS & CONDITIONS

- 1. Relationship of the Parties.** The relationship of the Client and the College Board is that of independent contractors. Neither party nor their employees are partners, agents, employees or joint ventures of the other party. Neither party shall have any authority to bind the other party to any obligation by contract or otherwise. The College Board's employees shall not be considered employees of the Client while performing these services and will not be entitled to fringe benefits normally accruing to employees of the Client.
- 2. Representations and Warranties.** Client represents and warrants that it is empowered under applicable State laws to enter into and perform this Agreement and it has caused this Agreement to be duly authorized, executed and delivered by and through a person with the authority to execute the Agreement on its behalf.
- 3. Terms of Payment and Taxes.** Payment terms are net thirty (30) days from date of invoice. Client will be responsible for any sales, use, federal excise, value added or any similar tax imposed by any governmental authority with respect to the Products, Services and Licenses, except where Client provides the College Board with an exemption certificate. Each party will provide and make available to the other any tax exemption certificates or other tax-related information reasonably requested by the other party.
- 4. College Board Site.** The College Board will make available online software programs and services for Client to procure under this Agreement, which include without limitation a license to use SAT Online™ and MyRoad™ ("College Board Site"). Client understands and agrees that the College Board's obligation to grant Client a license to use a College Board Site pursuant to this Agreement is subject in full to the Client's compliance with College Board Site terms and conditions; and (ii) payment in full of the total amount set forth in this Agreement. Should Client fail to comply with either of these requirements, the College Board will terminate Client's access to the College Board Site and may cancel this Agreement without liability.
- 5. Workshop Cancellation and Rescheduling.** The College Board shall make the workshops available to Client at the dates and times set forth in the letter agreement. In the event that Client wishes to cancel or reschedule a workshop, Client shall notify the College Board in writing no later than thirty (30) days prior to the first day of the workshop. If Client cancels or reschedules a workshop less than thirty (30) days prior to the first day of the workshop, then Client shall pay the College Board for its costs incurred to reschedule the workshop, including consultant fees, materials costs, and other expenses incurred prior to the College Board's receipt of Client's request to reschedule or cancel. Such fee shall not apply to any cancellations or rescheduling caused by a *Force Majeure* event.
- 6. Cooperation.** Client shall be responsible for performing its obligations, if any, requested by the College Board and or set forth in the attached Schedule A, Workshop Check List. In addition, Client shall cooperate fully with the College Board and its agents and provide all assistance as reasonably necessary for the College Board to perform services and or provide workshop(s), including but not limited to providing prompt access to Client's personnel, equipment, software, systems, documentation and other information and resources reasonably required by the College Board to perform the services. The College Board's obligation to perform services and or provide workshop(s) is conditioned upon Client's fulfillment of the obligations set forth in Schedule A and cooperation as defined herein.
- 7. Ownership of Intellectual Property.** Client agrees and acknowledges that all intellectual property provided under or pertaining to the Agreement, including, but not limited to, any College Board publications, College Board Site, CD-ROMS, videos, examinations and all items contained therein, including all copies thereof, all data and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights are the sole and exclusive property of the College Board.
- 8. Disclaimer of Consequential Damages** To the fullest extent permitted by Oklahoma law, and notwithstanding any other provision in the Agreement, the College Board and the College Board's officers, directors, partners, employees, agents, subcontractors or consultants shall not be liable to Client or anyone claiming by, through or under Client for any special, incidental, indirect or consequential damages whatsoever including commercial loss, loss of use or lost profits, arising out of, resulting from or in any way related to this Agreement or the work to be performed by the College Board pursuant to this Agreement from any cause or causes, including but not limited to any such damages caused by the negligence, professional errors or omissions, strict liability, breach of contract or warranty express or implied of the College Board, of the College Board's officers, directors, partners, employees, agents, subcontractors or consultants, or any of them, even if the College Board has been advised of the possibility of such damages. To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.
- 9. Disclaimer of Implied Warranties.** NO WARRANTIES OR GUARANTIES, EXPRESS OR IMPLIED, ARE MADE WITH RESPECT TO ANY GOODS OR SERVICES PROVIDED UNDER THIS AGREEMENT, AND ANY IMPLIED

WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE ARE EXPRESSLY DISCLAIMED.

10. Limitation of Liability. To the fullest extent permitted by Oklahoma law, and notwithstanding any other provision of this Agreement, the total liability, in the aggregate, of the College Board and the College Board's officers, trustees, partners, employees, agents and the College Board's subcontractors and consultants, and any of them, to Client and anyone claiming by, through or under Client, for any and all claims, losses, costs or damages whatsoever arising out of, resulting from or in any way related to this Agreement or the work performed by the College Board pursuant to this Agreement from any cause or causes, included but not limited to the negligence, professional errors or omissions, strict liability or breach of contract or warranty express or implied of the College Board or the College Board's officers, trustees, partners, employees, agents, subcontractors or consultants or any of them, shall not exceed the total compensation received by the College Board under this Agreement. To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

11. Indemnification. To the fullest extent permitted by Oklahoma law, Client agrees to indemnify, hold harmless and defend the College Board from and against any and all liabilities, demands, claims, fines, penalties damages, forfeitures and suits, together with reasonable attorneys' and witnesses' fees and other costs and expenses of defense and settlement, which the College Board may incur, become responsible for or pay out as a result of death or bodily injury or threat thereof to any person, destruction of or damage to any property, contamination of or adverse effect on natural resources or the environment, any violation of local state or federal laws, regulations or orders, or any other damages claimed by third parties (collectively, "Damages") provided, however, that Client shall not be obligated to indemnify the College Board to the extent such Damages are caused directly by the negligence or willful misconduct of the College Board.

12. Force Majeure In the event of a fire, flood, earthquake or other acts of God, war, government regulations, terrorism, civil disorder, curtailment of transportation facilities, failure to cooperate as set forth in Section 6, or for other reasons that make it illegal for either party to perform any of its obligations under this Agreement, the obligations of each party to the other under this Agreement shall be completely cancelled and deemed null and void and neither party shall have any further obligation to the other hereunder.

13. Amendment; Waiver. Any provision of this Agreement may be amended or waived if, and only if, such amendment or waiver is in writing and signed, in the case of an amendment, by the parties, or in the case of a waiver, by the party against whom the waiver is to be effective. No failure or delay by any party in exercising any right, power or privilege hereunder shall operate as a waiver thereof nor shall any single or partial exercise thereof or the exercise of any other right, power or privilege. Except as otherwise provided herein, the rights and remedies herein provided shall be cumulative and not exclusive of any rights or remedies provided by law.

14. Termination. The College Board shall have the right to terminate this Agreement immediately: 1) upon Client's failure to pay; 2) if Client breached any of its representations and warranties; and or 3) if Client violates its obligations prescribed under the Ownership of Intellectual Property Sections of this Agreement.

14.01. Rights After Termination. If this Agreement, any services, license, or product request hereunder is terminated for any reason, all rights granted to Client hereunder with respect to the licenses, services and products shall cease, and Client shall; (a) immediately cease all use of any College Board Site and purge any and all software, content and materials from Client's computer systems, storage media and files and all copies thereof, and (b) promptly return or destroy, at College Board's direction, content and materials, and all copies thereof, and all other confidential information of College Board then in Client's possession or under Client's control. Upon termination of this Agreement, College Board shall terminate Client's access to any College Board Site, and any and all other systems to which Client has access under this Agreement.

14.02 Partial Payment Upon Termination Client will compensate the College Board for all services rendered and or costs incurred by the College Board prior to the effective date of any termination under the Agreement.

15. Severability. The provisions of this Agreement shall be deemed severable and the invalidity or unenforceability of any provision shall not affect the validity or enforceability of the other provisions hereof. If any provision of this Agreement, or the application thereof to any person or entity or any circumstance, is invalid or unenforceable, (a) a suitable and equitable provision shall be substituted therefor in order to carry out so far as may be valid and enforceable provision and (b) the remainder of this Agreement and the application of such provision to other persons, entities or circumstances shall not be affected by such invalidity or unenforceability, nor shall such invalidity or unenforceability affect the validity or enforceability of such provision, or the application thereof, in any other jurisdiction.

16. Third-Party Rights. Nothing contained in this Agreement, express or implied, establishes or creates, or is intended or will be construed to establish or create, any right in or remedy of, or any duty or obligation to, any third party.

17. Complete Agreement. This Schedule, together with the Agreement to which it pertains, contains a complete statement of all the arrangements between the parties, and supersedes all prior agreements and understandings (oral and written) by and between the parties hereto with respect to the subject matter hereof.

18. Headings. Headings contained in this Agreement are for reference purposes only. They shall not affect in any way the meaning or interpretation of this Agreement.

19. Dispute Resolution. Mandatory Arbitration The parties hereto shall promptly submit any dispute, claim, or controversy arising out of or relating to this Agreement, including, interpretation, performance, or enforcement (collectively, a "Dispute") to arbitration in Oklahoma City, Oklahoma before a panel of three arbitrators (the "Arbitrators") in accordance with the Expedited Commercial Arbitration Rules of the American Arbitration Association. The parties agree that, except as otherwise provided in this Agreement, arbitration shall be the sole means of resolving any Dispute. The costs of the arbitration proceeding and any proceeding in court to confirm or to vacate any arbitration award or to obtain temporary or preliminary injunctive relief as provided below, as applicable (including, without limitation, actual attorneys' fees and costs), shall be borne by the unsuccessful party and shall be awarded as part of the Arbitrators' decision, unless the Arbitrators shall otherwise allocate such costs in such decision.

20. Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of Oklahoma.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #12-f:

Contract.

SUBJECT: 2007-2008 EPAS Agreement

RECOMMENDATION:

It is recommended that the State Regents approve the renewal of the EPAS program for the fifteenth year as set forth below.

BACKGROUND:

At their November 1992 meeting, the State Regents adopted a proposal to establish the Oklahoma Educational Planning and Assessment System (OK-EPAS). The system provides feedback to schools about their performance in preparing students for college and to individual students and their parents about the probability of the grades they would make in college based on their current school performance.

EPAS has grown over the past fifteen years to the point that in 2006-2007, more than 90 percent of the state's eighth and tenth graders have the potential to participate in the system. A foundation of the State Regents' student preparation efforts, EPAS as a system has continued to deepen and impact educational quality, K-16. In 1995, State Regents made EPAS available to all school districts in the state as a voluntary program, including private schools and schools operated under the auspices of the Bureau of Indian Affairs. In 1999, the State Regents' adopted the ACT Standards for Transition – now know as the College Readiness Standards as the "Core Competencies for Collegiate Success." In 1999, the federal GEAR UP program began the curriculum reform efforts available through EPAS and the Standards for Transition, linking middle and high school preparation directly to higher education policy and to the data-driven probability of success in the first year of college. To sustain and deepen this preparation impact, in 2000 State Regents created the Office of Student Preparation through which EPAS and other efforts operate to support student preparation for college. EPAS remains the most significant student preparation and social justice program operated by the State Regents.

POLICY ISSUES:

Continuing support of EPAS is consistent with State Regents' social justice policy and goals, the Brain Gain 2010 Initiative goals, and supports the early intervention component of the federal GEAR UP program. EPAS further is the foundation of State Regents' K-16 student preparation efforts.

ANALYSIS:

For 2007-2008 the contract expenditures will be an amount not to exceed \$750,000 to be funded from the Regents' Student Preparation budget. A copy of the contract is attached.

Attachment

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

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

RECITALS

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

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

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

TERMS AND CONDITIONS

1. Scope of Work

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

2. Term

The term of this Agreement will be from July 1, 2007 to June 30, 2008. This Agreement shall be automatically renewed for successive twelve (12) month periods thereafter unless notice of termination as to subsequent periods is given by either party thirty (30) days prior to the beginning of the next period.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Pricing will be subject to an annual five percent (5%) increase. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT prior to exercising the renewal option. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the completion of the current period, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

3. Compensation and Payment

During the period from July 1, 2007 through June 1, 2008, ACT will provide the goods and

services identified in Exhibit B, at the unit prices in each period stated in Exhibit C. On or about May 1, 2008, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Final Amount" shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the period from July 1, 2007 through June 1, 2008 will not exceed \$750,000. Negotiations for services and payments in subsequent periods will commence by February 1 and the Agreement modified by April 1, or such later date as the parties may agree.

4. Ownership of Data and Software

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

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

5. Privacy of Information

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

6. Notices

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

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

If to OSRHE: Dr. Cynthia Brown
 Director, Student Preparation
 Oklahoma State Regents for Higher Education
 655 Research Parkway – Suite 200
 Oklahoma City, OK 73104
 Mailing Address:
 P.O. Box 108850
 Oklahoma City, OK 73101-8850

7. General Provisions

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

8. Complete Agreement

This Agreement (including all exhibits hereto) constitutes the entire agreement between the parties and supersedes all other prior agreements and understandings, both written and oral. This agreement terminates and replaces the EPAS agreement between the parties dated August 18, 2006.

9. Representatives

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

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

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

For ACT: Judy Trice
Consultant, Elementary/Secondary School Services
Southwest Region
ACT, Inc.
Suite A-110
8303 MoPac Expressway North
Austin, TX 78759-8369

Each party will promptly notify the other of any change in its representatives.

10. Governing Law

This Agreement shall be deemed to have been made in the state of Oklahoma and shall be subject to Oklahoma law.

11. Headings

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

Executed this _____ day of _____, 2007.

ACT, INC.

OSRHE

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

By: _____
Glen D. Johnson
Chancellor

By: _____
Thomas J. Goedken
Chief Financial Officer

General Provisions

Compliance with Laws

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

Relationship of Parties

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

Anti-Discrimination

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

Liability

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

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

Assignment

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

Exhibit A

Waiver

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

Waiver of Obligations

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

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

Arbitration

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

Force Majeure

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

Severability

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

Amendment

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

Authorization

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

Confidentiality

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

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

Warranty and Limitation.

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

**Statement of Work
FY08 Oklahoma EPAS Services**

For each of the following four categories, ACT will provide the following goods and services to OSRHE, subject to the terms and conditions set forth in this agreement.

I. EXPLORE

Qualified Participants

Public and private schools will be eligible for OK EPAS when an EPAS participation agreement is completed and sent to the Southwest Regional Office indicating that both EXPLORE and PLAN will be administered to all students enrolled in grades 8 and 10 respectively.

Test Administration Period

Schools will administer EXPLORE between August 13 and October 16, 2007.

Ordering Test Materials

- The ACT National Office will send a mailing to all EPAS Coordinators including information on how to order EXPLORE on-line (using EZ Survey) for EPAS participation through Oklahoma public school districts and private schools.
- The material orders should be placed under the name and EXPLORE site code of the school in which 8th graders are enrolled. The materials can be shipped to a high school or district office by providing the shipping address of that location. Reporting addresses must also be confirmed.

Test and Support Materials

- Test Booklets form 02A as needed. Schools will use test booklets retained from fall 2006 testing. Note: the 2007-08 testing year will be the final year that Test Form 02A will be scored.
- Large-print test booklets form 02A with large-print answer worksheets (additional worksheets available on request at no charge)
- Braille test books form 02A as needed
- Reader's Script without Raised Line Drawings form 02A as needed
- Cassette tapes (Test Form 02B)
- Student Assessment Set (SAS) refers to consumable materials to test one student. The Oklahoma EPAS SAS includes an EXPLORE answer folder, *Why Take EXPLORE?* (available in Spanish on request), OK EPAS supplemental questions, and *Instructions for Completing Your Answer Folder*.
- Preadressed scoring envelopes for return of answer folders to ACT for scoring.
- *Test Administrator's Handbook* – one per test site (combines former EXPLORE Program Guide, Administrator's Manual, and Reporting Services Brochure)
- *Directions for Testing* – as requested or one per 30 SAS
- School Headers (2 provided for each site expected to score, more may be requested free of charge)
- Class/Group Headers (available on request, free)
- One set of the "Connecting Test Results to Classroom Practice" for each of the four content areas.

Exhibit B

Orders shipped via UPS Ground to assure delivery at least 2 weeks before the opening of the EPAS test window.

**Reports to Schools
(addressed to designated EXPLORE Coordinator)**

Standard reports issued for each scoring batch (PN or process number) are as follows and will be shipped from ACT within 10 working days of the receipt of answer documents at ACT.

- 2 Student Reports per answer document – site can select both copies sorted by alpha within site or class/group or one set of each (Class/Group Headers must be used to request sort by class/group)
- 1 Student Score Label
- 1 Roster – alpha by student last name – site can select roster by school or class/group
- 1 School Profile Summary Report with Intervention Rosters and Presentation Packet (mailed 2-3 weeks)

after student reports) if 5 or more records with standard time and Composite score to include responses to supplemental questions section.

- 1 interpretive guide *It's Your Future: Using Your EXPLORE Results* per tested student plus small overage for staff (available in Spanish on request via School Report Header)
- 1 *Interpretive Guide for EXPLORE School Reports*
- 1 EXPLORE Skills Summary Report aggregating data from all students tested in a given school*

College Readiness Standards Information Services* if 5 or more records with standard time and Composite score for up to 100 sites. List of recipients to be provided by OSRHE.

**Reports to Districts with 2 or More Schools Testing with EXPLORE
(addressed to District EPAS Coordinator)**

- District Profile Summary Report with Presentation Packet, with a copy of each of the School Profile Summary Reports produced for schools in the district.
- Research Data File on CD for up to 50 districts designated by OSRHE (files are provided in both ASCII and CSV format for import to common database applications).
- 1 EXPLORE Skills Summary Report aggregating data for all students testing within a given district*

**Reports to OSRHE, addressed to Dr. Cindy Brown
(include only schools participating in OK EPAS)**

- PDF file of all School Profile Summary Reports and Intervention Rosters on CD - weekly as scoring occurs, by school name
- PDF file of all District Profile Summary Reports on CD - at conclusion of scoring by district name
- 1 OK State EPAS Profile Summary Report on CD to include all schools testing with EXPLORE in the 2007-08 EPAS project on CD - at conclusion of scoring
- 1 OK State EPAS Research Data File on CD - at conclusion of scoring
- 1 OK State EPAS College Readiness Standards Information Services package* - at conclusion of scoring
- 1 EXPLORE Skills Summary Report aggregating data from all students tested under this agreement statewide*
- Five-year EXPLORE scoring trend list for all schools participating in OK State EPAS
*See fee listed separately in Exhibit C

**Reports to Southwest Regional Office, addressed to Judy Trice
(including only schools participating in OK EPAS)**

- PDF file of all School Profile Summary Reports and Intervention Rosters on CD – weekly as scoring occurs, by school name
- PDF files of all District Profile Summary Reports on CD – at conclusion of scoring by district
- 1 OK State EPAS Profile Summary Report on CD to include all schools testing with EXPLORE in the 2007-08 EPAS project on CD - at conclusion of scoring
- Five-year EXPLORE scoring trend list for all schools participating in OK State EPAS

Norms

National norms are reported on Student Score Reports.

Billing/Postage/Freight Charges

- Fees for EXPLORE test materials will be based on the number of Student Assessment Sets and special test materials shipped to participating schools.
- ACT pays outbound shipping by standard delivery (UPS Ground or First Class USPS) of materials orders and score reports to addresses in the US.
- School/district pays postage/freight for return of answer documents to ACT for scoring. UPS or another traceable method is recommended.
- School/district pays outbound freight charges for all shipments requiring expedited delivery to meet customer-requested delivery deadline.

Special Accommodations

- ACT provides guidelines to assist educators in deciding what type of special accommodations are appropriate for students with various disabilities. However, ACT will not advise students, parents, or school personnel regarding what accommodations should be provided to any particular student.
- Special accommodations should be indicated on the answer document, top of page 2, under Accommodations.
- Only an accommodation code with extended time or absence of a Composite score causes a record to be excluded from the Profile Summary Report. Schools may order Custom Profile Summary Reports to receive aggregated data for Special Status Codes or with extended time records included.

Test Security Level

School and district test coordinators are responsible for secure storage of test booklets and retrieval after each administration. ACT will investigate reports of compromised test forms to determine appropriate future testing practices for schools that might be affected by a compromise in test security.

* Each College Readiness Standards Information Services package includes a set of standards/ideas for progress/strand reports by score range and a copy of *Connecting Test Results to Classroom Practice* for each content area, as well as a Summary Profile and a copy of *Interpreting and Using Test Results* for school administrators. Both local and state normative data are shown on the reports. State normative data reflects only students tested through the OK EPAS project.

II. PLAN

Qualified Participants

Public and private schools will be eligible for OK EPAS when an EPAS participation agreement is completed and sent to the ACT Southwest Regional Office indicating that both EXPLORE and PLAN will be administered to all students enrolled in grades 8 and 10 respectively.

Test Administration Period

Schools will administer PLAN between August 13 and October 16, 2007.

Order Forms

- The ACT National Office will send a mailing to all EPAS Coordinators including information on how to update their PLAN reservations on-line for the Oklahoma public schools in their districts. Mailings for private schools will be sent directly to the schools.
- The material orders should be placed under the name and school in which 10th graders are enrolled. The materials can be shipped to a high school or district office by providing the shipping address of that location. Reporting addresses must also be confirmed.

Test Materials

- PLAN Administrator's Folder (1 per school)
 - PLAN posters - two large and 10 small
 - *Test Administrator's Handbook (includes former PLAN Program Guide, Administrator's Manual, and Reporting Services Order Booklet).*
 - *Directions for Testing*
 - 2 School Headers
 - Student Pre-ID Label Order Form
- *Connecting Test Results to Classroom Practice* for each of the four content areas – one set per test site – to be shipped in August
- *Why Take PLAN?* as requested
- *Why Take PLAN?* in Spanish as requested via online ordering
- PLAN answer folders (1 per student)
- *Instructions for Completing Your Answer Folder* - one per answer folder
- OK EPAS supplemental questions - one per answer folder
- *Directions for Testing* - one per 25 answer folders
- 2007-08 PLAN Test Forms as needed
 - Standard print
 - Large-print test book
 - Braille Test Packet
 - Raised-Line Drawing
 - Reader's Script Packet
 - Large-print answer worksheet
 - Audio Cassette Test Packet
- Preaddressed scoring envelope(s) for return of completed answer folders

Orders will be shipped via UPS to assure delivery at least 2 weeks before scheduled test date.

**Reports to Schools
(addressed to designated PLAN Coordinator)**

- 2 Student Reports per answer document – printed as 2 sets, each alpha by last name (alpha within sort code if requested and sort codes are used on answer folders)
- 1 List Report – alpha by student last name, sorted by grade
- 2 Student Score Labels per answer document – alpha, 2 up, 11 students per sheet
- *Using Your PLAN Results* – 1 per examinee with a small overage for staff; available in Spanish by request via PLAN School Header

Above reports shipped via UPS within 10 working days of receipt of answer documents at ACT.

- 1 School Profile Summary Report with Intervention Rosters and Presentation Packet (mailed 2-3 weeks after student reports) if 5 or more records with standard time and Composite score; to include responses to supplemental questions section.
- College Readiness Standards Information Services if 5 or more sophomore records with standard time and Composite score for up to 100 sites. List of recipients to be provided by OSRHE.
- PLAN Item Response Summary Report.
- Linkage Reports to be provided for up to 50 sites. List of participants to be provided by OSRHE.
- Research Data File CD for up to 50 districts designated by OSRHE (files are provided in both ASCII and CSV format for import to common database applications).

**Reports for Districts with 2 or More Schools Testing with PLAN
(addressed to District EPAS Coordinator)**

- District Profile Summary Report with Presentation Packet (no Intervention Rosters) with a copy of each of the School Profile Summary Reports produced for schools in the district

**Reports to OSRHE for Schools Participating in OK EPAS
(addressed to Dr. Cindy Brown)**

- PDF file of all School Profile Summary Reports on CD - weekly as scoring occurs, by school name
- PDF file of all multi-high school District Profile Summary Reports on CD - at conclusion of scoring by district name
- PDF file of District EXPLORE-PLAN and PLAN-AAP Linkage Reports - at conclusion of scoring as requested
- PDF file of OK State EPAS Profile Summary Report on CD - at conclusion of scoring
- OK State EPAS Research Data File on CD - at conclusion of scoring
- OK State EPAS College Readiness Standards Information Services package - at conclusion of scoring
- PDF file of OK EPAS PLAN-ACT Linkage Report - October 2007 delivery, using AAP records for 2007 graduating class and fall 2004 PLAN test records
- PDF file of OK EPAS EXPLORE-PLAN Linkage Report - April 2008 delivery, using fall 2007 PLAN test records and fall 2005 EXPLORE test records
- Five-year PLAN scoring trend list for all schools participating in OK State EPAS

**Reports to Southwest Regional Office
(addressed to Judy Trice)**

- PDF file of all School Profile Summary Reports on CD – weekly as scoring occurs, by school name
- PDF file of all multi-high school District Profile Summary Reports on CD – at conclusion of scoring by district name
- PDF file of OK State EPAS Profile Summary Report on CD - at conclusion of scoring

- PDF file of OK EPAS PLAN-ACT Linkage Report – October 2007 delivery, using AAP records for 2007 graduating class and fall 2004 PLAN test records
- PDF file of OK EPAS EXPLORE-PLAN Linkage Report – April 2008 delivery, using fall 2007 PLAN test records and fall 2005 EXPLORE test records
- Five-year PLAN scoring trend list for all schools participating in OK State EPAS

Norms

- National and college-bound norms are reported on student score reports.

Postage/Freight Charges

- ACT pays outbound shipping by standard carrier (UPS Ground or First Class USPS) for materials and reports within the US.
- School/district pays postage/freight for return of answer documents to ACT for scoring. UPS or another traceable method is recommended, although preaddressed postal envelopes are provided by ACT.
- School/district pays outbound freight charges for all shipments requiring expedited delivery to meet customer-requested delivery deadline.

Special Accommodations

- ACT provides guidelines to assist educators in deciding what type of special accommodations might be allowed for students with various disabilities. However, ACT will not advise students, parents, or school personnel regarding what accommodations should be allowed for any particular student.
- Special accommodations should be indicated on the answer document, top of page 4, under Accommodations.
- Only an accommodation code with extended time or absence of a Composite score causes a record to be excluded from the Profile Summary Report. Schools may order Custom Profile Summary Reports to receive aggregated data for Special Status Codes or with extended time records included.

Test Security Level

PLAN is a moderately secure assessment. PLAN test books are new each year; however, they are returned to students with their score reports, so they become less secure as the school year progresses. ACT will investigate reports of compromised test forms to determine appropriate future testing practices for customers who might be affected by a compromise in test security.

* Each College Readiness Standards Information Services package includes a set of standards/ideas for progress/strand reports by score range and a copy of *Connecting Test Results to Classroom Practice* for each content area, as well as a Summary Profile and a copy of *Interpreting and Using Test Results* for school administrators. Both local and state normative data are shown on the reports. State normative data reflects only students tested through the OK EPAS project.

III. Practice ACT

Qualified Participants

OSRHE will identify the schools to administer the Practice ACT. By August 1, OSRHE will inform ACT of the maximum number of students to be tested so that ACT can print an adequate supply of test materials. OSRHE will provide ACT with the required order information – names of the schools to administer the Practice ACT, the shipping address and contact person at each school, and the number of students to be tested at each school – at least 4 weeks before the intended test date.

Test Administration Period

Schools will administer the Practice ACT between August 13 and October 16, 2007.

Test Materials

- Practice ACT test booklets (1 per student)
- Answer sheets (1 per test book)
- 2 ACT Standard Headers
- *Supervisor's Instructions* (1 per 25 test books)
- Preaddressed envelope(s) for return of completed answer folders (school applies postage)

Orders will be released and shipped via UPS to assure delivery at least 2 weeks before the beginning of the testing period.

Reports to Schools

(addressed to designated Practice ACT Coordinator)

- Individual Student Reports – 2 copies
- 1 School Roster – alpha by student last name, sorted by grade
- 1 Profile Summary Report
- 1 Item Response Summary Report and Interpretive Guide

Above reports shipped via UPS within 10 working days of receipt of answer documents at ACT.

Reports to OSRHE for Schools Participating in OK EPAS

(addressed to Dr. Cindy Brown)

- 1 OK State Practice ACT Data CD
- Copy of school profile summary - PDF format by school name
- Copy of school item response summaries – PDF format

Postage/Freight Charges

- ACT pays shipping by standard carrier (UPS Ground or First Class USPS) for materials and reports within the US.
- School/district pays postage for return of answer documents to ACT for scoring. UPS or other traceable method is recommended. Preaddressed envelopes are provided by ACT.
- School/district pays outbound freight charges for all shipments requiring expedited delivery to meet customer-requested delivery deadline.

IV. EXPLORE and PLAN High-Achieving Student Recognition List

ACT will identify students scoring at or above the national “95 percent at or below” level in any of the four tests or Composite score on EXPLORE or PLAN during the fall 2007 testing period.

Qualified Participants

All schools in the state administering EXPLORE or PLAN will be eligible to receive recognition lists for students achieving one or more qualifying scores.

Output to Schools, addressed to EXPLORE or PLAN contact person

- Cover letter from OSRHE - letter and letterhead provided by OSRHE
- By February 15, roster of students in the respective school achieving one or more qualifying scores
- Letter to school principal, delivered along with roster of students

Output to OSRHE, addressed to Dr. Cindy Brown

- Excel file of student roster data including school site

V. High School-to-College Success Report

ACT will prepare a report describing performance indicators for the ACT-tested high school graduates of 2006 who attended a public postsecondary institution in Oklahoma in fall 2007. Report will include the following: High School Preparation and Success, College Readiness and Success, College Success and Persistence, and College Success for Scholarship*

Output to OSRHE, addressed to Dr. Cindy Brown

- PDF file of High School-to-College Success Report on CD (including all high school reports by high school name)*

Output to Southwest Regional Office, addressed to Judy Trice

- PDF file of High School-to-College Success Report on CD (including all high school reports by high school name)

* See fee listed separately in Exhibit C

Pricing Parameters for 2007-2008

Statewide Assessment

<u>Program</u>	<u>Item</u>	<u>Unit Prices</u>	<u>Conditions</u>
EXPLORE	Student Assessment Sets	\$5.20	State-wide testing - Per student assessment set ordered
	Braille Edition	\$94.00	--
	Large Print Edition	\$3.50	--
	Reader's Script	\$3.40	
	Audio Cassette Test Packet	\$81.00	
	EXPLORE Skills Summary Report	\$15,000	Total for all reports
PLAN	Student materials and scoring	\$8.15	State-wide testing - Per student scored
	Braille Test Form	\$94.00	Fee assessed for materials not returned to ACT within 1 month of testing
	Audio Cassette Test Packet	\$81.00	Same as above
For Sites Identified by OSRHE Staff			
EXPLORE	Additional Classroom Guides	\$15.60	each copy
	College Readiness Standards Information Services	\$94.00 \$6.00	Each Per school in each district report
	Research Data File on CD	\$33.00 \$44.00	Per school Per district
PLAN	Additional Classroom Guides	\$15.60 \$175.00	each copy each copy
	Linkage Reports (EXPLORE to PLAN or PLAN to the ACT)		
	Item Response Summary Report	\$75.00	Per school
	Research Data File on CD	\$33.00 \$44.00	Per school Per district
	College Readiness Standards Information Services	\$94.00 \$6.00	Each Per school in each district report

Exhibit C

Practice ACT	Student materials and scoring	\$13.75	Per student scored
Recognition Lists		\$2350.00	List fee
		\$0.55	Per letter printed
Education Information Service (EIS)	Standard graduating class ACT, plus PLAN data	\$3000.00	Standard fee
Recognition Data	Five-year scoring trend list	\$2400.00	Statewide by school
High School-to-College Success Report	High School Preparation and Success; College Readiness and Success; College Success and Persistence; College Success for Scholarship	\$18,200.00	
Research Services		\$10,000.00	For services as requested

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #13:

Investment Managers.

SUBJECT: Approval of investment manager.

RECOMMENDATION:

It is recommended that the State Regents approve a new investment manager for the endowment trust fund.

BACKGROUND:

Hammond Associates, investment consultants for the fund, have suggested a new manager recommendation for consideration. Wexford Partners is an Opportunistic PE/Special Situations Fund that will allow for investments in a broad spectrum of sectors. The firm also manages hedge funds that invest in both public debt and equity securities and commodities in the same sectors as its private equity funds.

POLICY ISSUES: This action is consistent with Regents' asset allocation policy.

ANALYSIS:

Wexford Partners 11, LP – Wexford is an investment fund manager offering both hedge funds and private equity. The recommended fund is structured to be highly opportunistic in nature with the ability to engage in both control- and non-control investments primarily in five core areas: (1) bankruptcy/distressed; (2) energy/natural resources, (3) real estate, (4) technology/telecommunications; and (5) transportation. The recommendation is investment of \$4,000,000, approximately one percent of the trust, into Wexford Partners 11.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #14-a:

New Programs.

SUBJECT: University of Oklahoma. Approval of request to offer the Doctor of Philosophy in Cellular and Behavioral Neurobiology and the Doctor of Philosophy in Art History.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's (OU) request to offer the Doctor of Philosophy (Ph.D.) in Cellular and Behavioral Neurobiology and the Doctor of Philosophy (Ph.D.) in Art History 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.

- **Doctor of Philosophy in Cellular and Behavioral Neurobiology.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 8 students in Fall 2011; and
 - Graduates: a minimum of 2 students in 2011-12.

- **Doctor of Philosophy in Art History.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 5 students in Fall 2011; and
 - Graduates: a minimum of 2 students in 2011-12.

BACKGROUND:

Academic Plan

OU's Academic Plan lists the following institutional priorities:

The University of Oklahoma seeks to become a leading public research university in the country, recognized for the quality of bachelor's degree recipients and ability to enhance the public good through economic development of research and by providing through faculty and alumni, an impact on public policy within strategic areas of research excellence. With the strong economic climate within the country and within the state, OU can move forward aggressively on all components of its strategic plan during the coming year.

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

students who have had internationally oriented courses, direct experience with international students at OU, and study abroad experiences will be assessed.

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

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

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

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

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

APRA Implementation

Since 1991-92, OU has deleted 72 degree and/or certificate programs while adding 34 degree and/or certificate programs.

Program Review

OU offers 239 degree programs (104 baccalaureate, 80 masters, 51 doctoral, and 4 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

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

POLICY ISSUES:

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

Doctor of Philosophy in Cellular and Behavioral Neurobiology

Program purpose. The purpose of this program is to offer advanced graduate training in neurobiology while emphasizing neuroscience research, which reflects the large financial and human costs of neurobiological diseases.

Program rationale/background. Neurobiology is one of the largest and fastest growing areas of science. Many students wish to pursue graduate study in cellular and behavioral neurobiology and over the past several years, several OU undergraduates have independently designed their own neurobiology major. Currently, students at OU can take courses and do research in Zoology, Biochemistry, or Biomedical Engineering, for example, but cannot obtain a higher degree at OU focused on their true area of interest. Hence, Oklahoma students with such interests often enter graduate program in neurobiology at universities outside Oklahoma. Creating the proposed degree program would provide such graduate training within Oklahoma and would also open up opportunities to seek federal funding for graduate training in this field from agencies such as the National Science Foundation and the National Institute of Health. Grants, contracts, awards, publications, and growth in student demand have culminated in a strong proposal for this program.

Employment opportunities. OU states that there is a strong demand, both nationally and in the state of Oklahoma, for scientists with advanced professional training in neuroscience. A search for neuroscience jobs advertised on the *Science* website (<http://aaas.sciencecareers.org/js/php>) found 151 neuroscience jobs, which was 13.4 percent of all scientific jobs advertised on the *Science* web site; a search for neuroscience faculty or postdoctoral positions advertised on the *Nature* web site (<http://naturejobs.nature.com/js.php>) found 95 positions which was 13.9 percent of all faculty and postdoctoral positions advertised on the *Nature* web site. OU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The proposed program is expected to enroll 8 majors in Fall 2011 and graduate 2 students in 2011-12.

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Dr. Catherine E. Carr and Dr. Michael Aschner, conducted a paper review (i.e., no site visit) of the proposed program. Dr. Carr is a Professor of Biology at the University of Maryland, College Park. Dr. Aschner is a Professor of Pediatrics and Pharmacology and a Senior Investigator at the Kennedy Center on Human Development at Vanderbilt University Medical Center in Nashville, Tennessee. Both reviewers have extensive experience in the academic area of neurobiology as well as knowledge of the quality standards required for successful doctoral programs in neurobiology.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand and productivity standards, and funding implications. The evaluators used the State Regents' *Academic Program Approval* policy

and background information on the State Regents' Academic Planning and Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:

- The OU program is central to the mission of the university, which seeks to be a leading public research university.
- The OU program will bridge the various departments and colleges and create an environment that will attract outstanding students who currently go elsewhere.
- Neurobiology is a rapidly growing field and will be strengthened by a new Ph.D. program.
- There is no duplication within the OU system, but there is a potentially useful synergy with other programs.
- The departments at OU are to be commended for assembling a core group of faculty who are able to provide an excellent grounding in basic neuroscience.
- The OU program will benefit all participants by linking faculty in the College of Engineering with other campus neurobiologists.

The team declared strong support to establish the program at OU. The reviewers agree that developing a graduate program in Cellular and Behavioral Neurobiology will enhance the educational and research programs at OU. Neuroscience is a fast growing discipline, and OU currently has a number of highly successful researchers within the field of Cellular and Behavioral Neuroscience.

While recommending State Regents' approval, the evaluators offered some suggestions for improvement of the proposed program: 1) a course on scientific integrity be a requirement for the Ph.D. students, 2) all students should participate in a workshop on scientific integrity and ethics of research and 3) students should submit a research proposal to their advisory committee, which contains a literature review, documents progress, and lays out a tentative protocol for future experiments. OU has responded satisfactorily to these recommendations.

The curriculum for the program meets State Regents' and national curricular standards for Neuroscience programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs. In sum, the evaluators indicated the proposed program was of high quality and they strongly supported its implementation.

Duplication/Impact on existing programs. There is a similar program at the University of Oklahoma Health Science Center; however, the curricular foci are adequately different and will attract diverse student clienteles. Therefore, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of a minimum of 90 credit hours, including 21-42 hours of graduate lecture hours and 30-42 hours in dissertation research hours. Attachment A details the proposed curriculum. Three new courses will be added to the proposed program and are asterisked.

Faculty and staff. Existing faculty from the departments of Zoology, Biomedical Engineering, Biochemistry, and Aerospace and Mechanical Engineering will teach the proposed program.

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

Financing. Since OU currently offers graduate courses in neurobiology, the proposed program will use existing resources. No additional funds are requested.

Doctor of Philosophy in Art History

Program purpose. The purpose of this program is to offer advanced graduate training that will add to the scholarship and knowledge base in Art History, with a strong focus in Native American Art and Art of the American West.

Program rationale/background. The proposed program is designed to fill a niche in higher education. Because there is currently no Ph.D. program in Art History offered in the state of Oklahoma and no comparable Ph.D. program offered anywhere in the United States that focuses on Native American Art and Art of the American West, OU will fill the need in these areas. With holdings in the Native American Studies program, the Western History Collections, the Natural History Museum, the Jacobson House, and the Fred Jones Jr. Museum of Art, OU has a strong and unique foundation upon which to build the program. When these resources are added to the materials and holdings in the Charles M. Russell Center, the School of Art Indigenous Art Resource Center, and being located in central Oklahoma, the primary sources are abundant. Oklahoma has 39 federally recognized Native American tribes and has more tribal diversity than any other state in the United States. The Ph.D. in Art History will be complemented by and will draw upon, existing programs in the College of Arts and Sciences at OU, which include Native American Studies, History, Anthropology, and Literature. Creating the proposed degree program would provide opportunities for graduates to learn in unique and innovative settings. Grants, contracts, awards, publications, and student demand have culminated in a strong proposal for this program at OU.

Employment opportunities. OU states that there is a demand, both nationally and in the state of Oklahoma, for faculty, museum curators, gallery directors, and art appraisers both regionally and nationally. Museums, collectors, and gallery owners have developed a great interest in the fields of Native American and Western American art. Thus, the desire and demand for trained scholars has grown and OU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The proposed program is expected to enroll 5 majors in Fall 2011 and graduate 2 students in 2011-12.

External Review. Doctoral programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training doctoral students. This translates to considerable investments in time and funds, therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Dr. Vivien Green Fryd and Dr. Craig Zabel, conducted a paper review (i.e., no site visit) of the proposed program. Dr. Fryd is a Professor of Art History and American Studies at Vanderbilt University in Nashville, Tennessee. Dr. Zabel is a Associate Professor and Department Head of Art History and Interim Associate Dean for Undergraduate Studies and Outreach at the Pennsylvania State University in University Park, Pennsylvania. Both reviewers have extensive experience in the academic area of art history, and knowledge about quality standards required for successful doctoral programs in art history.

The external evaluators' charge was to assess the viability and quality of the proposed degree program with specific attention to issues of duplication of programs, student demand and productivity standards, and funding implications. The evaluators used the State Regents' *Academic Program Approval* policy and background information on the State Regents' Academic Planning and Resource Allocation initiative to frame the review.

The team's overall evaluation included the following findings:

- The OU program is unique to the university.
- The OU program has natural and cultural advantages due to its location.
- The OU program has advantages in the special collections of libraries and resources of many museums.
- The OU program has the advantage of 39 federally recognized Native American tribes.

The team made recommendations for major revisions to the proposal and OU has responded to each recommendation. These recommendations include: 1) greater breadth should be offered in the program, 2) increase the number of faculty who will be central to the Ph.D., 3) scholarly quality of the "core" faculty be at a standard appropriate for a strong doctoral program, 4) financial support for the program to be more clearly addressed and 5) the department should require two foreign languages.

The curriculum for the program meets State Regents' and national curricular standards for Art History programs, as do the proposed admission, retention, and graduation standards. The number of faculty, their level of activity, and scholarly expertise are consistent with successful doctoral programs.

Duplication/Impact on existing programs. There are no institutions in Oklahoma who offer a Ph.D. in Art History. OU offers a Masters of Art in Art and a Masters of Art in Art History and several institutions offer undergraduate degrees in Art. Approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of a minimum of 90 credit hours, including 32-36 hours of transfer from the Master of Arts, 3 hours in degree program core, 39-43 hours of electives, 3 hours in dissertation proposal and 9 hours in dissertation. Attachment B details the proposed curriculum. Ten new courses will be added to the proposed program and are asterisked.

Faculty and staff. Existing faculty from the Department of Art History will teach the proposed program. OU has also indicated an endowed chair in the department.

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

Financing. Since OU currently offers graduate courses in Art History, the proposed program will use existing resources. No additional funds are requested.

Attachment

**UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN CELLULAR AND BEHAVIORAL NEUROBIOLOGY**

Degree Requirements	Credit Hours
<i>Aerospace and Mechanical Engineering:</i>	90
Graduate Lecture	42
*ZOO G5833 Introduction to Neurobiology	
*ZOO G5XX1 Current Topics in Neurobiology	
AME G5990 Special Projects (rotation)	6
AME G6980 Dissertation Research	42
<i>Chemistry and Biochemistry: (Must have completed undergraduate degree)</i>	90
5000/6000 Level letter-graded lecture courses	21
*ZOO G5833 Introduction to Neurobiology	
*ZOO G5XX1 Current Topics in Neurobiology	
CHEM G5990 Independent Studies (lab rotation)	6
CHEM G6980 Dissertation Research	30
Credit Hours from Undergraduate Degree	33
<i>Zoology: (Must have completed undergraduate degree)</i>	90
Graduate Lecture courses	30
*ZOO G5XX1 Current topics in Neurobiology	
*ZOO G5990 Independent Study (lab rotation)	6
ZOO G6980 Dissertation Research	30
Credit Hours from Undergraduate Degree	24

Total Hours:**90**

*Asterisks denote new courses.

**UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN ART HISTORY**

Degree Requirements		Credit Hours
<i>Master of Arts Transfer</i>		32-36
<i>Program Core</i>		3
AHI 5903	Methodologies & Theories in Art History	
<i>Program Electives (Choose from the following list)</i>		39-43
G5203	Reflections on Western Art (Slashlist with 4203)	3
G 5210	Graduate Readings	1-6
G 5220	Graduate Projects	1-6
G 5603	American Art (Slashlisted with 4603)	3
G 5703	History of Photography 1839-1945 (slashlist with 4703)	3
G 5713	History of Photography:1945-Present (slashlist with 4713)	3
G 5743	The American West in Art, Photography & Popular Culture (slashlist with 4743)	3
G 5803	Survey I: North American Indian Prehistoric Art (slashlist with 4803)	3
G 5813	Nineteenth Century North American Indian Art History (slashlist with 4813)	3
G 5823	20 th Century American Indian Art History (slashlist with 4823)	3
G 5833	Survey II: North American Indian Prehistoric Art (slashlist with 4833)	3
G 5843	20 th Century Hispanic & Latin American Art History (slashlist with 4843)	3
G 5903	Methodologies & Theories in Art History	3
G 5913	Seminar (slashlist with 4913)	3
G 5953	Museum Studies (slashlist with 4953)	3
G 5910	Museum Internship	
*G 5753	Reflections on Western Art	3
*G 5853	American Indian Women Artists	3
*G 6103	Regional Art and Artists	3
*G 6203	Native American Art	3
*G 6303	Western American Art	3
*G 6403	19 th Century American Art	3
*G 6503	Contemporary American Art	3
*G 6603	Cross Cultural Art of the Americas	3
<i>*G 6980</i>	<i>Dissertation Proposal</i>	3
<i>*G 6973</i>	<i>Dissertation Research</i>	9

Total Hours:**90**

*Asterisks denote new courses.

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AGENDA ITEM #14-b:

New Programs.

SUBJECT: Cameron University. Approval of request to offer the Master of Education in Reading.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's (CU) request to offer the Master of Education in Reading with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Education in Reading.** Continuation beyond Fall 2010 will depend upon:
Majors enrolled: a minimum of 25 students in Fall 2009; and
Graduates: a minimum of 8 students in 2009-10.

BACKGROUND:

Academic Plan

CU's Academic Plan lists the following institutional priorities:

- **Offer high quality, challenging academic programs that include a global perspective and respond to student and employer needs.**

Actions:

- Maintain and enhance standards of academic integrity for CU faculty and students.
- Conduct a comprehensive review of all academic programs, reallocating resources from any eliminated or reduced programs to strengthen those that remain.
- Ensure that all academic programs have measurable, rigorous outcomes with students progressing through structured levels of knowledge toward higher-order skills.
- Create a needs-assessment to determine whether new academic programs should be developed.
- Study the need and feasibility of offering more interdisciplinary courses and programs at the graduate level to serve area baccalaureate degree holders who wish to pursue an advanced degree.
- Establish a systematic way to monitor for possible grade inflation.
- Strengthen criteria for graduate faculty.
- Provide tutors to students who have an academic need.
- Explore the need for and the feasibility of offering accelerated adult education programs and/or weekend classes, particularly those that benefit area employers.
- Ensure that students receive quality academic advisement and provide the appropriate courses based on students' preparation and classification.
- Explore the addition of a multi-cultural component to the general education core curriculum.

- **Capitalize on Cameron University’s multiple levels of academic programs – associate, baccalaureate, and master’s – to enhance student learning.**

Actions:

- Better utilize CU’s community college function to provide expanded educational opportunities to area citizens and establish distinct standards for associate degree faculty.
- Increase the number of CU students who are retained for successive degrees.
- Streamline the transition from associate to baccalaureate, and baccalaureate to master’s degree programs at CU, minimizing or eliminating duplication of course work and any difficulty in graduating from one program and entering another.
- Review departmental minor programs for relevance.
- Develop strategies to meet a measurable goal to increase the number of transfer students from area community colleges and universities.
- **Develop new educational partnerships that will benefit students.**
- **Improve assessment of student learning.**
- **Improve course delivery.**
- **Enhance student opportunities for service learning, to include internships, civic involvement and off-campus educational activities.**
- **Provide opportunities for students and faculty to demonstrate their scholarship in regional and national forums.**
- **Emphasize excellence in student-advisement and mentoring.**

APRA Implementation

Since 1991-92, CU has deleted 3 degree and/or certificate programs while adding 24 degree and/or certificate programs.

Program Review

CU offers 57 degree programs (6 masters, 40 baccalaureate, 2 associate, 8 associate in applied science, and 1 certificate), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with CU’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

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

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Reading

Program purpose. The proposed degree program is designed to prepare students to serve as reading specialists in Oklahoma public schools. The program will focus on the knowledge, skills, and disposition

for reading specialists as outlined in the standards of the International Reading Association (IRA). To obtain certification as reading specialists in the state of Oklahoma, candidates must meet the requirements of a master's degree program in Reading and must pass the Reading Specialist Oklahoma Subject Area Test (Reading Specialist OSAT).

Program rationale/background. The proposed degree program will stress competence in the foundations of reading and writing processes and instruction. The program will provide both pedagogy in the teaching of reading, and specialized knowledge for working with children who find reading difficult. Additionally, the program will prepare reading specialists to review and develop reading curriculum for the schools in which they teach. The curriculum for the proposed degree program has been designed to meet the program objectives, the standards of the IRA, and the competencies for the Reading Specialist OSAT, required for certification as a reading specialist in the state of Oklahoma. Courses for the program were carefully selected to ensure that the curriculum will provide candidates with the opportunities, experiences, and content knowledge needed to meet all program objectives, specialized professional association standards, state competencies for licensure, and the requirements and standards of the National Council for Accreditation of Teacher Education.

Employment opportunities. CU indicates that program graduates will be in high demand. Local school districts indicate a need for teachers with reading specialist licensure. As school districts in CU's service area strive to meet the requirements of "No Child Left Behind," they will be hiring more teachers with reading specialist credentials. An increasing number of classroom teachers are seeking reading specialist certification. CU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to enroll a minimum of 25 majors in Fall 2009 and graduate a minimum of 8 students in 2009-10.

Duplication/Impact on existing programs. The University of Central Oklahoma offers a Master of Education in Reading, East Central University offers a Master of Education in Reading Specialist, Northeastern State University offers a Master of Education in Teaching, a Master of Education in Teaching in Reading Instruction, and a Certificate in Education in Reading, Northwestern Oklahoma State University offers a Master of Education in Reading Specialist, and Southeastern Oklahoma State University offers a Master of Education in Elementary Education, with an option in Reading Specialist. Due to the distance between locations and the demand documented by CU, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 33 total credit hours from the following areas (Attachment A): Required courses (30 credit hours) and Guided Electives (3 credit hours). Two new courses will be added to the proposed program and are asterisked.

Faculty and staff. Existing faculty will teach the general education portion of the proposed degree program. No additional faculty resources are requested.

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

Financing. No additional funding is required for this program.

Attachment

**CAMERON UNIVERSITY
MASTER OF EDUCATION IN READING**

Degree Requirements	Credit Hours
<i>Required Courses:</i>	30
EDUC 5103 Introduction to Graduate Research	3
EDUC 5623 Theoretical Foundations of Reading	3
EDUC 5603 Methods of Teaching Reading in the Classroom	3
EDUC 5613 Reading Curriculum Development K-12	3
EDUC 5643 Advanced Diagnosis of Reading Difficulties	3
EDUC 5633 Organization and Individualization of School Reading Programs	3
EDUC 5653 Practicum in Reading I	3
EDUC 5683 Practicum in Reading II	3
EDUC 5663 Teaching Reading in the Content Area	3
*EDUC 5**3 Language and Literacy Development	3
<i>Guided Electives:</i>	3
Select one of the following literature courses:	
EDUC 5693 Advanced Studies in Children's Literature OR	3
*EDUC 5**3 Advanced Studies in Adolescent Literature	

Total Credit Hours:**33**

*Asterisks denote new courses.

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AGENDA ITEM #14-c:

New Programs.

SUBJECT: Langston University. Approval of request to offer the Bachelor of Science in Rehabilitation Services.

RECOMMENDATION:

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

- **Bachelor of Science in Rehabilitation Services.** Continuation beyond Fall 2010 will depend upon:
 - Majors enrolled: a minimum of 22 students in Fall 2009; and
 - Graduates: a minimum of 16 students in 2009-10.

BACKGROUND:

Academic Plan

LU's Academic Plan lists the following institutional priorities:

Priority One: Continue to shape and strengthen the undergraduate and graduate curricula, making the best use of teaching resources, academic efficiencies and emerging technologies in supporting teaching and learning. Goal: To manage and enhance LU's use of its teaching resources and course offerings to better prepare graduates to be competitive in a global society.

Priority Two: Collaborate with institutions of comparable size and interest, the government, and the public and private sector to produce a competitive advantage in the global marketplace. Goal: Establish a national framework for LU and public and private partners to collaborate in producing, identifying, and selecting workforce-ready students and to invest in joint faculty appointments that will promote advanced research and technology transfer opportunities.

Priority Three: Continue to increase scholarly research activities among the faculty, as well as, graduate and undergraduate students. Goal: Continue to provide forums for faculty and students to present their research and related research activities.

APRA Implementation

Since 1991-92, LU has deleted 11 degree and/or certificate programs while adding 12 degree and/or certificate programs.

Program Review

LU offers 40 degree programs (4 masters, 27 baccalaureate, 8 associate, and 1 first professional), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with LU's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Rehabilitation Services

Program purpose. The proposed degree program is designed to prepare students to provide quality services to persons with disabilities. The program will meet state and national vocational rehabilitation needs and will lead to an increased supply of vocational rehabilitation professionals.

Program rationale/background. The proposed degree program is designed in accordance with the Council on Rehabilitation Education Undergraduate Registry standards. Incorporated into the curriculum is information pertinent to the history, philosophy, service, ethics, and clinical field experiences of the profession. Students will recognize and become knowledgeable about the importance of clients' independence, vocational potential, and inclusion into society. Courses for the program were carefully selected to ensure that the curriculum will provide students with a historical, legislative, and policy foundation knowledge base to help them understand the vocational rehabilitation service system. The program will focus on minimizing client difficulties and frustrations when attempting to assess and obtain vocational rehabilitation services. To enhance the high standards of professional responsibility, the program will convey to students not only the knowledge of how to work with persons with disabilities, but also an awareness of the social, psychological, economic, physical, medical and environmental barriers faced by persons seeking vocational rehabilitation services. The course work will also provide students with observational and hands-on experience. Students will complete a well-supervised, clinical field experience internship that will be coordinated with the Oklahoma Department of Rehabilitation Services and other community rehabilitation agencies. The new program will complement the other LU programs, such as the Master of Science in Rehabilitation Counseling (057) and Master of Science in Visual Rehabilitation Services (067).

Employment opportunities. LU indicates that program graduates will be in high demand. According to the U.S. Department of Labor-Occupational Outlook Handbook (2004-2005) statistics, the job outlook and demand for rehabilitation professionals through the year 2012 appears to be relatively robust. Specifically, the national employment rate for rehabilitation counselors reflects a drastic increase. Oklahoma is ranked 12th in the nation for increased need for rehabilitation counselors by the year 2012. This is an increase of at least 174 new rehabilitation professionals to provide services to persons with disabilities in the state. LU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to enroll a minimum of 22 majors in Fall 2009 and graduate a minimum of 16 students in 2009-10.

Duplication/Impact on existing programs. East Central University offers a Bachelor of Arts in Human Services Counseling, with an option in Rehabilitation and a Master of Science in Human Resources in Rehabilitation Counselor. The University of Oklahoma offers a Master of Science in Rehabilitation Sciences. Due to the distance between locations, foci of the program, and the demand documented by LU, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment A): General Education courses (50 credit hours), Core courses and Electives (74 credit hours). Twelve new courses will be added to the proposed program and are asterisked.

Faculty and staff. Existing faculty will teach the general education portion of the proposed degree program. No additional faculty resources are requested.

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

Financing. No additional funding is required for this program.

Attachment

ATTACHMENT A

LANGSTON UNIVERSITY
BACHELOR OF SCIENCE IN REHABILITATION SERVICES

Degree Requirements	Credit Hours
<i>General Education Courses:</i>	50
English	9
EG 1113 English Comp I	3
EG 1213 English Comp II	3
EG 2033 Advanced Composition OR EG 2053 Technical Writing (recommended)	3
Mathematics	6
MT 1323 College Algebra	3
MT 2013 Elementary Statistics (recommended) OR MT 1613 Trigonometry	3
Computer Science	3
CS 1103 Introduction to Information Processing	3
Orientation	1
PT 1111 Personal and Social Development	1
Sciences	7
NB 1113 Physical Science	3
NB 1114 Natural Science	4
BI 2214 Comparative Anatomy (recommended)	4
BI 3223 Neuroscience (recommended)	3
Social Sciences	6
HT 1482 US History I OR HT 1496 US History II	3
PS 1113 US Government	3
Humanities and Literature (Additional Electives to Complete 50 hours)	18
EC 2713 Economics for General Education	3
EG 2543 Survey of English Literature I AND EG 2653 Survey of English Literature II	6
EG 3013 Survey of American Literature I AND EG 3023 Survey of American Literature II	6
HE 2123 Introduction to Nutrition (recommended)	3
BY 1113 Introduction to Psychology (required for Rehab majors)	3
SP 2713 Introduction to Speech OR SP 2133 Oral Interpretation (recommended)	3
HU 2103 Survey of Western Humanities I OR HU 2203 Survey of Western Humanities II	3
<i>Core Courses and Electives</i>	74
*RS 3603 Introduction to Human Services	3
HA 3332 Introduction to Research	2
HA 3433 Case Management	3
*RS 3633 Psychology of Disability as a Human Experience	3
PY 3203 Personality	3
PY 4213 Theories and Techniques of Counseling	3

*RS 3663	Introduction to Mental Health	3
HA 3333	Community Health	3
*RS 3684	Medical Anthropology and Epidemiology	4
*RS 3706	Internship	9
*RS 4713	Drugs and Society	3
BI 3104	Human Anatomy	4
HA 4333	Issues in Minority Health	3
*RS 4743	Seminar in Independent Living and Community Integration	3
*RS 4753	Introduction to Substance Abuse and Addictions	3
BI 4214	Human Physiology	4
*RS 4773	Addictions Counseling Models	3
*RS 4783	Addictions Counseling Practice	3
*RS 4793	Applied Behavior Analysis and Observation Methods	3
*RS 4803	Counseling for Behavioral Change	3
<i>Required Electives:</i>		3
*RS 3673	Introduction to Health & Wellness OR	
*RS 3733	Culture, Health, Wellness and Disability	
<i>Required Electives:</i>		3
*RS 3393	Introduction to Assistive Technology OR	
*RS 4813	Introduction to Speech-Language, Hearing OR	
*RS 4823	Disability, Positive Life Span Approaches	

Total Credit Hours:

124

*Asterisks denote new courses.

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AGENDA ITEM #14-d:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of request to offer the Master of Fine Arts in Creative Writing.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's (UCO) request to offer the Master of Fine Arts in Creative Writing with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Fine Arts in Creative Writing.** Continuation beyond Fall 2012 will depend upon:
 - Majors enrolled: a minimum of 12 students in Fall 2011; and
 - Graduates: a minimum of 6 students in 2011-12.

BACKGROUND:

Academic Plan

UCO's Academic Plan lists the following institutional priorities:

- Adding fourteen faculty positions.
- Library resource increases supporting broad student needs tied to materials and access.
- Funds to support the transformative learning initiative that enhances several distinct approaches to the long-term goals of the academic plan.
- Revisiting the current tuition waiver allocation process.
- Making undergraduate Research/Grantsmanship available to all colleges.

APRA Implementation

Since 1991-92, UCO has deleted 54 degree and/or certificate programs while adding 10 degree and/or certificate programs.

Program Review

UCO offers 91 degree programs (62 baccalaureate, 28 masters, and 1 certificate), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with UCO's program review schedule as appropriate.

Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Master of Fine Arts in Creative Writing

Program purpose. The purpose of the proposed degree program is to prepare students who will be both competent writers and educated connoisseurs of the arts. It will cultivate original creative work in a highly competitive literary marketplace. The proposed program will contribute to the intellectual, cultural, and social advancement of Oklahoma as a whole, by meeting the broadly recognized societal need for more trained writers.

Program rationale/background. The proposed degree program will provide a more structured and intensive opportunity for students to engage in research and creative activities. It will prepare and credential them to assume leadership roles within the literary world as publishing writers, editors, and teachers of creative writing. The Master of Fine Arts (MFA) in Creative Writing will qualify students for teaching positions in the growing number of creative writing programs across the country. Students graduating from the proposed program will demonstrate advanced competencies in both creative and critical writing, and an advanced knowledge of the various techniques for structuring creative writing workshops. The proposed program will provide opportunities for students to interact with professional writers and succeed in the publishing world by teaching them how to interpret current market trends in publishing and tailor their publication strategies for success.

Employment opportunities. UCO indicates a growing demand nationwide for literary employment. UCO cites evidence provided by several sources that the MFA is a desirable degree for writers who elect to teach writing in a postsecondary environment. Candidates who possess the MFA are qualified for more positions than candidates who only hold the Master of Arts degree. According to Bowker (2005), publication of books of poetry is on the rise. Between the years 1993 and 2003, the number of poetry books published in the U.S. doubled. The Association of American University Presses website places the number of journals published by its members at 712. The literary marketplace where the MFA graduate would spend a career is thriving. As a result, there is a growing need for trained, credentialed professionals who have the skills and concrete experience necessary to meet the needs of the literary world. The proposed program will provide students with quality preparation for such positions. UCO is confident students will have ample employment opportunities.

Student demand. The new program is expected to enroll a minimum of 12 majors in Fall 2011 and graduate a minimum of 6 students in 2011-12.

Duplication/Impact on existing programs. Oklahoma State University offers a Bachelor of Arts in English with an option in Creative Writing. The University of Oklahoma offers a Master of Professional Writing in Professional Writing. Several institutions offer undergraduate programs in writing. The

University of Central Oklahoma offers a Master of Arts in English with an option in Creative Writing. There are no colleges or universities in Oklahoma offering this specific graduate degree. Due to differences in foci of the programs, distance between institutions, and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 60 total credit hours, with courses from the following areas: Attachment A: Craft courses (18 credit hours), Strategies courses (6 credit hours), Reading courses (15 credit hours), Thesis (12 credit hours), and Electives (9 credit hours). No new courses will be added to the proposed program.

Faculty and staff. UCO indicates it will utilize existing qualified faculty to teach the proposed degree program.

Support services. Facilities, library resources, and equipment are adequate.

Financing. UCO indicates the proposed degree program will be funded through internal funds and tuition generated. No funding is requested from the State Regents.

Attachment

**UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF FINE ARTS IN CREATIVE WRITING**

Degree Requirements	Credit Hours
<i>Craft Courses</i> (<i>Two of the following nine-hour course sequences</i>):	<i>18</i>
CSDY 5123 Short Story Writing I AND	9
CSDY 5133 Short Story Writing II AND	
CSDY 5143 Short Story Writing III	
CSDY 5323 Novel Writing I AND	9
CSDY 5333 Novel Writing II AND	
CSDY 5343 Novel Writing III	
CSDY 5453 Creative Writing I AND	9
CSDY 5463 Creative Writing II AND	
CSDY 5473 Creative Writing III	
CSDY 5543 Poetry Writing I AND	9
CSDY 5553 Poetry Writing II AND	
CSDY 5563 Poetry Writing III	
CSDY 5613 Playwriting I AND	9
CSDY 5623 Playwriting II AND	
CSDY 5633 Playwriting III	
CSDY 5643 Screenwriting I AND	9
CSDY 5653 Screenwriting II AND	
CSDY 5663 Screenwriting III	
<i>Strategies for the Writing Career</i>	<i>6</i>
CSDY 5113 Publishing Procedures	3
CSDY 5900 Practicum in Creative Studies	3
<i>Reading Courses</i>	<i>15</i>
15 credit hours of 5000 level English (ENG) courses	
<i>Thesis</i>	<i>12</i>
CSDY 5990 Thesis in Creative Studies	
<i>Electives</i>	<i>9</i>
5000 level Electives to bring total to 60 credit hours	
Total Hours:	60

*Asterisks denote new courses.

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AGENDA ITEM #14-e:

New Programs.

SUBJECT: Northern Oklahoma College. Approval of request to offer the Associate of Applied Science in Biotechnology including a cooperative agreement with Meridian Technology Center.

RECOMMENDATION:

It is recommended that the State Regents approve Northern Oklahoma College's (NOC) request to offer the Associate of Applied Science (AAS) in Biotechnology including a cooperative agreement with Meridian Technology Center (MTC), with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate of Applied Science in Biotechnology.** Continuation beyond Fall 2011 will depend upon:
 - Majors enrolled: a minimum of 18 students in Fall 2010; and
 - Graduates: a minimum of 7 students in 2010-11.

BACKGROUND:

Academic Plan

NOC's Academic Plan lists the following institutional priorities:

The Office of Academic Affairs will pursue the following initiatives in an attempt to provide students expanded opportunities for success:

- Establish a degree program option in Astronomy at NOC-Enid and involve 2- and 4-year colleges and universities in collaborative efforts for research in an international arena.
- Establish an Associate in Arts and Sciences degree: General Studies option at NOC-Stillwater.
- Work collaboratively with MTC to develop an AAS degree program in Biotechnology and Applied Technology.
- Bring to fruition the Health Care initiative in Enid which will involve a 2+2 Articulation between NOC and Northwestern Oklahoma State University and the two major hospitals in the Enid area – St. Mary's Regional Medical Center and Integris Bass Baptist Health Center.
- Work collaboratively with the United States Air Force to develop an AAS degree program in Applied Technology, specifically through Vance Air Force Base - Enid.
- Work collaboratively with OG&E and Oklahoma Partnerships of Industry and Education (OPIE) representatives to develop degree program initiatives to address the loss of their incumbent workforce to retirement. This includes exploring possible transfer efficiencies that would ensure articulation with baccalaureate degrees in Oklahoma and Arkansas.

- Further develop AAS degree programs in oil and gas production and the transportation pipeline control in collaboration with OPIE and ConocoPhillips.
- Consider the development of a degree program option in Behavioral Sciences within the Associate of Arts in Social Sciences.
- Bring to fruition the development of a Supply Chain Management degree option with the MerCruiser Corporation in Stillwater.
- Create additional partnerships and alliances with business and industry through the OPIE, specifically with ConocoPhillips and OG&E to perpetuate new curricular programs to meet needs of existing, incumbent workforces and emerging new enterprises.
- Consider developing a collaborative initiative with local indian tribes to establish programs to enhance the oversight management of the gaming industry in the northern Oklahoma region.
- Bring to fruition degree programs through OPIE which specifically address the needs of local and statewide industry at the incumbent as well as new employee levels.
- Submit a grant proposal to the Oklahoma Center for the Advancement of Science and Technology to provide internship opportunities for NOC students.
- Revise and implement the “Student Perception of Instructional Efficiencies” faculty evaluation instrument as an online instrument.
- Conduct three academic collaborative initiatives (Math, English, and Science) with the appropriate local high school representatives to better articulate the respective curricular discipline, including course objectives and Priority Academic Student Skills requirements.
- Conduct ACT preparatory workshops to provide local high school students the opportunities to enhance their academic skills.

APRA Implementation

Since 1991-92, NOC has deleted 33 degree and/or certificate programs while adding 17 degree and/or certificate programs.

Program Review

NOC offers 38 degree programs (21 associates and 17 associate in applied science), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with NOC’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

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

POLICY ISSUES:

This action is consistent with the State Regents’ *Academic Program Approval* policy and *Cooperative Agreements Between Higher Education Institutions and Career Technology Centers* policy.

ANALYSIS:

Associate of Applied Science in Biotechnology

Program purpose. The purpose of the proposed degree program is to provide an undergraduate degree for students interested in a degree in biotechnology, and how it relates to medicine, research, and industry. The proposed program will expose students to a wide variety of job opportunities available in the field through classroom and lab work, skills practice, and on-the-job training. The program will be offered as a cooperative agreement through MTC.

Program rationale/background. The AAS in Biotechnology will combine academic studies with technical training in a high-tech laboratory setting. Using the latest scientific technologies, students will learn to apply scientific methods of study and standard lab operating procedures through research and hands-on experiments. Students will become proficient in a variety of laboratory skills that are utilized throughout the biotechnology industry. The philosophy of the applied sciences embodies an approach to career education that will help students be employable upon graduation. The philosophy is 1) practical, in the sense that a student is immediately employable upon completion of their course work and 2) fundamental, in that a student has an understanding of the basic concepts of their field, enabling the graduate to grow in the chosen profession.

Employment opportunities. NOC indicates a growing demand for science technicians. Chemical and biological technicians can expect many new jobs to be created by the health related industries due to the growth in drug manufacturing, hospitals, medical laboratories, and public environmental issues. According to the Oklahoma Employment Security Commission's Employment Outlook, the number of jobs for medical laboratory technicians is expected to grow and approximately 80 job openings are expected each year. NOC is confident students will have ample employment opportunities.

Student demand. The new program is expected to enroll a minimum of 18 majors in Fall 2010 and graduate a minimum of 7 students in 2010-11.

Duplication/Impact on existing programs. Tulsa Community College offers an Associate in Science, an AAS, and a Certificate in Biotechnology. Oklahoma City Community College offers an AAS and a Certificate in Biotechnology Research Assistant and several institutions offer an option in Biotechnology. Due to differences in foci of the programs, distance between institutions, and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 64-71 total credit hours, with courses from the following areas (Attachment A): general education (23 credit hours), degree program core (34 credit hours), and support and related courses (7-14 credit hours). Twenty-three new courses will be added to the proposed program to be taught by the technology center and are asterisked.

Cooperative Agreement. The proposed program will be offered as a cooperative agreement with MTC. General education will be offered by NOC and up to 48 credit hours in specialized technical courses will be offered by MTC. High school students may be permitted to enroll in accordance with State Regents' policy exception. An oversight and evaluation committee consisting of NOC officials and MTC staff will meet at least annually to review course content, relevance, and instructional methods as these items relate to the established courses and program competencies for the cooperative agreement. This cooperative agreement will operate under the provisions of the Cooperative Alliance agreement between NOC and MTC. It is understood that general education courses required for these degree programs will not be offered at the technology center as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents' policy.

Faculty and staff. NOC indicates it will seek qualified faculty to teach and oversee the proposed degree program, and MTC faculty will teach the technical courses of the program.

Support services. Facilities, library resources, and equipment are adequate.

Financing. NOC indicates the proposed degree program will be funded through internal funds. No funding is requested from the State Regents.

**NORTHERN OKLAHOMA COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN BIOTECHNOLOGY**

Degree Requirements	Credit Hours
<i>General Education</i>	23
<i>Communications (6 hrs)</i>	
ENGL 1113 English Composition I	3
ENGL 1213 English Composition II OR ENGL 1223 Technical Writing	3
<i>History and Government (6 hours)</i>	
HIST 1483 American History to 1865 OR HIST 1493 American History since 1865	3
POLI 1113 American National Government	3
<i>Mathematics (3 hours)</i>	
MATH 1513 College Algebra	3
<i>Science (8 hours)</i>	
BISI 1114 General Biology OR BISI 1214 Environmental Science	4
CHEM 1314 General Chemistry I	4
<i>Degree Program Core</i>	34
*BIOT 1103 Introduction to Biotechnology	3
*BIOT 1003 Laboratory Safety and Regulatory Compliance	3
*BIOT 1034 Fundamentals of Biotechnology I	4
*BIOT 1044 Fundamentals of Biotechnology II	4
*BIOT 1014 Standard Laboratory Techniques I	4
*BIOT 1024 Standard Laboratory Techniques II	4
*BIOT 1054 Fundamentals of Biotechnology Techniques I	4
*BIOT 1064 Fundamentals of Biotechnology Techniques II	4
*BIOT 1074 Fundamentals of Biotechnology Techniques III	4
<i>Support and Related Courses</i>	7-14
(Select courses applicable to area of study from the following electives with each student's graduation advisor.)	
*BIOT 1115 Agricultural and Pharmaceutical Biotechnology I	5
*BIOT 1215 Agricultural and Pharmaceutical Biotechnology II	5
*BIOT 1114 Introduction to Forensics I	4
*BIOT 1214 Introduction to Forensics II	4
*BIOT 1124 Introduction to Forensic Laboratory Techniques	4
*BIOT 1125 Microbial Biotechnology I	5
*BIOT 1224 Microbial Biotechnology II	4
*BIOT 1225 Wastewater and Environmental Testing Techniques	5
*BIOT 1135 Introduction to Phlebotomy	5
*BIOT 1234 Phlebotomy Techniques	5
*BIOT 1223 Phlebotomy Practicum	3
*BIOT 1243 Medical Biotechnology Techniques I	3
*BIOT 1253 Medical Biotechnology Techniques II	3
*BIOT 1260 Biotechnology Laboratory Sciences Practicum	1-3
<i>Total Hours:</i>	64-71

*Asterisks denote new courses.

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AGENDA ITEM #15:

Program Deletions.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's (TCC) request for program deletions as described below.

BACKGROUND:

Tulsa Community College (TCC) requests authorization to delete the Certificate in Public Safety 911 (160), the Associate in Applied Science in Public Safety 911 (161), and the Associate in Applied Science in Healthcare Administration (225).

POLICY ISSUES:

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

ANALYSIS:

TCC requests deletion of the Certificate in Public Safety 911 (160) and the Associate in Applied Science in Public Safety 911 (161). TCC reports that these programs have been in suspension since September 24, 2004. There are no students remaining in the programs. No courses will be deleted and there are no funds for reallocation.

TCC requests deletion of the Associate in Applied Science in Health Care Administration (225). TCC reports that the program has been in suspension since June 21, 2006. There are 13 students remaining in the program. The students will be advised into related programs. No courses will be deleted and there are no funds for reallocation.

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AGENDA ITEM #16:

Technical-Occupational Program Reviews.

SUBJECT: Acceptance and approval of evaluation team recommendations for technical-occupational programs at Carl Albert State College, Connors State College, Eastern Oklahoma State College, Northeastern Oklahoma A&M College, and Rogers State University.

RECOMMENDATION:

It is recommended that the State Regents accept and approve the evaluation team recommendation for the technical-occupational programs, as described below.

BACKGROUND:

Since 1976, the State Regents have required technical-occupational Associate in Applied Science (AAS) degree and certificate programs to be evaluated on a five-year cycle as authorized by the U.S. Department of Education. State Regents' policy requires institutions to submit self-study reports by February 1 of the year the programs are evaluated. Teams composed of external evaluators review materials and participate in an on-site visit to evaluate the programs and verify the self-study reports. A team chairman is selected to prepare the team report. Institutions have an opportunity to review the team report and make factual corrections before the report is finalized.

The Oklahoma State System of Higher Education offers 239 AAS degree programs at 18 institutions (two technical branches, three urban and nine rural community colleges, and four baccalaureates degree-granting institutions functioned to offer technical-occupational programs). These degree programs enroll over 21,000 students and graduate approximately 2,700 students each year.

POLICY ISSUES:

This action is consistent with the State Regents' *Technical-Occupational Program Evaluation* policy. As required by this policy, an external team of qualified consultants evaluates technical-occupational programs and makes one of three recommendations for each program: 1) unqualified continuation - five years, 2) qualified continuation - one to four years, or 3) discontinuation. In the event of adverse action, the president of the institution may request an appeal of the action. The State Regents subsequently would schedule a hearing and a final determination would be made based upon the evaluation report and the evidence presented by the institution at the appeal hearing. If an institutional appeal is denied, the institution may submit a request for a new evaluation one year after the appeal is denied.

ANALYSIS:

An external evaluation team visited Carl Albert State College (CASC), Connors State College (CSC), and Eastern Oklahoma State College (EOSC) on March 25-30, 2007. A separate external evaluation team visited Northeastern Oklahoma A&M College (NEOAMC) and Rogers State University (RSU) on April 3-5, 2007. The following materials were reviewed by the teams:

- ✓ Self-study reports.
- ✓ Accreditation reports.
- ✓ Policy manuals.
- ✓ Catalogs and class schedules.
- ✓ Related State Regents' policies.

The teams conducted interviews with institutional representatives including:

- ✓ President.
- ✓ Chief academic officer.
- ✓ Administrative staff.
- ✓ Department chairpersons.
- ✓ Faculty.
- ✓ Advisory committee members.
- ✓ Graduates.
- ✓ Students.

Brief summaries of the teams' recommendations are provided below. The president of each institution reviewed the team's report and recommendations for the institution. As specified in policy, only factual corrections are allowed. Attachments A-E list the institution, the date of the evaluation visit, the evaluation team, programs reviewed, the team recommendation, and the year of the next technical-occupational program review. The external teams' evaluation reports are available upon request.

CARL ALBERT STATE COLLEGE

The evaluation team made recommendations for six degree programs as summarized below:

- √ The Associate in Applied Science (AAS) in Child Development (012) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that CASC should address include:
 1. Provide documentation of advisory committee membership (to include broad representation), meeting minutes, and curriculum input by January, 2008.
 2. Consider the development of cooperative agreements with the technology center to increase enrollments in the AAS degree by March, 2009.
 3. Consider offering day courses to attract "traditional" students.
 4. Continue monitoring the Scholars for Excellence program to determine the sustainability of the funding and the potential impacts on programming.
- √ The Certificate in Child Development (048) does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:

1. Provide documentation of advisory committee membership (to include broad representation), meeting minutes, and curriculum input by January, 2008.
 2. Consider offering day courses to attract “traditional” students.
- √ The Associate in Applied Science in Computer Technology (040) and the Certificate in Business Technologies (049) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **two years**. Specific recommendations that the college should address include:
1. Implement an active advisory with evidence of membership, meeting minutes, and examples of curriculum input and improvements by March, 2009.
 2. Access and utilize data available from the state for tracking the progress and status of majors to assist in efforts to improve retention and graduation rates.
 3. The college or program should explore processes for providing placement services to its graduates.
- √ The Associate in Applied Science in Applied Technology (056) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:
1. CASC should aggressively market the degree to businesses and industries in the region so as to maintain at least the minimum productivity measures as they relate to enrollment and graduation.
 2. A strong advisory committee can assist with marketing and promotional efforts for the degree. The program should implement an active advisory committee with evidence of membership, meeting minutes, and examples of curriculum input and improvements by March, 2009. Perhaps one advisory committee can serve both the Applied Technologies program as well as Specialized Studies.
- √ The Certificate in Specialized Studies (045) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:
1. Given that this certificate is most likely to attract non-traditional students, the College should implement marketing strategies which target these students (as well as business and industry) so as to achieve minimum productivity standards related to graduation numbers.
 2. A strong advisory committee can assist with marketing and promotional efforts for the degree. The program should implement an active advisory committee with evidence of membership, meeting minutes, and examples of curriculum input and improvements by March, 2009. Perhaps one advisory committee can serve both the Applied Technologies program as well as Specialized Studies.

The team noted the following through observations and conversations with administration and faculty:

- The self study did not provide documentation of evidence for several program areas.
- Many of the individuals with whom the team met had no knowledge of why the visit was being conducted or why they had been asked to meet with the team.
- The college was receptive and willing to accommodate requests for additional information during this visit.
- During the visit, the team heard rationale from the administration and faculty to continue these programs.
- There was a general sense of disorganization during the site visits, with minimal participation and input from students, graduates and advisory committee members. It is strongly suggested that, prior to the next visit, CASC take advantage of the assistance that is available from the State Regents' office for the self-study process.

CONNORS STATE COLLEGE

The evaluation team made recommendations for five degree programs as summarized below:

- √ The AAS in Agriculture Equine Technology (066) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years so as to provide a transition period between the phase-out of the AAS degree and the final phase-in to the Associate in Science (AS) degree**. Specific recommendations that the college should address include:
 1. The College and program are considering eliminating the AAS degree and focusing their efforts on the AS and Certificate options. This seems to be a very appropriate direction for the program in consideration of the trend for students to pursue baccalaureate degrees. Therefore, the team recommends discontinuance of the AAS degree within 2 years and renewed focus on the AS degree.
- √ The Certificate in Agriculture Equine Technology (081) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends unqualified continuation of the program for **five years**. Specific recommendations that the CSC may wish to address include:
 1. The College and program should explore options to better coordinate facility support services for the equine program from the College's facilities maintenance department. This should provide more opportunities for program faculty to concentrate their time and energies on program needs rather than on facility needs.
 2. Consider how the College's website might be used to increase student recruitment for the program. Three of the four students who were interviewed about the program indicated that they first found out about CSC's equine program through a web search. Given this information, it may be that the website might be a primary source of information for potential new students who are looking for an equine program.
- √ The AAS in Child Development Associate (063) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:

1. The College should want to explore ways to increase enrollments in the AAS degree by March, 2009.
2. Explore opportunities for facility improvements.
3. Explore the possibility of hiring a full time faculty position or additional adjunct staff.
4. Design a college-wide marketing and recruitment plan for the program.
5. Develop a process for the general education faculty and program faculty to align and apply curriculum. For example, English faculty assigns a paper that is directly related to the topic of Child Development.

√ The Certificate in Child Development (076) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends unqualified continuation of the program for **five years**. Specific recommendations that the College may wish to address include:

1. The College should explore ways to increase enrollments in the Certificate by March, 2009.
2. Explore opportunities for facility improvements.
3. Explore the possibility of hiring a full-time faculty position or additional adjunct staff.
4. Design a college-wide marketing and recruitment plan for the program.

√ The AAS in Applied Technology (085) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends unqualified continuation of the program for **five years**. Specific recommendations that the College may wish to address include:

1. Continue to promote the cooperative agreement with Indian Capital Technology Center (ICTC) students, parents, and graduates.
2. Continue to develop and implement processes to keep appropriate ICTC faculty and staff and CSC faculty and staff “up to speed” regarding the status and/or changes in the degree program.

The team noted the following through observations and conversations with administration and faculty:

- There are opportunities for significant enrollment growth at CSC.
- There are opportunities to further develop the strong working relationship between CSC and ICTC.
- There is a sense of pride and commitment to students in the programs, and a strong concern to continue to offer the AAS degree.
- The focus on students and their learning is commended as the faculty involved in the program reviews conveyed energy, professionalism, and a desire to make the programs viable for the institution in its planning process for the future.
- The college was receptive and willing to accommodate requests for additional information during this visit.
- During the visit, the team heard rationale from the administration and faculty to continue these programs.

EASTERN OKLAHOMA STATE COLLEGE

The evaluation team made recommendations for six degree programs as summarized below:

√ The AAS in Administrative Office Technician (045) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends unqualified continuation of the program for **five years**. Specific recommendations that the college should address include:

1. Full time faculty load is considered 15 hours with most of the full-time faculty carrying loads between 18-21 hours. In order for this program to continue to grow and provide quality instruction to its students, EOSC should consider hiring a full-time faculty to alleviate large faculty overloads and significant part time instruction.
 2. Design a recruitment plan for the program.
 3. Develop a marketing and promotional plan for the program.
 4. Develop a process to strengthen articulation agreements and/or partnerships with area high schools and technology centers to increase enrollments in the program.
- √ The AAS in Meat Processing and Food Safety (053) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **three years**. Specific recommendations that the college should address include:
1. Develop industry partnerships to assist in program promotion and student retention.
 2. Work with the advisory committee to determine the appropriate career focus of the program and make adjustments as necessary (this might be done in conjunction with the establishment of the industry partnership activity identified above).
 3. Consider changing the name of the program to reflect the changing nature of the industry.
 4. Aggressively promote any partnerships and curriculum or name changes.
 5. Develop strategies to provide more recruitment assistance from the college.
- √ The AAS in Forest Technology (020) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **three years**. Specific recommendations that the college should address include:
1. Consider developing industry partnerships to assist in program promotion and student retention.
 2. Aggressively promote any partnerships.
 3. Develop strategies to provide more recruitment assistance from the college.
- √ The AAS in Child Development Associate (012) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:
1. Develop partnerships with the technology centers that will directly impact enrollments of the AAS program by March, 2009.
 2. Develop on-line courses that provide additional flexibility for current students and options for “traditional students.”
 3. Consider discontinuance of program if enrollments do not increase by March, 2009.
- √ The AAS in Technical Studies (055), which includes a cooperative Agreement with Kiamichi Area Technology Center (KATC) does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:
1. Continue aggressively promoting the degree option to technology center students and graduates.
 2. Implement an advisory committee with appropriate representation to insure that the program meets its intended objectives.
 3. Re-evaluate the program’s enrollment in Spring, 2009 to insure that the program is meeting state productivity measures for enrollment and graduation.

√ The Certificate in Child Development Assistant (063) program does not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **two years**. Specific recommendations that the college should address include:

1. Develop partnerships with the technology centers that will directly impact enrollments of the Certificate program by March, 2009.
2. Develop on-line courses that provide additional flexibility for current students and options for “traditional students”.

The team noted the following through observations and conversations with administration and faculty:

- There are opportunities for significant enrollment growth at EOSC.
- There are opportunities to further develop the strong working relationship between EOSC and KATC.
- There is a sense of pride and commitment to students in the programs, and a strong concern to continue to provide the AAS degree.
- The focus on students and their learning is commended as the faculty involved in the program reviews conveyed energy, professionalism, and a desire to make the programs viable for the institution in its planning process for the future.
- The college was receptive and willing to accommodate requests for additional information during this visit.
- During the visit, the team heard rationale from the administration and faculty to continue these programs.

NORTHEASTERN OKLAHOMA A & M COLLEGE

The evaluation team made recommendations for 31 degree programs as summarized below:

√ The AAS in Computer Science (011) and the Certificate in Computer/Information and Support (072) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **three years**. Specific recommendations that the college should address include:

1. In collaboration with program faculty, a comprehensive program assessment plan should be created with appropriate assessment measures and supporting data.
2. While the majority of students are pursuing an AAS degree, NEOAMC should create a plan and process that will allow the awarding of certificates as the requirements are met.
3. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.
4. NEOAMC should consider the development of specific programs and courses that would allow students to seek employment in the growing, regional gaming industry.

√ The AAS in Marketing and Management (032), the Certificate in Management and Marketing (082), the Certificate in Management and Marketing (100), the Certificate in Accounting (066), the Certificate in Accounting (087), and the Certificate in General Technology (078) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the programs for **three years**. The Certificate in Banking (070) program has been discontinued. Specific recommendations that the college should address include:

1. NEOAMC should require the identification of measurable program learning outcomes for all certificate programs and an appropriate assessment rubric for their measurement.
2. Create a plan and process that will allow the awarding of certificates as the requirements are met.
3. In collaboration with program faculty, a comprehensive program assessment plan should be created with appropriate assessment measures and supporting data.
4. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.
5. NEOAMC should undertake an intensive, targeted marketing plan to increase enrollment in the Management and Marketing programs.
6. Within three years, the number of AAS and Certificates awarded should meet the state requirement of averaging five per year.
7. NEOAMC should consider the development of specific programs and courses that would allow students to seek employment in the growing, regional gaming industry.

√ The Certificate in Early Childhood Education (071), the Certificate in Child Development (121) and the Certificate in Early Childhood Education–Nanny Program (090) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **three years**. The team recommends **discontinuation** of the AAS in Early Child Education (010) program. Specific recommendations that the college should address include:

1. NEOAMC should require the identification of measurable program learning outcomes for all certificate programs and an appropriate assessment rubric for their measurement.
2. Create a plan and process that will allow the awarding of certificates as the requirements are met.
3. In collaboration with program faculty, a comprehensive program assessment plan should be created with appropriate assessment measures and supporting data.
4. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.
5. NEOAMC should undertake an intensive, targeted marketing plan to increase enrollment in the Early Childhood certificate program.

√ The AAS in Administrative Office Support (043), the Certificate in Administrative Assistant (067), the Certificate in Administrative Assistant (088), the Certificate in Medical Assistant (084), the Certificate in Medical Assistant (102), the Certificate in General Office Operations (091), the Certificate in Legal Assistant (080) and the Certificate in Legal Assistant (098) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **three years**. Specific recommendations that the college should address include:

1. Program faculty and administration should consider implementing a comprehensive program assessment utilizing a capstone course to assess the efficacy of student learning in the programs.
2. While the majority of students are pursuing an AAS degree, NEOAMC should create a plan and process that will allow the awarding of certificates as the requirements are met.
3. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.
4. NEOAMC should consider the development of specific programs and courses that would allow students to seek employment in the growing, regional gaming industry.
5. Within three years, the number of AAS and Certificates awarded should meet the state requirement of averaging five per year.

- √ The AAS in Ranch Management (042), the Certificate in Farm and Ranch Management (077), and the Certificate in Farm and Ranch Management (095) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **three years**. Specific recommendations that the college should address include:
 1. Program faculty and administration should consider implementing a comprehensive program assessment utilizing a capstone course to assess the efficacy of student learning in the programs.
 2. While the majority of students are pursuing an AAS degree, NEOAMC should create a plan and process that will allow the awarding of certificates as the requirements are met.
 3. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.

- √ The AAS in Drafting and Design (014), the Certificate in Drafting/Design (074), and the Certificate in Drafting/Design (092) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of each program for **three years**. Specific recommendations that the college should address include:
 1. In collaboration with program faculty, a comprehensive program assessment plan should be created with appropriate assessment measures and supporting data.
 2. While the majority of students are pursuing an AAS degree, NEOAMC should create a plan and process that will allow the awarding of certificates as the requirements are met.
 3. A coordinated system of student tracking from admission inquiry to post-graduation should be developed.
 4. Consider utilizing adjunct faculty to enable program growth.

- √ The Certificate in Electronics Engineering (076), the Certificate in Electromechanic (075), the Certificate in Electromechanical (093), and the Certificate in Electronics Engineering (094) programs do not meet the minimum standards for unqualified continuation as required by the State Regents. The team recommends discontinuation of the programs.

The team noted the following through observations and conversations with administration and faculty:

- The faculty members are well-qualified, enthusiastic and student centered.
- The faculty members demonstrate a genuine interest in student advising.
- NEOAMC is an outstanding “green” campus with very nice facilities and well-equipped classrooms.
- NEOAMC enjoys tremendous local pride by students, faculty, alumni and employers.
- The college should consider any opportunity possible to capitalize on the local growth of the gaming industry. Partnership opportunities may exist that could lead to greater enrollment in AAS programs.

ROGERS STATE UNIVERSITY

The evaluation team made recommendations for two degree programs as summarized below:

- √ The AAS in Emergency Medical Service (094) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends unqualified continuation of the program for **five years**. Specific recommendations that the college should address include:

1. Plan for the provision of resources to update some aspects of the equipment.
 2. Review the current adequacy of electronic journal access and add additional materials as deemed appropriate to support the program.
 3. Increase the involvement and efforts with the university career center and alumni office to develop a more comprehensive system of identifying and tracking graduates for program assessment and placement purposes.
 4. Require students to complete the Anatomy and Physiology course prior to program admission.
 5. Create and clearly articulate a drug testing policy.
- √ The AAS in Applied Technology (111) program meets the minimum standards for unqualified continuation as required by the State Regents. The team recommends qualified continuation of the program for **five years**. The team recommends that the college implement a formal process to survey employers and current students.

The team noted the following through observations and conversations with administration and faculty:

- The programs have a well-defined mission and purpose statement.
- Faculty members are enthusiastic and well-qualified for instruction in these programs.
- There is a genuine concern for students.
- Cooperation between RSU faculty and the technical center is exemplary.
- Employers and advisory committee members are well pleased with the ability of graduates and have an outstanding relationship with administration and faculty.

It is recommended that the evaluation team's recommendations as noted above be approved.

Attachments

ATTACHMENT A

CARL ALBERT STATE COLLEGE
Technical Occupational Program Review
Evaluation Visit: March 26, 2007

Evaluation Team	Recommended for Unqualified Continuation - Five Years [Next Review: 2012]	Recommended for Qualified Continuation - Four Years [Next Review: 2011]	Recommended for Qualified Continuation - Three Years [Next Review: 2010]	Recommended for Qualified Continuation - Two Years [Next Review: 2009]	Recommended for Discontinuation
<p>Dr. Diane Vertin Vice President for Academic Affairs Wisconsin Indianhead Technical College Superior, Wisconsin</p> <p>Dr. Jerome Migler Provost Minnesota State Community and Technical College Moorhead, Minnesota</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Child Development (012) • Child Development (048) • Computer Technology (040) • Business Technologies (049) • Applied Technology (056) • Specialized Studies (045) 	<ul style="list-style-type: none"> • None

ATTACHMENT B

**CONNORS STATE COLLEGE
 Technical Occupational Program Review
 Evaluation Visit: March 29-30 2007**

Evaluation Team	Recommended for Unqualified Continuation - Five Years [Next Review: 2012]	Recommended for Qualified Continuation - Four Years [Next Review: 2011]	Recommended for Qualified Continuation - Three Years [Next Review: 2010]	Recommended for Qualified Continuation - Two Years [Next Review: 2009]	Recommended for Discontinuation
<p>Dr. Diane Vertin Vice President for Academic Affairs Wisconsin Indianhead Technical College Superior, Wisconsin</p> <p>Dr. Jerome Migler Provost Minnesota State Community and Technical College Moorhead, Minnesota</p>	<ul style="list-style-type: none"> • Agriculture Equine Technology (081) • Applied Technology (085) • Child Development (076) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Child Development (063) • Agriculture Equine Technology (066) 	<ul style="list-style-type: none"> • None

EASTERN OKLAHOMA STATE COLLEGE
Technical Occupational Program Review
Evaluation Visit: March 27, 2007

Evaluation Team	Recommended for Unqualified Continuation - Five Years [Next Review: 2012]	Recommended for Qualified Continuation - Four Years [Next Review: 2011]	Recommended for Qualified Continuation - Three Years [Next Review: 2010]	Recommended for Qualified Continuation - Two Years [Next Review: 2009]	Recommended for Discontinuation
<p>Dr. Diane Vertin Vice President for Academic Affairs Wisconsin Indianhead Technical College Superior, Wisconsin</p> <p>Dr. Jerome Migler Provost Minnesota State Community and Technical College Moorhead, Minnesota</p>	<ul style="list-style-type: none"> • Administrative Office Technician (045) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Forest Technology (020) • Meat Processing & Food Safety (053) 	<ul style="list-style-type: none"> • Technical Studies (055) • Child Development Associate (012) • Child Development Assistant (063) 	<ul style="list-style-type: none"> • None

NORTHEASTERN OKLAHOMA A & M COLLEGE
 Technical Occupational Program Review
 Evaluation Visit: April 3-4, 2007

Evaluation Team	Recommended for Unqualified Continuation - Five Years [Next Review: 2012]	Recommended for Qualified Continuation - Four Years [Next Review: 2011]	Recommended for Qualified Continuation - Three Years [Next Review: 2010]	Recommended for Qualified Continuation - Two Years [Next Review: 2009]	Recommended for Discontinuation
<p>Dr. James Selbe President and CEO Hopkinsville Community College Hopkinsville, Kentucky</p> <p>Dr. Floyd Van Madray, Jr. Dean, Construction and Industrial Technology Pitt Community College Winterville, North Carolina</p>	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Computer Science (011) • Marketing & Management (032), Management/Marketing (082), Management & Marketing (100) • Administrative Office Support (043), Administrative Assistant (067), Administrative Assistant (088) • Ranch Management (042) • Drafting and Design (014) • Drafting/Design (074) & (092) • Computer/Information & Support (072) • Child Development Cert (121), Early Childhood Education (071), Early Childhood Education-Nanny Program (090) • Farm/Ranch Management (077), Farm/Ranch Management (095) • Medical Assistant (084) & Medical Assistant (102) • Accounting (066), Accounting (087), General Office Operations (091), Legal Assistant (080), Legal Assistant (098) • General Technology (078) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Early Child Education (010) • Electronics Engineering (076) • Electronics Engineering (094) • Electromechanic (075) • Electromechanical (093) • Banking (070)

ROGERS STATE UNIVERSITY
Technical Occupational Program Review
Evaluation Visit: April 5, 2007

Evaluation Team	Recommended for Unqualified Continuation - Five Years [Next Review: 2012]	Recommended for Qualified Continuation - Four Years [Next Review: 2011]	Recommended for Qualified Continuation - Three Years [Next Review: 2010]	Recommended for Qualified Continuation - Two Years [Next Review: 2009]	Recommended for Discontinuation
<p>Dr. James Selbe President and CEO Hopkinsville Community College Hopkinsville, Kentucky</p> <p>Dr. Floyd Van Madray, Jr. Dean, Construction and Industrial Technology Pitt Community College Winterville, North Carolina</p>	<ul style="list-style-type: none"> • Emergency Medical Service (094) • Applied Technology (111) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

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AGENDA ITEM #17:

Oklahoma Higher Education Horizons.

Oral Presentation.

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AGENDA ITEM #18:

Legislature/Governor.

2007 Legislative Summary Oklahoma State Regents for Higher Education

Legislation Included - - HB 1114, HB 1137, HB 1384, HB 1589, HB 1762, HB 1804, HB 2103, SB 357, SB 496, SB 820, SB 1092, and SCR 28.

Note: Enrolled versions of legislative measures can be viewed online at <http://webserver1.lsb.state.ok.us/WebBillStatus/main.html>

HB 1114 by Representative Bengé and Senator Crutchfield

Sections 2 through 5 of HB 1114 create a program for state employees to receive reimbursement for student loan obligations. Employees are restricted to a maximum reimbursement of \$5,000 in any twelve-month period and cumulative maximum of \$15,000.

HB1137 by Representative Bengé and Senator Crutchfield

Authorizes the Oklahoma Capital Improvement Authority to issue \$50 million in bonds to provide state matching funds to endowed chairs, professorships, and lectureships at Institutions of the State system of higher education.

HB 1384 by Representative Ingmire and Senator Mike Johnson

Contains provisions allowing higher education institutions and agencies to keep confidential information pertaining to donors or prospective donors who benefit the institutions or agencies.

HB 1589 by Representative Shumate and Senator Eason – McIntyre

HB 1589 allows a comprehensive or regional institution of the State System of Higher Education to sponsor a charter school. The sponsorship only applies to charter schools located in school districts that have at least 5,000 students (ADM) and all or part of the school district is located in a county have a population of at least 500,000 based upon last Federal Decennial Census. To be eligible the institution must also have a teacher education program accredited by the Oklahoma Commission on Teacher Preparation. The Institution must also have a branch campus or constituent agency located within the school district as the charter school.

The bill also:

1. Restricts the number of new charter schools to be no more than three per year.
2. Requires proposed sponsors to have completed State Department of Education training on the process and requirements of establishing a charter school prior to submitting a sponsor application.
3. Requires the administrative, fiscal and oversight responsibilities of the sponsor to be listed in the contract and prevents delegation of these responsibilities to the local school district.
4. Restricts the fee for administrative services provided by the sponsor to no more than 5% of the local school district allocation to the charter school.

HB 1762 by Representative Blackwell and Senator

Expands eligibility for Oklahoma's Promise to include students who are enrolled in a school district located in Oklahoma, which pursuant to a cooperative contract authorized by state law, serve students from both Oklahoma and from an adjacent state.

HB 1804 by Representative Terrill and Senator Williamson

HB 1804 contains comprehensive immigration reform legislation that in part prohibits individuals not lawfully present in the United States from being eligible for resident tuition and any other postsecondary education benefits, such as scholarships or financial aid.

HB 2103 by Representative Cargill and Senator Johnson

HB 2103 establishes an optional guaranteed tuition program for students enrolling for the first time as full time undergraduate students. The guaranteed tuition rate is required to be effective for a period of four years at four-year institutions and for two years at two-year institutions. The guaranteed tuition program begins with the 2008-09 Academic year and applies to resident tuition only. Other specifics of the legislation include:

1. The guaranteed tuition rate shall not exceed the amount the student was charged at the time of first enrollment, nor shall the rate exceed 115% of the nonguaranteed rate.
2. The existing Legislative tuition limits are still applicable to the guaranteed and the non-guaranteed tuition rates.
3. Students must elect to take the guaranteed rate at the time of first enrollment.
4. If the normal time for completion of an undergraduate program is more than four years, then the guaranteed tuition rate for those who have chosen the guaranteed option shall not increase during the normal time for completion of their undergraduate program.
5. Students who elect to participate in the guaranteed tuition program must maintain full time enrollment during their guaranteed period.

6. Students in the guaranteed tuition program who transfer to another institution or transfer from a constituent agency of a comprehensive institution to another constituent agency or to the comprehensive institution shall be charged the amount of tuition charged other students enrolling for the first time at those institutions.
7. Students in the guaranteed tuition program who change majors or transfer to another campus of the same institution shall be charged the tuition rate they would have been charged had they been admitted to the changed major or enrolled at the new campus when they first enrolled.
8. Prior to their enrollment, each institution will be required to provide new students information on the annual tuition rate charged and percent increase of those rates for the previous four academic years and information on the annual tuition rate and percent increase the nonguaranteed tuition rate would have to experience in order to equal or exceed the guaranteed rate for the succeeding four years.

HB 2103 also contains language intended to control the costs of textbooks on students. Specifically, the legislation requires each governing board to adopt an instructional material policy that requires:

1. Bookstores to provide students with the option of purchasing instructional materials that are unbundled, disclosure to faculty and staff on the costs to students of purchasing instructional materials, public disclosure how new editions differ from previous editions, promote and publicize book buy back programs, and public disclosure to faculty and staff on the retail costs for instructional materials on a per course basis.
2. Faculty and staff to consider the least costly practices in assigning Instructional materials for a course.

Likewise, the bill requires publishers to make available to faculty and staff the price at which the publisher will make instructional materials available to bookstores and provide a list of revisions for instructional materials since the last published edition of those materials.

Finally, HB 2103 creates a new section in law that restricts the inducements faculty and staff can receive in order to require specific instructional materials to be used in specific courses.

SB 357 by Senator Crutchfield and Representative Bengtson

Increase employer contribution rates to the Oklahoma Teachers Retirement System over the next three fiscal years.

Contains the provisions of the agreement to permanently fund OTRS. Specifically the bill increases employer provider rates over the next several years and holds harmless the dedicated General Revenue Funds dedicated to OTRS from reductions in apportionments due to such actions as tax rate cuts.

Employer Contribution rates are to be increased as follows:

- To 8.35% in January 2008 (FY08)
- To 8.5% in July 2008 (FY09)
- To 9.0% in January 2009 (FY09)
- To 9.5% in January 2010 (FY10)

For Comprehensive Universities and Four Year Regional Universities, the employer contribution rates are as follows:

- To 7.55% in January 2008 (FY08)
- To 8.05% in January 2009 (FY09)
- To 8.55% in January 2010 (FY10)

The increases are subject to adequate Legislative appropriations made for the purpose of funding the contributions increases.

SB 496 by Senator Reynolds and Representative Kern

Prohibits the sale of student data to an entity the regularly extends consumer credit for the purpose of marketing consumer credit products and services to students.

SB 820 by Senator Morgan and Representative Jones

SB 820 creates a permanent funding source for Oklahoma's Promise (OHLAP) beginning in FY09.

By November 1 of each year, the State Regents for Higher Education will provide the State Board of Equalization with an estimate of the revenue need to make awards to students in the upcoming fiscal year. At their December meeting, the State Board of Equalization will determine the final amount of revenue necessary to make the awards. This amount will be reduced 'off the top' of the General Revenue Fund for the upcoming fiscal year and distributed periodically to the Oklahoma Higher Learning Access Trust Fund.

SB 820 also modifies eligibility requirements of the program:

1. Students must be United States citizen or lawfully present in the United States. This requirement does not apply to students enrolled in the program prior to the end of the 2006-07 academic year.
2. Home schooled students are eligible if they achieve an ACT score of at least 22.
3. Students in college will be required to achieve a minimum GPA of 2.0 during their sophomore year and a minimum GPA of 2.5 during their junior and senior years. This requirement does not apply to students who received an award prior to the 2009-10 academic year.
4. Students who are expelled or suspended for more than one semester will permanently lose their award benefits beginning January 1, 2008.
5. SB 820 also provides for a loss of benefits if at the time the student starts at a college or university and before they receive an award, the annual income of the student's parents is determined to be above \$100,000. This requirement will not apply to students who have received an award prior to the 2009-10 academic year.

SB 1092 by Senator Mazzei and Representative Jones

SB 1092 made technical corrections to SB 357, allowing for the transfer of funds to meet the requirement of funding the contribution increases.

SCR 28 by Senator Garrison and Representative McPeak

Authorizes the Board of Regents for A&M Colleges to issue revenue bonds on behalf of Connors State College. The authorization for \$1.2 million in bonds is designated for the replacement of a water plant on the Warner campus.

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AGENDA ITEM #19:

Commendations.

SUBJECT: Staff Recognitions.

RECOMMENDATION:

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

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

- **Jolynn Horn**, GEAR UP Senior Coordinator for Professional Development, made a presentation entitled *Successful Academic Transitions for All Students* at the Education Trust's Eighth Annual School Counseling Summer Academy. The Education Trust is a national organization that works to close the achievement gaps that separate low-income students other youth.
- **Mary Mowdy**, Executive Director of the Oklahoma Guaranteed Student Loan Program, will become the chairperson of the board of directors for the National Council on Higher Education Loan Programs on July 1, 2007. NCHHELP represents a nationwide network of guaranty agencies, secondary markets, lenders, loan servicers, collection agencies, schools, and other organizations involved in the administration of the Federal Family Education Loan Program (FFELP). NCHHELP members promote student access and choice for post-secondary education and training.
- **Carol Alexander**, OHLAP Scholarship Coordinator, and **Alicia Harris**, Scholarship Programs Coordinator, were selected as Policy Fellows for 2007-08 by the Western Interstate Commission for Higher Education (WICHE). The WICHE Policy Fellow program is a component of *Escalating Engagement: State Policy to Protect Access to Higher Education*, a project supported by a grant from the Ford Foundation. Their project will focus on how Oklahoma's Promise is serving foster care youth in Oklahoma and will include an overview of how increased enrollment and costs of the program will impact not only the individual students but the state as a whole.
- **Risa Johnson**, GEAR UP Staff Assistant II for Student Preparation, was awarded a Bachelor of Liberal Studies Degree in Organization Communication by Oklahoma City University.
- **Dr. Cindy Brown**, Director of Student Preparation, was the Plenary Session speaker for the Oklahoma Division of Student Assistance Annual Conference. ODSA is the state organization of TRiO professionals whose purpose is to help students overcome class, social and cultural barriers to higher education.
- **Dr. Kyle Dahlem**, Teacher Education and Minority Teacher Recruitment Center Director, keynoted the South Oklahoma City Chamber 2007 Education Banquet, the Wewoka Public School Foundation Banquet, was an invited speaker at the 2007 National Council for the

Accreditation of Teacher Education (NCATE) Clinic in Squaw Valley, California, and the Center for Improving Teacher Quality National Invitation Forum in Arlington, VA.

- **Dr. Glen D. Johnson**, Chancellor, presented the top four awards at this year's Research Day at the Capitol, appeared on the local television program *The Verdict*, and addressed the Oklahoma Association of Student Financial Aid. Chancellor Johnson also gave remarks at the Economic Development Reception hosted by Redlands Community College, the Governor's Cup, and the Kerr Breakfast. In addition, Chancellor Johnson addressed the Ada Chamber of Commerce, gave congratulatory remarks at the Oklahoma City Community College commencement ceremony, and delivered the commencement address at Eastern Oklahoma State College.

- **Oklahoma GEAR UP** was awarded a Silver Paragon award in the National Council for Marketing & Public Relations' College Promotional Video category for the 8th Grade DVD *GEARing UP for College* and a Silver Paragon award in the Government/Community Relations category for GEAR Up's Hispanic outreach efforts. More than 2010 entries were entered in this competition and less than 90 awards were given.

- **Oklahoma GEAR UP** also received the following awards from the 2007 Oklahoma School Public Relations Association (OKSPRA) communications competition:
 - Award of Excellence - *GEARing UP for College* 8th grade DVD
 - Award of Excellence - GEAR UP Spanish-Speaking Community Outreach Efforts
 - Award of Merit - GEAR UP *Guide for Parents of 9th - 10th Grade Students*
 - Award of Merit - GEAR UP *Guide for Parents of 11th - 12th Grade Students*
 - Award of Merit - GEAR UP *Student Activity Booklet*

OKSPRA is an award-winning state chapter of the National School Public Relations Association (NSPRA), the nation's leading school communications organization. Oklahoma GEAR UP's efforts in public engagement are coordinated by **Donna Spain-Bryant**.

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AGENDA ITEM #20:

Executive Session.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment, hiring, appointment, promotion, demotion, disciplining or resignation of any individual salaried public officer or employee (see Attachment A), and 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 #21:

Personnel.

Not Available Electronically.

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AGENDA ITEM #22-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
18 degree program course requirement changes
1 degree program requirement change

Southeastern Oklahoma State University (SEOSU)
2 degree program requirement changes
2 degree program course requirement changes
1 option name change

Connors State College (CSC)
3 degree program course requirement changes
2 degree program requirement changes

Oklahoma City Community College (OCCC)
4 degree program course requirement changes
1 option deletion
1 option addition

Tulsa Community College (TCC)
4 degree program course requirement changes
9 option additions
11 option deletions
5 option name changes
5 degree program name changes

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Industrial Engineering (129)

Master of Business Administration (025)

Degree program course requirement change and degree program requirement change:

- Add additional step to the admission process with requirement for students to apply to the School of Industrial Engineering for acceptance into the program during the Fall semester of their junior year.
- Change coursework for the Master of Business Administration (MBA) from four semesters to three semesters of area-specific coursework.
- These programs are designed as an accelerated pathway for students to attain the graduate degree.
- Proposed changes will allow for better tracking of students in the degree program.
- Proposed changes will provide the opportunity to mentor potential MBA applicants regarding admission requirements.
- Proposed changes will better align with projected MBA curriculum changes.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Science in Computer Science (233)

Master of Science in Computer Science (132)

Degree program course requirement changes:

- Remove CS 4313 from the list of required systems electives.
- Add CS 5163 as a 5000-level systems elective.
- Add CS 5033 as a 5000-level applications elective.
- Remove CS 5193 from list of approved theory electives.
- Modify check sheet to allow any of the graduate work to count in the baccalaureate degree.
- Add CS 4163 and CS 4033 to list of approved electives.
- Change course number CS 5973 to CS 5970.
- Change number CS 4970 to CS 4410.
- Change prerequisite CS 4973 to require only the permission of the instructor.
- Removed CS 4313 from the catalog as it is no longer offered.
- Proposed additions will provide students with new opportunities within computer science.
- Proposed number change will better conform to recently created university standards to the usage of certain course numbers.
- Proposed prerequisite change will allow faculty to offer special topics courses where data structures are not a meaningful prerequisite.
- Proposed course additions will allow students to meet distribution requirements in the graduate program.
- Proposed new check sheet will better reflect program requirements.
- Proposed approved electives will give students more flexibility.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Master of Science in Knowledge Management (347)

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

Degree program course requirement changes:

- Change content area title “Organizations and Organizational Culture” to “Organizational Development and Management.”
- Change content area title from “Research, Production, and Evaluation” to “Research, Discovery, and Evaluation.”
- The School of Library and Information Studies will determine and manage guided electives within the five content areas and general electives.
- Proposed changes will provide more current options for students.
- Proposed changes in titles will better reflect the content areas.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Business Administration in Management and Human Resources (168)

Degree program course requirement changes:

- Delete SCM 3523 and MIS 3353 from major electives.
- Add ECON 3513 and ECON 4513 to major electives.
- Add “Add three hours from ECON 3513 or ECON 4753” to major requirements.
- Change “Balance of hours” from 12 to 9.
- Proposed change will add two economics courses relevant to the major subject matter.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Doctor of Philosophy in Business Administration (026)

Degree program course requirement change:

- Adjust foundational knowledge requirement for Doctor of Philosophy students.
- Proposed change will reflect new course numbers under proposed new MBA program.
- Proposed change will blend economics into foundational knowledge requirement.
- Proposed change will formalize specific alternative ways to satisfy the foundational knowledge requirement.
- Proposed change will clarify the acceptability of graduate-level courses taken outside of the Price College of Business.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Fine Arts in Dance (042)

Degree program course requirement changes:

- Delete DANC 3733, DANC 2713, and DANC 3713.
- Add DANC 3743 and DANC 3753.
- Proposed changes will more accurately represent current changes and needs in the market place.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Journalism in Journalism Broadcasting and Electronic Media (135)

Degree program course requirement changes:

- In addition to standard curriculum or nine credit hours, students will have new core requirements of 16 credit hours.
- Allow students to select paths with the Broadcasting and Electronic Media program.
- Require students to take at least nine semester hours (three separate courses) of Practicum.
- Proposed changes will increase major hours from 33 to 43.
- Proposed changes will update the current curriculum.
- Proposed changes will reflect the faculty's desire to better prepare students to meet the creative, organizational, and leadership needs expected of graduates.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Anthropology (008)

Degree program course requirement changes:

- Replace 3043 and add 3083 and 4073 to Socio-Cultural guided electives.
- Add 3373, 4383 and 4743 to Archeology guided electives.
- Add 4193, 4293, 4593, and 4603 to Biological Anthropology guided electives.
- Add 4313 to Linguistics guided electives.
- Proposed changes will allow students a wider variety of courses to fulfill degree requirements.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Chinese (358)

Degree program course requirement changes:

- Delete CHIN 4633.
- Add CHIN 4993.
- Change CHIN 4223 to CHIN 3323.
- Proposed changes will create a capstone class for the Chinese major.
- Proposed changes will make courses accessible to third year students.
- Add ENGL 4593 to Group I.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

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

Degree program course requirement changes:

- Delete JMC 3723 from core requirements and use as a guided elective.
- Require 21 credit hours of guided electives within the major.
- Proposed changes will allow students more flexibility in following their specific interest in the field.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in German (099)

Degree program course requirement changes:

- Delete 4313 and 4323 from German group.

- Change “Two courses taken at the 4000/5000 level” to “Four courses taken at the 4000 level, one of which must be 4333 and one of either 4313 or 4323.”
- Proposed changes will reflect actual practice in the major, thus eliminating the need for substitutions.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Information Studies (343)

Degree program course requirement changes:

- Add COMM 3523 and COMM 4153 to major “Interpersonal Communication.”
- Add COMM 3253, COMM 3473, COMM 3483, PHIL 3533, PSY 4313, and PSY 4793 to major “Organizational Communication.”
- Add COMM 2713, COMM 3243, PHIL 3273, and SOC 3683 to major “Information in Society.”
- Add ENGL 3183 to major “Technical Writing.”
- Delete ENGL 3153 from major “Technical Writing.”
- Proposed changes will address issues of relevance and provide flexibility for students’ individual programs.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Science in International Studies (018)

Degree program course requirement changes:

- Add IAS 3123, IAS 3133, IAS 3143, and IAS 3153 to area “Politics and Society” under major “Asian Studies.”
- Add IAS 3323 to area “Politics and Society” under major “Latin American Studies.”
- Add IAS 3013, IAS 3023, IAS 3033, IAS 3043, and IAS 3153 to area “International Politics” under major “International Studies.”
- Add IAS 3123, IAS 3133, IAS 3143, and IAS 3443 to area “Comparative Studies” under major “International Studies.”
- Add IAS 3323 and ECON 4713 to area “International Economics” under major “International Studies.”
- Delete IAS/SOC 3853 from area “Politics and Society” under major “Russian and East European Studies.”
- For majors in Asian Studies, European Studies, Russian and East European Studies, Latin American Studies, and International Studies, add the following statement “Students may take other appropriate courses as approved by the IAS Academic Advisor.”
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Native American Studies (321)

Degree program course requirement changes:

- Add NAS 3333 to major support requirements.
- Increase introductory level course in Creek from three credit hours to five credit hours.
- Proposed change will expand course offerings in major support with an emphasis on contemporary Native American issues.

- Proposed change will continue the process of bringing the introductory-level Native American languages into conformity with the other introductory-level foreign languages at OU.
- Total number of credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Sociology (212)

Degree program course requirement change:

- Delete SOC 3853 from elective courses.
- Proposed deletion stems from being unable to offer the course.
- No faculty specializes in the area of sociology and no need to recruit.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Bachelor of Arts in Womens’ Studies (320)

Degree program course requirement changes:

- Add HIST 3073 and HIST 3243 to major area “History and Culture.”
- Add ENGL 3263, ENGL G4273, and MLLL 4663 to major area “Literature, Art, and Communication.”
- Add HES 3863, HES 4523, HES 4853, WS 3233, WS 4243, and WS 4553 to major area “Contemporary Social and Scientific Problems.”
- Delete “NOTE: The remaining three elective hours of major work require approval of the Director of Women’s Studies.”
- Reduce the number of hours required for the major from 36 to 33.
- Proposed course additions will give students more options for fulfilling major requirements.
- Reducing the number of hours required from 36 to 33 will make the program more accessible for double-majors and contribute to retention of current majors.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Doctor of Philosophy in Computer Science (133)

Degree program course requirement change:

- Delete CS 4313 from the list of required courses.
- Course has been reduced to a 3000 level and is no longer eligible for graduate credit.
- Course is not necessary with the influx of students who have backgrounds in computer science.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU – Master of Education in School Counseling (258)

Degree program course requirement change:

- Remove EDPY 4413 and replace it with EDPY 5940.
- Proposed change will provide prospective school counselors with a better theoretical grounding.
- Total number of credit hours will not change.

- No courses will be added or deleted.
- No new funds are required.

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

Degree program requirement changes:

- Change major hours requirement from 58 to 56-58.
- Allow CHEM 1114 and CHEM 1214 in place of CHEM 1315 and CHEM 1415.
- Proposed change will allow safety students to take chemistry courses created for degree programs, rather than general chemistry courses.
- Total credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

SEOSU – Master of Education in Elementary Education (072)

Option name change, degree program course requirement change, and degree program requirement change:

- Change option “Reading” to “Reading Specialist.”
- Change Professional Education component from 12 to three credit hours.
- Change Specialization component from 18 to 30 credit hours.
- Require applicants to be eligible for or hold a standard teaching certificate in elementary or special education.
- Proposed changes will meet National Council for the Accreditation of Teacher Education and International Reading Association standards.
- Total credit hours for the degree will change from 33 to 36.
- No courses will be added or deleted.
- No new funds are required.

SEOSU – Bachelor of Science in Recreation (041)

Degree program course requirement changes:

- Add HPER 3142, 3242, 4363, and 3852 to required courses.
- Change elective hours from 10 to 13 credit hours.
- Proposed changes will strengthen the major and better prepare students for success in the recreation profession.
- Total credit hours for the degree will change from 38 to 40.
- Four new courses will be added.
- No new funds are required.

CSC – Certificate in Child Development (090)

Certificate in Child Development (076)

Associate in Applied Science in Child Development (063)

Associate in Applied Science in Child Care Administration (091)

Degree program course requirement change and degree program requirement change:

- Change the course description of CHDV 1113.
- Require a “C” or higher grade in all Child Development courses for graduation.
- Proposed changes will strengthen the program to assist in preparing for accreditation by the National Association for the Education of Young Children (NAEYC).
- Proposed changes will facilitate alignment for course equivalency for state matrix.
- Proposed changes will ensure greater academic quality and better work preparation of graduates.

- Total credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

CSC – Associate of Arts in Child Development (086)

Degree program course requirement change and degree program requirement change:

- Change the course description of CHDV 1113.
- Divide “Program Electives” into “Program Electives” and “Selected Electives.”
- Require a “C” or higher grade in all Child Development courses for graduation.
- Proposed changes will offer new choices to students to limit subject duplication and ensure breadth in discipline.
- Proposed changes will strengthen the program to assist in preparing for accreditation by the NAEYC.
- Proposed changes will facilitate alignment for course equivalency for state matrix.
- Proposed changes will ensure greater academic quality and better work preparation of graduates.
- Total credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

CSC – Associate in Arts in Pre-Education (043)

Degree program course requirement changes:

- Change “Program Requirements” to “Program Requirements as Recommended from the following:”
- Delete EDUC 3313, FCSE 1213, HIST 1223, HIST 1323, HUMN 1113, and SOCI 2523 as recommended electives.
- Change SPAN 1115 to SPAN 1113, making it a three hour credit course.
- Proposed change will clarify the language in the catalog for students’ understanding.
- Proposed change will ensure alignment of courses and degree requirements for future articulation with university programs.
- Total credit hours for the degree will not change.
- No courses will be added or deleted.
- No new funds are required.

OCCC – Associate in Applied Science in Auto Tech (048)

Option deletion:

- Delete “GM Body Service Education” option.
- Proposed deletion is a result of the discontinuation of the cooperative agreement program at Francis Tuttle Technology Center.
- Total number of credit hours will not change.
- Eight courses will be deleted.
- No new funds are required.

OCCC – Certificate in Computer Aided Design-Manufacturing and Architecture (084)

Degree program course requirement changes:

- Change all CAD prefix courses to CAT prefix.
- Delete CAT 1413 course from program.
- Add CAT 1053 course to program.
- Proposed change will more closely reflect changes within Computer-Aided field.

- Proposed changes will provide course needed for Accreditation Board for Engineering and Technology (ABET) accreditation standards.
- Total number of credit hours will not change.
- One new course will be added.
- No new funds are required.

OCCC – Certificate in Computer Aided Technology in Multimedia (117)

Degree program course requirement changes:

- Replace all CAD prefix courses with CAT prefix.
- Add CS 1103.
- Remove CAT 1413 as a prerequisite for CAT 2113 and CAT 2163.
- Replace PHYS 1114 with CS 1103.
- Proposed changes will provide course needed for ABET accreditation standards.
- Total number of credit hours will change from 61 to 60.
- No courses will be added or deleted.
- No new funds are required.

OCCC – Associate in Applied Science in Database Management (142)

Degree program course requirement change:

- Add new courses CS 2573 and CS 2443.
- Proposed change will provide students with training needed in today’s marketplace.
- Total number of credit hours will change from 60 to 61.
- Two new courses will be added.
- No new funds are required.

OCCC – Associate in Applied Science in Computer Science (052)

Degree program course requirement change and option addition:

- Add new course CS 2573.
- Add option “Database.”
- Proposed changes will meet local industry needs.
- Proposed changes will provide students with additional employment opportunities.
- Total number of credit hours will not change.
- One course will be added.
- No new funds are required.

TCC – Associate in Science in Business Administration (003)

Option addition:

- Add option “Business Related Fields -Langston Transfer.”
- Proposed option addition will provide students with a seamless transfer to Langston University.
- Proposed option addition will further define specialized course requirements.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC – Associate in Applied Science in Business (153)

Option addition and option name change:

- Add option “Health Care Business Operations.”
- Change name of option “Executive Assistant” to “Administrative Careers.”

- Proposed option addition will provide skills and knowledge to students in order to be employable in the health care industry.
- Proposed option addition will enable students who were previously in TCC's Health Care Administration program to complete their program.
- Proposed name change better reflects changes in today's general, legal, and medical office careers.
- Total number of credit hours will change from 63 to 60.
- No courses will be added or deleted.
- No new funds are required.

TCC – Certificate in Business (241)

Option additions, option deletion, and option name change:

- Add options "Administrative Careers, Legal" and "Administrative Careers, Medical."
- Delete option "Certified Professional Secretary."
- Change name of option "Receptionist" to "General Administrative Career."
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC – Associate in Science in Child Development (246)

Option addition:

- Add option "Child Care Administration-OSU Transfer."
- Proposed option addition will provide students with a seamless transfer to Oklahoma State University.
- Proposed option addition will further define specialized course requirement for seamless transfer.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Associate in Science in Pre-Computer Science (255)

Option addition and degree program name change:

- Add option "Computer Information Systems-NSU."
- Change program name to "Associate in Science in Computer Information Systems."
- Proposed option addition will provide students with a seamless transfer to Northeastern State University.
- Proposed option addition will further define specialized course requirement for seamless transfer.
- Proposed name change will better reflect current trends in career field.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC – Associate in Applied Science in Computer Information Systems (098)

Option deletions and option name change:

- Delete options "Digital Video," "Web Design," "Certified Systems Support Technician," "PC Technician," "Oracle Database Administrator," "Systems Support MCSE," and "Cyber Security."

- Change name of option “Certified Systems Support Technician” to “Systems Support Technician.”
- Proposed option deletions represent revisions in suspended “Desktop Publishing” program.
- Proposed option deletions’ competencies have been moved to new program.
- Remaining students will be accommodated in other programs.
- Proposed option name change will better reflect comprehensive curriculum plan.
- Total number of credit hours will not change.
- 12 courses will be deleted.
- No new funds are required.

TCC – Certificate in Computer Information Systems (133)

Option deletions, option name change, and degree program course requirement change:

- Delete options “Web Design,” “Digital Video,” “Adobe Master Design Specialist,” “Web Design Essentials,” “PC Technician,” “Oracle Database Administrator,” “MCSE,” and “Cyber Security.”
- Change name of option “Certified Systems Support Technician” to “Systems Support Technician.”
- Reduce number of courses required in program from 24 to 15.
- Proposed option deletions represent revisions in suspended “Desktop Publishing” program.
- Proposed option deletions’ competencies have been moved to new program.
- Remaining students will be accommodated in other programs.
- Proposed option name change will better reflect comprehensive curriculum plan.
- Total number of credit hours will change from 24 to 15.
- 12 courses will be deleted.
- No new funds are required.

TCC –Associate in Applied Science in Desktop Publishing (216)

Degree program name change and option additions:

- Change name of program to “Associate in Applied Science in Digital Media.”
- Add options “Adobe Master Design Specialist,” “Broadcast Production Specialist,” “Digital Media Specialist,” “Print and Online Reporting Specialist,” and “Web Design Specialist.”
- Proposed option additions will allow more specialized coursework throughout the program and will assist with student tracking and retention.
- Proposed name change will better reflect changes in career opportunities.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Certificate in Desktop Publishing (217)

Degree program name change and option additions:

- Change name of program to “Certificate in Digital Media.”
- Add options “Adobe Master Design Specialist,” “Broadcast Production Specialist,” “Digital Media Specialist,” “Print and Online Reporting Specialist,” and “Web Design Specialist.”
- Proposed option additions will allow more specialized coursework throughout the program and will assist with student tracking and retention.
- Proposed name change will better reflect changes in career opportunities.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Associate in Arts in Foreign Language (008)

Option addition:

- Add option “Spanish-NSU.”
- Proposed option addition will provide students with a seamless transfer to Northeastern State University.
- Proposed option addition will further define specialized course requirement for seamless transfer.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Associate in Science in Human Services (228)

Option additions:

- Add option “Human Development-St. Gregory’s transfer.”
- Add option “Human Relation-OU transfer.”
- Proposed option additions will provide students with a seamless transfer to St Gregory’s University and OU.
- Proposed option addition will further define specialized course requirement for seamless transfer.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Associate in Arts in Social Science (015)

Option name change and degree program course requirement change:

- Change name of option “Legal Assistant” to “Paralegal.”
- Change course prefixes from LA to PL.
- Proposed option name change will better reflect current employment terminology.
- Proposed course prefix changes will better reflect new option name.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC –Associate in Applied Science in Legal Assistant (039)

Degree program name change and degree program course requirement change:

- Change name to “Associate in Applied Science in Paralegal.”
- Change course prefixes from LA to PL.
- Proposed name change will better reflect current employment terminology.
- Proposed course prefix changes will better reflect new program name.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

TCC – Associate in Applied Science in Telecommunications (230)

Degree program name change and degree program course requirement change:

- Change name to “Associate in Applied Science in Information Technologies Convergence.”
- Change course prefixes from TEL to ITC.
- Proposed name change will better reflect current industry terminology.

- Proposed course prefix changes will better reflect new program name.
- Total number of credit hours will not change.
- Two courses will be added.
- No new funds are required.

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AGENDA ITEM #22-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requests authorization to suspend the Bachelor of Arts in Education (BAE) in Social Science Education (050).

Tulsa Community College (TCC) requests authorization to suspend the Associate in Applied Science (AAS) in International Language Studies (170).

POLICY ISSUES:

Suspending programs is consistent with 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:

SWOSU requests suspension of the BAE in Social Science Education (050). SWOSU reports that this program has been identified as a low-productivity program. No students remain in the program. SWOSU plans to do an intensive evaluation of the regional needs, by contacting superintendents and principals to determine hiring plans and patterns. SWOSU plans to reactivate or delete the program by June, 2009.

TCC requests suspension of the AAS in International Language Studies (170). TCC reports that this program continues to be a low-producing program. Students have other options in language degrees at TCC that appear to be more suited to their needs. TCC will do more extensive research to see if the degree program warrants revision or needs to be deleted. TCC plans to reactivate or delete the program by June, 2010.

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

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AGENDA ITEM #22-a (3):

Program Reinstatement.

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

RECOMMENDATION:

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

BACKGROUND:

Tulsa Community College (TCC) requests authorization to reinstate the Certificate in Desktop Publishing (217) and the Associate in Applied Science (AAS) in Desktop Publishing (216), which were suspended in March 2004.

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

POLICY ISSUES:

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

ANALYSIS:

TCC reports that although these programs were suspended for three years, some coursework has been available in program options within the Associate in Applied Science in Computer Information Systems (098). Even though courses have been available, students have continued to express an interest in a digital media degree with the specialized coursework and a more descriptive degree title. The reinstatement of the certificate and program will meet student needs and assist with student tracking and retention.

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

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

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AGENDA ITEM #22-b (1):

Electronic Media.

SUBJECT: Oklahoma City Community College. Acceptance of best practices review and approval of request for continuing authorization to offer degree program via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents accept the best practices review and grant continuing approval to Oklahoma City Community College (OCCC) to offer the Associate in Arts in Liberal Studies (128) via electronic media, as described below.

BACKGROUND:

OCCC has been a leader in distance education offerings in the state, utilizing ITV courses, telecourses, and computer-based curricula. In the last six years, student enrollment in OCCC's distance learning courses has grown from 815 (FY2000) to 9,102 (FY2006).

At the March 31, 2005 meeting, the State Regents granted provisional approval to OCCC to offer the Associate in Arts in Liberal Studies (128). Continuing approval of the electronic offerings was contingent upon OCCC completing a best practices review prior to January 1, 2007. At the request of the president, the State Regents approved an extension for the best practices review until June 1, 2008 to allow the Higher Learning Commission of the North Central Association of Colleges and Schools to conduct a site visit February 19-20, 2007.

OCCC submitted the best practices review for consideration May 30, 2007. The results are summarized below.

POLICY ISSUES:

This action is consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This policy requires institutions to complete a best practices review for electronically-delivered programs to receive final continuing approval for this program.

A best practices review calls for institutions to systematically identify qualitative processes that contribute to high performing institutions, identify quantitative benchmarks to measure progress, survey best practice sites, in and outside the state of Oklahoma, perform site visits and/or personal interviews with key personnel, provide a summary of findings and an implementation plan for making improvements in processes to achieve best practice in this institution's program. Additionally, provisionally approved programs will include student success processes and information. Once a best practices review is accepted by the State Regents, subsequent program requests are considered through an abbreviated request/approval process.

ANALYSIS:

OCCC has written a best practices review that also addresses the Academic Standards outlined in the *Electronically Delivered and Traditional Off-Campus Courses and Program*. Background and a summary of the best practices review is provided below.

Best Practices Review Resources

OCCC utilized several resources to conduct the best practices review. In Fall 2005, OCCC sent a team of representatives, which included President Paul Sechrist, to visit Rio Salado College. OCCC's team observed and reviewed Rio Salado College's "Best Practices Model" which was demonstrated through an in-depth review of their instructional design component, a description of student services, a review of partnerships, as well as a description and demonstration of the technology help desk. OCCC adopted *The Way Forward* and *Why it Matters Initiatives* which relate directly to significantly improving the delivery of distance education courses. OCCC also reviewed practices of Ball State University, Rice University, University of Berkeley, LaGuardia Community College, and Penn State University. Additionally, OCCC recently joined an effort called *Achieving the Dream*, an initiative that will identify strategies to improve access and remove barriers for low-income and students of color. There are 83 colleges and universities involved in this organization. The colleges will work together to identify best practices and benchmark their activities with one another.

Benchmarks and Strengths

Online student enrollment has increased an average of 15 percent over the past five years. The college's goal is to continue to offer online courses to meet the demand of students. The liberal studies program will be offered entirely online. OCCC will measure the impact of online courses and student success through assessment and survey reports. Student goals and how they are accomplished will also be a focus of ongoing evaluation. Strengths OCCC identified through the best practices review process included comprehensive faculty training, active involvement of full-time faculty, development of services specifically for distance education courses, and student support services (bookstore services, financial aid, library resources, as well as access to faculty online).

Faculty Technical Support

This area has been strengthened in line with best practices reviews as outline above. Faculty technical support is guided by the office of Distributed Learning and Instructional Services, which includes a director and staffing support for software and training, instructional technology, video services, management system support services, an online support specialist, and two part-time online support technicians who assist faculty and students. Faculty and an Online Task Force established a procedure for developing and delivering online courses. Distributed Learning and Instructional Services staff conduct faculty workshops, one-on-one training, and facilitates an online faculty committee. The online faculty committee provides an opportunity for faculty to discuss their online teaching experiences, learn about new teaching and course design strategies and update skills.

Summary of Findings and Implementation Plan

Results of the best practices review include plans to reestablish the Online Task Force to work on faculty compensation issues, procedures for course development, and online course standards. The Rio Salado visit emphasized the importance of having a design team and mandatory faculty training, and the value of having a set of course standards and the use of templates. Corporate outreach planning to meet unique educational needs is under way. Student services is working on an online application. Additionally, marketing has been expanded to draw students to the program. Some practices not implemented (but some may be in the future) include strict duplication of courses including the same books, course requirements, and syllabi, a 24/7 help desk, no course cancellations due to low enrollment, multiple entry dates, and multiple community alerts for students/faculty for grades and other pertinent information.

Student Success Processes and Information

There have been improvements to online services for students with additional changes expected in the future. Admission, enrollment, and financial aid are available in interactive format. An integrated student information system that tracks enrolled students is in place. There are plans to integrate Learning Management System software to enable the management and delivery of learning content and resources to students in the next two years. Online students have access to a general online orientation session to prepare them for online courses. Students also have access to an Online Tutorial to help them learn the key components of the course platform system. Once the general orientation is complete, students may access course orientations online where they receive information about the course and interact with the faculty member teaching the course.

Recommendation.

Based on staff analysis of the best practices review report, the program listed above meet the criteria for continuing approval as outlined in the State Regents' Electronic Media Policy. Continued approval of the Associate in Arts in Liberal Studies (128) at OCCC is recommended.

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AGENDA ITEM #22-b (2):

Electronic Media.

SUBJECT: Western Oklahoma State College. Acceptance of best practices review and approval of request for continuing authorization to offer degree program via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents accept the best practices review and grant continuing approval to Western Oklahoma State College (WOSC) to offer the Associate in Applied Science in Office Systems Technology (049) via electronic media, as described below.

BACKGROUND:

WOSC began offering web-based courses in Fall 1998. Twenty-three students were enrolled in three courses. Online and distance learning has since grown to 700 students enrolled in 93 course sections during the 2007 Spring semester. Student surveys reveal that the courses are fulfilling a demonstrated need by allowing greater schedule flexibility, less travel, continued coursework while on military deployment, and independent learning.

The State Regents granted provisional approval in September, 2006 for WOSC to offer an Associate in Applied Science in Office Systems Technology (049). Continuing approval of the electronic program is contingent upon WOSC completing a best practices review as required by policy prior to January 1, 2008. The report was received May 8, 2007.

POLICY ISSUES:

This action is consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This policy requires institutions to complete a best practices review for electronically-delivered programs to receive final continuing approval for this program.

A best practices review calls for institutions to systematically identify qualitative processes that contribute to high performing institutions, identify quantitative benchmarks to measure progress, survey best practice sites, in and outside the state of Oklahoma, perform site visits and/or personal interviews with key personnel, provide a summary of findings and an implementation plan for making improvements in processes to achieve best practice in this institution's program. Additionally, provisionally approved programs will include student success processes and information. Once a best practices review is accepted by the State Regents, subsequent program requests are considered through an abbreviated request/approval process.

ANALYSIS:

Background and the results of the best practices review are summarized below.

Best Practices Review Resources

WOSC's best practices review utilized several resources including the Tarrant County Community College, "Best Practices Model" which was demonstrated at the League of Innovation Conference in Fall 2005. WOSC also studied a "standards based" model structured around the Benchmarks for Success in Internet-Based Distance Education which was prepared by the Institute for Higher Education Policy, a non-profit, non-partisan organization that fosters access to quality postsecondary education. Additionally, the Higher Learning Commission's guidelines for effective distance learning course development and delivery were used to set benchmarks. WOSC also utilized a recent study by Brigham Young University that identifies 32 Trends that Affect Distance Education: An Informed Foundation for Strategic Planning. This study was used to identify a "theoretical framework" for the emerging digital content delivery at WOSC.

Benchmarks and Strengths

Utilizing the resources indicated above, WOSC developed a comprehensive framework for quality online education that includes an active technology committee, Minimum Standards of Excellence (Tarrant County), course development standards (including a best practices check list) and request policy, and classroom delivery standards. Strengths WOSC identified through the review process include faculty training and development and support services, active involvement of full-time faculty, and student support services. The comprehensive system of student support services for distance learners include online registration, bookstore services, financial aid, library resources, as well as access to faculty online. WOSC also has a full-time help desk.

Faculty Technical Support

While WOSC has consistently offered professional development for faculty, a new department has been created and staffed for this purpose. A survey was distributed to faculty to determine needs and professional development sessions are created to meet those needs. Trained faculty and staff provide cross-curricular and intra-departmental peer instruction. Additionally, WOSC Instructional Support is available Monday through Friday during the day and in the evenings.

Summary of Findings and Implementation Plan

WOSC findings confirm that successful implementation of best practices for online instruction requires high quality faculty and student support systems. WOSC's Dean of Learning Support Systems and Chief Technology Officer coordinates the implementation of best practices through the Technology Committee and Curriculum Committee. Initial assessments are performed by the coordination team for new offerings. Online policies were developed using the best practices studies. Organizational awareness of best practices is implemented through staff, new employee and adjunct orientation, and regular staff meetings. Ongoing review is accomplished through comparison of best practices, inviting user feedback on best practices, regular review of the effectiveness of the implementation plan, and identifying areas of concern to develop strategies for improvement.

Student Success Processes and Information

WOSC's mission calls for programs and services to help individuals achieve their potential, enrich their lives, and become responsible and productive citizens. Online students have access to a Learning Support System guide that provides information about effective online learning strategies and tips on how to utilize course management and digital tools. Students have access to online admission and student records, academic advisement, federal financial aid, Veterans Services, and other student support systems including library and learning resource center materials and support. Instructor and student survey results are indicating that WOSC's technology training initiative and online courses are responding to internal and external needs of the learning community. Students are assessed through online quizzes and test

instruments. Alternative assessments include rubrics, critical evaluations, and surveys. Assessment data from online courses is downloaded and compiled along with onsite course assessment data.

Recommendation.

Based on staff analysis of the best practices review report, the program listed above meets the criteria for continuing approval as outlined in the State Regents' Electronic Media Policy. Continued approval of the Associate of Applied Science in Office Systems Technology (049) at WOSC is recommended.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #22-c:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Tulsa Community College's (TCC) request for a cooperative agreement, as described below.

BACKGROUND:

In 1988, the State Regents approved the *Guidelines for Approval of Cooperative Agreements Between Technology Center*. 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, 346 cooperative agreements (involving 123 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTCs) within Oklahoma and two out-of-state CTCs.

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.

TCC requests authorization for a cooperative agreement with Tulsa Technology Center (TTC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science (AAS) in Business (153).

POLICY ISSUES:

These actions are consistent with the State Regents' *Cooperative Agreements between Institutions and Career Technology Centers*.

ANALYSIS:

TCC

TCC requests authorization for a cooperative agreement with TTC to allow students to receive up to 12 hours of college credits for the AAS in Business (153).

It is understood that general education courses required for these degree programs will not be offered at the technology center as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents' policy.

TCC and TTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreements. The committees will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

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AGENDA ITEM #22-d:

Oklahoma Tuition Aid Grant (OTAG) Program.

SUBJECT: Award Schedule for 2007-08.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2007-08 award schedule for the Oklahoma Tuition Aid Grant (OTAG) program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. The program currently serves about 26,000 students with a total budget of \$19.9 million. The award is available to students attending state system institutions, non-profit accredited private institutions, and public career technology centers.

The federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs provide supplemental matching funds when the state's allocation is sufficient to meet minimum "maintenance of effort" requirements. For 2006-07 the state was awarded \$403,733 in LEAP funding and \$470,841 in SLEAP funding. State funds provided in the amount of \$19,077,327 met the matching requirements for the LEAP and SLEAP awards. The LEAP and SLEAP funding levels for 2007-08 have not been finalized but are expected to be comparable to 2006-07 amounts.

POLICY ISSUES:

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

ANALYSIS:

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

- Awards will continue to be limited to students with an "Expected Family Contribution" (EFC) of \$1,500 or less. The EFC is the amount that the student and their family are expected to pay "out of pocket" toward the student's college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- While the highest EFC for awards is \$1,500, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is \$4,110, which is consistent with eligibility for federal Pell Grants in 2007-08. In prior years the maximum EFC

for OTAG has been based on family income data compiled by the U.S. Department of Housing and Urban Development (HUD).

- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through April 30. This date can be extended if funds are sufficient.
- The maximum award level will remain \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained \$1,000 since 1982.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-04 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all fall and spring disbursements have been paid.

OKLAHOMA TUITION AID GRANT PROGRAM
PROPOSED 2007-08 ~~2006-07~~ AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining Oklahoma Tuition Aid Grant (OTAG) award eligibility. The Oklahoma State Regents for Higher Education set an annual award payment schedule.

The applicant's EFC is installed into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75% of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status (full-time or part-time) to determine the maximum OTAG award amount.

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

<u>EFC RANGE</u>	<u>% OF ENROLLMENT COSTS</u>
0 -1500	75%
1501 – 2000	70%
2001 – 2500	65%
2501 – 3000	60%
3001 – 3500	55%
3501 – 4000	50%
4001 – 4500 4110	45%
4501 – 5000	40%
5001 – 5500	35%
5501 – 5925	30%

1. Shaded area represents the ~~2006-07~~ 2007-08 funding cutoff for non-renewal applicants.
2. EFCs greater than ~~5925~~ 4110 are ineligible in ~~2006-2007~~ 2007-08.
3. In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is ~~calculated by dividing the Oklahoma low median family income by the median household size published by the U.S. Department of Housing and Urban Development (HUD). Very low income is defined as not in excess of 50 percent of the median. The median household size is four. FY 2006 HUD data has been used in developing the 2006-07 schedule. For FY 2006 the Oklahoma median family income was \$47,400. 50 percent of \$47,400 divided by 4 equals an EFC cap of 5925 based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.~~

Proposed 2006-07 2007-08 Awarding Priorities:

Only undergraduates will be considered for awards in ~~2006-2007~~ 2007-08.

1. 1999-2000 renewal undergraduate applicants who are statutorily “grandfathered” in with EFCs at any level up to the maximum of ~~5925~~ 4110, or if they do not qualify under the EFC formula but do qualify at any level under the alternate EFI formula, will be awarded first.
2. After undergraduate applications meeting the criteria in 1 above have been awarded, undergraduate applications with receipt dates of April ~~15~~ 30 or earlier and EFCs from 0 through 1500 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1500 received through April ~~15~~ 30, those with the earliest application receipt dates will receive priority consideration.
3. If funds remain available after awarding eligible undergraduate applications meeting 1 and 2 above, eligible undergraduate applications received after April ~~15~~ 30 will be considered on a daily basis. Example: Applications received on April ~~16~~ May 1 with priority given to 1999-2000 renewal applications with any level of EFC up to the maximum of ~~5925~~ 4110 or any eligible level under the alternate EFI formula, followed by applications with 0 through 1500 EFC. If funds remain available, April ~~17~~ May 2 applications will be considered in the same priority order followed by April ~~18~~ May 3 applications, and so on.
4. If after all fall and spring disbursements have been paid, funds remain available, the State Regents may authorize the payment of awards for summer enrollments. If the State Regents determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

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AGENDA ITEM #22-e:

Policy.

SUBJECT: Communicators Council Bylaws.

RECOMMENDATION:

It is recommended that the State Regents approve the amendments to the Communicators Council Bylaws.

BACKGROUND:

The Communicators Council is a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education programs, which serves as a key advisory council to the Chancellor, Regents' staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The policy addressed in this agenda item provides language that will clarify membership and election of officers.

ANALYSIS:

The Communicators Council frequently fine tunes its bylaws to better reflect the current membership and purpose of the council. These changes, for the most part, deal with issues related to quorum, election of officers and committee memberships. The proposed amendments were posted at the State Regents April 26, 2007 meeting and no public comments have been received.

2.1 COMMUNICATORS COUNCIL

2.1.1 PURPOSE

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education programs, serves as a key advisory council to the Chancellor, Oklahoma State Regents' for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans; the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

2.1.2 MEMBERSHIP

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and higher education programs in the state system of higher education, the State Regents Director of Communications, and the Higher Education Alumni Council of Oklahoma (HEACO) Executive Director.

~~It shall take a quorum of 12 voting members to conduct business for the council.~~

2.1.3 VOTING PRIVILEGES AND QUORUM

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Director of Communications may transfer his or her voting ~~privileges~~ to an assigned delegate should the Director be unable to attend.

The Director of Communications for the State Regents will serve as a voting member of the council. The Executive Director for the Higher Education Alumni Council of Oklahoma (HEACO) will serve as an ex-officio (non-voting) member.

Guests are welcome, but discussion of issues before the council will be limited to council members.

A quorum shall consist of the voting members present.

2.1.1 MEETINGS

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

2.1.2 OFFICERS OF THE COUNCIL

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agenda for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

2.1.3 ELECTION OF OFFICERS

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the ~~comprehensive~~ research universities, regional universities and health sciences centers will be considered as the four-year tier, and the ~~two-year~~ community colleges, technical branches and higher education programs will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

2.1.4 VACANCIES OF OFFICES

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant

the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

2.1.1 EXECUTIVE COMMITTEE

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing committees and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Director of Communications for the State Regents and the Executive Director of the Higher Education Alumni Council (HEACO) will serve as ex-officio members (non-voting) of the Executive Committee.

~~The Nominating Committee will present a slate of executive committee nominees to the full council for a vote at the June meeting. Executive Committee members are elected by council members from their respective tiers.~~

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee. The vice chair will be a voting member of the Executive Committee. The tier whose term it is to have a member serve as past chair shall designate one less member to the Executive Committee. The past chair will be a voting member of the Executive Committee.

Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

2.1.2 COMMITTEES

The council may form or dissolve standing committees by a two-thirds vote of the members who are present, ~~provided those members constitute a quorum.~~ Ad-hoc committees may be formed by the chair of the council and must be approved by the full council, ~~provided those members constitute a quorum.~~ ~~All committees shall elect a chair by the September meeting.~~

Council members will volunteer for committees at the June meeting or will be appointed to committees by the council chair. Executive Committee members ~~will may~~ review and approve the committees. Committees will announce a chair by the September meeting. Committees will present projects to the full council in September for inclusion in the council's annual plan of work.

Standing committee responsibilities are as follows:

A. General Awareness Committee

The General Awareness Committee develops strategies to convey the value, quality, efficiency, diversity and unity of the state system of higher education. Internal awareness strategies include projects such as the online newsletter, *Campus E-clips*, ~~monthly “bullet points” distributed to council members for use in faculty, staff and student publications.~~ The committee also recommends topics to the full council for statewide news releases that each campus can localize.

B. Economic Development Committee

The Economic Development Committee identifies strategies to promote and to increase awareness of higher education's role in economic development, updates the Oklahoma higher education business services directory, conducts business development programs for institutional leadership and economic development staff, and supports the efforts of OSRHE’s economic development staff. ~~Oklahoma higher education's director of economic development.~~ The committee's proposals are processed through the Economic Development Committee of the Council of Presidents.

C. Education and Career Awareness Committee

The Education and Career Awareness Committee recommends strategies to better inform Oklahoma students in grades 5-12, their parents and adult learners about education and career opportunities after high school.

2.1.2 ANNUAL PLAN

The Communicators Council shall approve an annual plan of work submitted by the committees for the current fiscal year.

2.1.3 PARLIMENTARY PROCEDURE

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of *Roberts Rules of Order* shall be the controlling guide in such practice.

2.1.4 AMENDMENTS

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

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AGENDA ITEM #22-f:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2007.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of May 5, 2007, through June 8, 2007.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period May 5, 2007, through June 8, 2007, 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 \$2,531,020. This total is represented by \$197,148 in Section13/New College allotments and \$2,333,872 in State Fund allotments.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of May 5, 2007, through June 8, 2007)
Section 13, New College, and State Funding Sources

Institution	Resolution No.	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Oklahoma State University	4734	295-State	General University Buildings Maintenance, Repair & Renovation	6/ 7/ 2007		200,000	
	4734	295-State	Bartlett Hall Renovation	6/ 7/ 2007		61,085	
	4734	295-State	General University Buildings Maintenance, Repair & Renovation	5/ 22/ 2007		20,000	
	4734	295-State	General Campus Maintenance, Repair & Renovation	5/ 22/ 2007		250,000	
	Not Required	600-Section 12	General Campus Maintenance, Repair & Renovation	5/ 22/ 2007	172,148		
	4734	295-State	Life Sciences East	5/ 14/ 2007		1,200,000	
	Not Required	600-Section 12	General University Buildings Maintenance, Repair & Renovation	5/ 10/ 2007	25,000		
			Total		197,148	1,731,085	1,928,233
OSU-Okmulgee	4735	295-State	General Campus Maintenance, Repair & Renovation	5/ 8/ 2007		8,717	
			Total		0	8,717	8,717
OSU Tulsa	4740	295-State	General Campus Maintenance, Repair & Renovation	5/ 29/ 2007		150,000	
			Total		0	150,000	150,000
Southeastern OK State University	4738	295-State	Student Union	5/ 16/ 2007		75,000	
			Total		0	75,000	75,000
Roger State University	4736	295-State	Advanced Telecommunications	5/ 15/ 2007		60,000	
	4736	295-State	Furniture, Fixtures and Equipment	5/ 15/ 2000		9,173	
	4736	295-State	Technology & Equipment Improvements	5/ 15/ 2007		50,000	
	4736	295-State	Advanced Telecommunications	5/ 15/ 2007		60,000	
			Total		0	179,173	179,173
Oklahoma City Community College	4739	295-State	Arts Festival Oklahoma Site Relocation	5/ 23/ 2007		1,865	
			Total		0	1,865	1,865
Redlands Community College	4737	295-State	Technology Upgrades	5/ 18/ 2007		70,000	
	4737	295-State	Motor Pool Purchase	5/ 18/ 2007		400	
	4737	295-State	Master Lease -Technology Upgrades	5/ 18/ 2007		12,029	
	4737	295-State	Building Maintenance & Repair	5/ 18/ 2007		5,603	
			Total		0	88,032	88,032
Tulsa Community College	4733	295-State	Campus Master Plans	5/ 14/ 2007		100,000	
			Total		0	100,000	100,000
System Totals					197,148	2,333,872	2,531,020

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AGENDA ITEM #22-g:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised FY06-07 budgets for institutions.

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the additional Educational and General, Part I Budget allocations as requested in the resolution following this memorandum and approve the revised budget.

BACKGROUND:

An additional allocation of Revolving Funds for the 2006-07 fiscal years in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 30, 2005, Resolution No. 4556 and June 29, 2006, Resolution No. 4646. Evidence of availability of these additional funds, not previously taken into account, has accompanied the institution's request.

POLICY ISSUES:

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

ANALYSIS:

Northwestern Oklahoma State University has requested that the allocation for the current year's E&G Budget be increased from \$18,758,746 to \$18,824,846, an increase of \$66,100. The supplemental funding for the increase will be teacher residency funds not accounted for in the original budget submission. The supplemental funding will be used for personnel services, travel, library books and periodicals.

Seminole State College has requested that the allocation for the current year's E&G Budget be increased from \$9,377,194 to \$9,420,394, an increase of \$43,200. The supplemental funding for the increase is Summer Academy Grant funding and will be used for personnel, travel and supplies and other operating expenses.

East Central University has requested that the allocation for the current year's E&G Budget be increased from \$31,798,096 to \$32,535,999, an increase of \$737,903. The supplemental funding for the increase will be economic development grant fund and reserve funds. The supplemental funding will be used for personnel, travel, utilities, supplies, property, furniture, equipment, library books and scholarships.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4732**

Pursuant to authority granted under the Constitution of Oklahoma by Article XIII-A adopted on March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of any funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to Title 70, Oklahoma Statutes, 2001, Sections 3206, 3210, and 3903.

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below to the respective institutions of The Oklahoma State System of Higher Education. The purpose of the allocations made herein is for support of the Educational and General Budgets beginning July 1, 2006, and ending June 30, 2007, said funds to be subsequently allotted for encumbrance and expenditure as provided by law.

FOR THE EDUCATION AND GENERAL OPERATING BUDGETS

<u>Institution</u>	<u>Agency No.</u>	<u>Amount</u>
Northwestern Oklahoma State University	505	\$66,100
Seminole State College	623	\$43,200
East Central University	230	\$737,803

These are fiscal year funds for encumbrance not later than June 30, 2007.

Dated 28th day of June, 2007.

SEAL:

ATTEST:

Ronald White, Secretary

John Massey, Chairman

I, Glen D. Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on June 28, 2007.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this 28th day of June 2007.

Notary Public

My commission expires _____.

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AGENDA ITEM #22-h:

Agency Operations.

Not Available Electronically.

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AGENDA ITEM #22-i:

Nonacademic Degree.

SUBJECT: University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma made a request to award a posthumous Bachelor of Arts degree in Psychology to Ms. Heather Nicole Jackson who died on March 18, 2007. At the time of her death, Ms. Jackson had successfully completed 31 credit hours of course work in Psychology and a total of 101 college credit hours overall, with only 9 hours remaining to complete her degree. Ms. Jackson was an excellent student and planned to continue her education in graduate school.

POLICY ISSUES:

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

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Heather Nirole Jackson

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

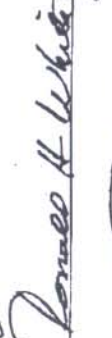
Bachelor of Arts

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

Issued at the University of Oklahoma at Norman, Oklahoma on the
eleventh day of May two thousand and seven.

For the State Regents


Chairman


Secretary


Chairman

For the University


Chairman, Board of Regents


President of the University


Academic Deans

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AGENDA ITEM #22-j (1):

Not Available Electronically.

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AGENDA ITEM #22-j (2):

Legislature/Governor.

Not Available Electronically.

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AGENDA ITEM #23-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2006, as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The following pages contain 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. Approved Degree Designation Changes
9. Completed Cooperative Agreements
10. Suspended Programs
11. Reinstated Programs
12. Net Deletion Table

Letters of Intent are to notify other institutions of programs under consideration for submission from State System institutions. Letters of Intent, found in **Table 1** are kept on file for one year, after which, institutions may renew the letter of intent or withdraw it. Current letters of Intent are listed from Oklahoma City Community College, Redlands Community College, Oklahoma State University – Oklahoma City, Carl Albert State College, Oklahoma State University, Tulsa Community College, Murray State College, Oklahoma State University Technical Branch – Okmulgee, and Rogers State University.

In **Table 2**, a listing of all program proposals received by the State Regents is provided. Those that have gone through a thorough review and are ready for State Regents consideration are listed with the upcoming State Regents' meeting date (i.e. Status: June 28, 2007). Many program submissions are still undergoing review by staff, and may be presented for consideration at a later State Regents' meeting.

For the **September 2007** meeting, it is expected that many of the reviews will be completed, so the State Regents could anticipate many of these program submissions to be ready for consideration. These submissions include requests from the University of Oklahoma Health Sciences Center, Oklahoma City Community College, Tulsa Community College, and Southwestern Oklahoma State University.

Table 3 provides an updated listing of all the degree program submissions considered and approved by the State Regents since the beginning of the academic year.

Tables 4 and **5** are requested and approved degree program deletions from institutions for the academic year.

Tables 6 and **7** are requested and approved degree program name changes from institutions for the academic year.

Table 8 listed the approved degree program designation change approved for the academic year.

Table 9 provides a listing of submitted and approved cooperative agreements for the academic year.

Tables 10 and **11** provide a summary of suspended and reinstated program for the academic year.

Table 12 provides a long-term summary of degree program deletions and additions by institutions over the past 16 years. In 1991, the State Regents implemented the Academic Planning/Resource Allocation initiative. Since that time, Academic Affairs has monitored how many programs institutions have added and deleted, encouraging institutions to reassess offerings to best serve students and demonstrate efficient use of scarce resources.

CURRENT DEGREE PROGRAM INVENTORY

June 28, 2007

(Table reflects actions taken at the May 27, 2007 State Regents' meeting)

Institution	No. of Programs	Associate in Arts/Associate in Science	Associate in Applied Science	Baccalaureate	Master's	Doctoral	First Professional	Total	Certificates
OU	239	0	0	104	80	51	0	235	4
OUHSC	61	0	0	8	25	15	9	57	4
OU-LAW	1	0	0	0	0	0	1	1	0
OSU	219	0	0	87	69	44	0	200	19
OSUTB-OKC	44	7	31	1	0	0	0	39	5
OSUTB-OKM	23	2	18	3	0	0	0	23	0
OSU Vet Med	1	0	0	0	0	0	1	1	0
OSU-CHS	6	0	0	0	3	1	1	5	1
ECU	43	0	0	35	8	0	0	43	0
NSU	86	0	0	57	21	0	1	79	7
NWOSU	44	0	0	38	5	0	0	43	1
RSU	29	12	3	14	0	0	0	29	0
SEOSU	53	0	0	44	9	0	0	53	0
SWOSU	63	4	4	42	12	0	1	63	0
UCO	91	0	0	62	28	0	0	90	1
CU	57	2	8	40	6	0	0	56	1
LU	40	8	0	27	4	0	1	40	0
OPSU	33	4	2	27	0	0	0	33	0
USAO	24	0	0	24	0	0	0	24	0
CASC	38	25	8	0	0	0	0	33	5
CSC	25	17	5	0	0	0	0	22	3
EOSC	36	22	10	0	0	0	0	32	4
MSC	28	17	9	0	0	0	0	26	2
NEOAMC	55	20	10	0	0	0	0	30	25
NOC	38	21	17	0	0	0	0	38	0
OCCC	66	22	25	0	0	0	0	47	19
RCC	32	16	9	0	0	0	0	25	7
RSC	62	29	22	0	0	0	0	51	11
SSC	24	18	4	0	0	0	0	22	2
TCC	102	24	44	0	0	0	0	68	34
WOSC	13	2	10	0	0	0	0	12	1
System Total	1,676	272	239	613	270	111	15	1,520	156

1. Letters of Intent		
OCCC	Associate in Applied Science in Computer-Aided Technology: Game Design Emphasis	04/21/2006
RCC	Certificate in Hydrology	5/15/2006
OSU-OKC	Associate in Applied Science in Biomedical Engineering Technology	5/17/2006
CASC	Certificate in Mastery in Child Development	5/17/2006
OSU	Doctor of Philosophy in Fire & Emergency Management Administration	6/30/2006
OSU	Doctor of Philosophy in Geology	6/30/2006
OSU	Master of Optical Sciences and Photonics	6/30/2006
TCC	Associate in Applied Science in Polysomnography	7/13/2006
OCCC	Associate in Arts in Leisure Service Management	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Automotive Management	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Emergency Management and Planning	9/29/2006 (renewed)
OCCC	Associate in Applied Science in Sonography	9/29/2006 (renewed)
OCCC	Certificate in Bioinformatics	9/29/2006 (renewed)
OCCC	Certificate in Leadership	9/29/2006 (renewed)
TCC	Associate in Applied Science in Paramedic Technology	11/13/2006
TCC	Associate in Applied Science in Air Traffic Control Technology	11/13/2006
TCC	Certificate in Health Care Interpreting	11/13/2006
OCCC	Certificate in Web Design	11/13/2006
OCCC	Certificate in Web Development	11/13/2006
OSU	Graduate Certificate in Teaching English to Speakers of Other Languages (TESL)	12/20/2006
TCC	Associate in Applied Science in Mortuary Science	11/13/2006
TCC	Certificate in Mortuary Science	11/13/2006
OCCC	Certificate of Automotive Technology	12/14/2006
TCC	Certificate in Durable Medical Equipment Services	2/12/2007
MSC	Associate in Applied Science in Occupational Therapy Assistant	2/21/2007
OSU-OKM	Associate in Applied Science in Power Plant Technology	3/22/2007
RSU	Bachelor of Science in Human Ecology	4/06/2007
OSU-OKC	Associate in Applied Science in Dietetic Technician	4/30/2007
OSU-OKC	Certificate in Pharmacy Technician	4/30/2007

2. Degree Program Requests Under Review

July 1, 2006 to present

Institution	Degree Program	Date Rec'd	Status
OSU-OKC	Associate in Applied Science in Culinary Arts as a cooperative agreement with Metro Technology Centers	05/06/2005	undergoing review
CASC	Associate in Applied Science in Culinary Arts	04/10/2006	undergoing review
OU	Doctor of Philosophy in Art History	04/10/2006	June 28, 2007
LU	Doctor of Philosophy in Rehabilitation Counselors Education	04/14/2006	undergoing review
NSU	Master of Social Work in Social Work	05/02/2006	undergoing review
OU	Doctor of Philosophy in Cellular & Behavioral Neurobiology	05/25/2006	June 28, 2007
OUHSC	Doctor of Philosophy in Nursing	11/13/2006	undergoing review
UCO	Master of Fine Arts in Creative Writing	11/22/2006	June 28, 2007
NOC	Associate in Applied Science in Biotechnology as a Cooperative Agreement with Meridian Technology Center	3/13/2007	June 28, 2007
OCCC	Associate in Applied Science in Diagnostic Medical Sonography as a Cooperative Agreement with Moore Norman Technology Center	03/29/2007	undergoing review
CU	Master of Education in Reading	04/5/2007	June 28, 2007
CU	Bachelor of Science in Information Technology	04/5/2007	undergoing review
CU	Associate in Applied Science in Information Technology	04/5/2007	undergoing review
LU	Bachelor of Science in Rehabilitation Services	04/25/2007	June 28, 2007
TCC	Associate in Science, Health Sciences, Pre-Nursing	05/17/2007	undergoing review
TCC	Certificate in Business, Health Care Business Operations	05/17/2007	undergoing review
TCC	Certificate in Electronics, NanoTechnology	05/17/2007	undergoing review
TCC	Certificate in Information Technologies Convergence	05/17/2007	undergoing review
TCC	Certificate in Management Leadership	05/17/2007	undergoing review
SWOSU	Master of Science in Management	05/22/2007	undergoing review
SWOSU	Associate in Applied Science in Criminal Justice	05/22/2007	undergoing review
RCC	Associate in Applied Science Homeland Security/Emergency Preparedness	6/1/2007	undergoing review

3. Approved Degree Program Requests

July 1, 2006 to present

Institution	Degree Program	Date Rec'd	Date Approved
OPSU	Bachelor of Arts in Liberal Arts Studies	02/14/2006	September 14, 2006
CASC	Certificate in Dietary Management	04/10/2006	September 14, 2006
CASC	Certificate of Office Science	04/10/2006	September 14, 2006
LU	Master's of Science in Visual Rehabilitation Services	04/14/2006	September 14, 2006
OSU-OKC	Certificate of Mastery in Montessori Teacher Education	04/28/2006	September 14, 2006
NSU	Bachelor of Arts in Visual Communications	05/02/2006	September 14, 2006
CASC	Associate in Arts in Film Studies	5/16/2006	September 14, 2006
SEOSU	Master of Science in Occupational Safety & Health	5/25/2006	September 14, 2006
UCO	Master of Music in Jazz Studies	5/31/2006	September 14, 2006
SWOSU	Bachelor of Science in Exercise Science	5/31/2006	September 14, 2006
EOSC	Associate in Applied Science in Business Services	6/5/2006	December 5, 2006
EOSC	Certificate in Hospitality/Gaming	6/5/2006	December 5, 2006
RCC	Certificate in Computer Forensic Science	6/8/2006	September 14, 2006
OSU-CHS	Certificate in Forensic Examination of Questioned Documents (Graduate)	7/6/2006	September 14, 2006
OCCC	Associate in Applied Science in Nanotechnology	7/21/06	October 26, 2006
OSU-OKC	Bachelor of Technology in Emergency Responder Administration	9/27/2006	December 5, 2006
TCC	Associate of Applied Science in Cardiovascular Technology	10/10/2006	December 5, 2006
OSUTB-OKM	Associate in Applied Science in Gaming	11/14/2006	February 8, 2007
NSU	Bachelor of Business Administration in Supply Chain Management	11/09/2006	February 8, 2007
NSU	Bachelor of Science in Organizational Leadership	11/09/2006	February 8, 2007
SWOSU	Bachelor of Science in Organizational Leadership	12/21/2006	February 8, 2007
RSU	Bachelor of Science in Organizational Leadership	12/27/2006	February 8, 2007
RSU	Bachelor of Science in Sport Management	12/27/2006	February 8, 2007
RSU	Associate in Arts in Criminal Justice Studies	12/27/2006	February 8, 2007
CU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
ECU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
LU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
NWOSU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
UCO	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
SEOSU	Bachelor of Science in Organizational Leadership	1/30/2007	February 8, 2007
NSU	Master of Science in Substance Abuse Counseling	11/09/2006	March 15, 2007
RSU	Bachelor of Fine Arts in Visual Arts	11/21/2006	March 15, 2007
ECU	Bachelor of Arts in Native American Studies	11/21/2006	March 15, 2007
ECU	Bachelor of Arts in Spanish Education	11/21/2006	March 15, 2007
RSU	Bachelor of Science in Nursing	12/27/2006	March 15, 2007
OSU	Doctor of Philosophy in Educational Leadership & Policy Studies	04/28/2006	April 26, 2007
OSU	Master of Science in Business Geographics	09/12/2005	April 26, 2007
OSU	Master of Science in Educational Technology	5/10/2006	April 26, 2007
RSU	Bachelor of Science in Community Counseling	12/27/2006	April 26, 2007
OU	Bachelor of Arts/Bachelor of Science In Multidisciplinary Studies	12/08/2006	April 26, 2007
CU	Bachelor of Arts in English Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Social Studies Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Mathematics Education	1/31/2007	April 26, 2007
CU	Bachelor of Arts in Romance Languages Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Biology Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Chemistry Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Early Childhood Education	1/31/2007	April 26, 2007
CU	Bachelor of Science in Physical Education	1/31/2007	April 26, 2007
OUHSC	Master of Health Science for Physician Assistant Studies	1/17/2007	May 25, 2007
UCO	Bachelor of Arts in Dance Education	2/12/2007	May 25, 2007
OSU	Graduate Certificate in Business Data Mining	3/15/2007	May 25, 2007

4. Requested Degree Program Deletions			
July 1, 2006 to present			
Institution	Degree Program	Date Rec'd	Status
CASC	Associate in Arts in Speech/Theatre (035)	02/15/2005	undergoing review
CASC	Associate in Arts in Music (026)	02/15/2005	undergoing review
CASC	Associate in Arts in Art (002)	02/15/2005	undergoing review
TCC	Certificate in Public Safety 911 (160)	5/17/2007	June 28, 2007
TCC	Associate in Applied Science in Public Safety 911 (161)	5/17/2007	June 28, 2007
TCC	Associate in Applied Science in Healthcare Administration (225)	5/17/2007	June 28, 2007

5. Approved Degree Program Deletions			
July 1, 2006 to present			
Institution	Degree Program	Date Rec'd	Date Approved
SEOSU	Bachelor of Arts in Social Gerontology (055)	06/06/2006	September 14, 2006
SEOSU	Bachelor of Science in Technology (033)	07/26/2006	September 14, 2006
CSC	Associate in Science in Business Accounting (004)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Electronics Technology (017)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Aviation (061)	06/29/2006	September 14, 2006
RSC	Associate in Applied Science in Industrial Technology (116)	06/29/2006	September 14, 2006
OSCC	Associate in Science in Cyber/Information Security (141)	06/27/2006	September 14, 2006
OSCC	Associate in Applied Science in Cyber/Information Security (140)	06/27/2006	September 14, 2006
OSCC	Certificate in Financial Services (118)	06/27/2006	September 14, 2006
OSU-OKC	Associate in Applied Science in Applied Trades Technology (089)	10/26/2006	October 26, 2006
OSU-OKC	Certificate in Emergency Medical Services-Municipal Fire Protection (093)	10/26/2006	October 26, 2006
NOC	Associate in Applied Science in Agribusiness (002)	10/26/2006	October 26, 2006
NOC	Associate in Applied Science in Computer Information Systems (075)	10/26/2006	October 26, 2006
TCC	Associate in Science in Horticulture Technology (211)	10/26/2006	October 26, 2006
TCC	Associate in Arts in International Studies (213)	10/26/2006	October 26, 2006
OSU-OKC	Associate in Applied Science in Quality Management (075)	9/26/2006	December 5, 2006
MSC	Associate in Science in Sociology (059)	11/1/2006	December 5, 2006
MSC	Certificate in Medical Office Transcription (062)	11/1/2006	December 5, 2006
MCS	Certificate in Medical Office Coding (063)	11/1/2006	December 5, 2006
NSU	Bachelor of Science in Industrial Operations Management (049)	11/09/2006	February 8, 2007
NSU	Bachelor of Arts Education in Mass Communication (051)	11/09/2006	February 8, 2007
NSU	Certificate of School Psychometry (073)	11/09/2006	February 8, 2007
NSU	Bachelor of Science Education in Family and Consumer Sciences Education (109)	11/09/2006	February 8, 2007
NSU	Certificate in School Psychology (110)	11/09/2006	February 8, 2007
NSU	Bachelor of Business Administration in Telecommunications Management (127)	11/09/2006	February 8, 2007
NSU	Bachelor of Science in Athletic Training (134)	11/09/2006	February 8, 2007
RSU	Associate in Applied Science in Police Science (029)	12/27/2006	February 8, 2007
RSU	Associate in Arts in Law/Justice Careers (096)	12/27/2006	February 8, 2007
OSU	Master of Science in Forest Resources (102)	1/30/2007	March 15, 2007
OSU	Bachelor of Science in Conservation Science (207)	1/30/2007	March 15, 2007
OSU-OKC	Associate in Applied Science in Health Technology (092)	1/30/2007	March 15, 2007
RSU	Associate in Science in Pre-Nursing (033)	9/27/2006	April 26, 2007
WOSC	Associate in Applied Science in Computer Information Systems (044)	6/26/2006	April 26, 2007
LU	Bachelor of Science in Airway Science (056)	3/15/2007	April 26, 2007
OU	Bachelor of Arts in Geography (088)	10/2/2006	May 25, 2007
RSU	Associate in Arts in Radio-Television (053)	8/16/2007	May 25, 2007

6. Requested Degree Program Name Changes				
July 1, 2006 to present				
Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Status
TCC	Associate in Science in Pre-Computer Science (255)	Associate in Science in Computer Information Systems	5/17/2007	June 28, 2007
TCC	Associate in Applied Science in Desktop Publishing (216)	Associate in Applied Science in Digital Media	5/17/2007	June 28, 2007
TCC	Certificate in Desktop Publishing (217)	Certificate in Digital Media	5/17/2007	June 28, 2007
TCC	Associate in Applied Science in Legal Assistant (039)	Associate in Applied Science in Paralegal	5/17/2007	June 28, 2007
TCC	Associate in Applied Science in Telecommunications (230)	Associate in Applied Science in Information Technology	5/17/2007	June 28, 2007
TCC	Certificate in Telecommunications (232)	Certificate in Information Technologies Convergence	5/17/2007	undergoing review
TCC	Certificate in Telecommunications Information Security Essentials (259)	Certificate in Information Technologies Convergence, Information	5/17/2007	undergoing review

7. Approved Degree Program Name Changes				
July 1, 2006 to present				
Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
CU	Bachelor of Arts in Romance Languages (185)	Bachelor of Arts in International Languages	07/12/2006	September 14, 2006
SEOSU	Master of Science in Aerospace Administration (079)	Master of Science in Aerospace Administration and Logistics	07/26/2006	September 14, 2006
OCCC	Associate in Applied Science in Computer Aided Design (011)	Associate in Applied Science in Computer Aided Technology	06/27/2006	September 14, 2006
OCCC	Certificate in Computer Aided Design-Multimedia (117)	Certificate in Computer Aided Technology-Multimedia	06/27/2006	September 14, 2006
OCCC	Certificate in Computer Aided Design-Manufacturing/Architectural Emphasis (084)	Certificate in Computer Aided Technology-Manufacturing/Architectural Emphasis	06/27/2006	September 14, 2006
OCCC	Certificate in Microcomputer Specialist Technician (122)	Certificate in Computer Systems Support	06/27/2006	September 14, 2006
OCCC	Certificate in Cyber/Information Security (139)	Certificate in Computer Science Cyber/Information Security	06/27/2006	September 14, 2006
RCC	Associate in Science in Fitness Trainer (082)	Associate in Science in Athletic/Personal Trainer	06/08/2006	September 14, 2006
NWOSU	Bachelor of Science in Health and Physical Education (018)	Bachelor of Science in Health and Sports Science Education	9/12/2006	October 26, 2006
NWOSU	Bachelor of Science in Education in Health and Physical Education (059)	Bachelor of Science in Education in Health and Sports Science Education	9/12/2006	October 26, 2006
MSC	Associate in Science in Psychology (058)	Associate in Science in Behavioral Sciences	11/1/2006	December 5, 2006
NOC	Associate in Applied Science in Multimedia and Digital Communications (071)	Associate in Applied Science in Digital Media Animation and Design	10/2/2006	December 5, 2006
NSU	Bachelor in Business Administration in Meetings and Destination Management (093)	Bachelor of Business Administration in Hospitality and Tourism Management	11/09/2006	February 8, 2007
OSU	Bachelor of Science in Agricultural Sciences and Natural Resources in Forestry (101)	Bachelor of Science in Agricultural Sciences and Natural Resources in Natural Resource Ecology and Management	1/30/2007	March 15, 2007

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
OSU	Bachelor of Science in Health Promotion (116)	Bachelor of Science in Health, Education and Promotion	1/30/2007	March 15, 2007
OSU	Bachelor of Science in Microbiology (149)	Bachelor of Science in Microbiology/Cell and Molecular Biology	1/30/2007	March 15, 2007
OSU	Master of Science in Conservation Science (208)	Master of Science in Natural Resource Ecology and Management	1/30/2007	March 15, 2007
OSU	Doctor of Philosophy in Conservation Science (209)	Doctor of Philosophy in Natural Resource Ecology and Management	1/30/2007	March 15, 2007
ECU	Bachelor of Science in Health, Physical Education and Recreation (020)	Bachelor of Science in Kinesiology	1/31 2007	April 26, 2007
ECU	Bachelor of Science in Education in Health, Physical Education and Recreation (021)	Bachelor of Science in Education in Physical Education	1/31/2007	April 26, 2007
OSU	Bachelor of Science in Aviation Sciences (247)	Bachelor of Science in Aerospace Administration and Operations	3/12/2007	April 26, 2007
OU	Master of Science in Telecommunications Systems (339)	Master of Science in Telecommunications Engineering	4/3/2007	May 25, 2007
NSU	Master of Science in Collegiate Scholarship and Services (052)	Master of Science in Higher Education Administration and Services	3/30/2007	May 25, 2007
NSU	Bachelor of Arts in Speech (090)	Bachelor of Arts in Communication Studies	3/30/2007	May 25, 2007
NWOSU	Bachelor of Arts in Speech and Drama (041)	Bachelor of Arts in Speech and Theatre	3/27/2007	May 25, 2007

8. Approved Degree Designation Changes

July 1, 2006 to present

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
OUHSC	Master of Physical Therapy (035)	Doctor of Physical Therapy	06/29/2006	September 14, 2006

9. Completed Cooperative Agreements

July 1, 2006 to present

Institution	Area Career Technology Center	Degree Program (program code)	Date Rec'd	Date Approved	Date Ratified
OSU-OKC	Metro Technology Center	Associate in Applied Science in Culinary Arts (new)	05/06/2005		undergoing review
RCC	Central Technology Center	Associate in Applied Science in Sustainable Agriculture, Viticulture, & Enology (027), Technology option	09/21/2005		undergoing review
CU	Great Plains Technology Center	Associate in Applied Science in Multimedia Design (510)	09/21/2005	08/18/2006	September 14, 2006
RCC	Western Technology Center	Associate in Applied Science in Business Administration Technology (058)	4/19/2007	5/21/2007	May 25, 2007
RCC	Eastern Oklahoma Technology Center	Associate in Applied Science in Criminal Justice (045)	4/19/2007	5/21/2007	May 25, 2007
NOC	Chisholm Trail Technology Center	Associate in Applied Science in Office Management (060) and Associate in Applied Science in Office Management (060) with option in Medical Assistant	4/2/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Automotive Collision Repair (003)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Automotive Service Technology (004)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Diesel and Heavy Equipment Technology (018)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Air Conditioning and Refrigeration Technology (002)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Construction Technology (011)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Engineering Technology (080)	3/12/2007	5/21/2007	May 25, 2007
OSUTB-OKM	Red River Technology Center	Associate in Applied Science in Information Technology (012)	3/12/2007	5/21/2007	May 25, 2007
TCC	Tulsa Technology Center	Associate in Applied Science in Business (153)	7/31/2006	6/15/2007	June 28, 2007
NOC	Meridian Technology Center	Associate in Applied Science in Biotechnology (New)	3/13/2007	6/15/2007	June 28, 2007

10. Suspended Programs

July 1, 2006 to present

Institution	Degree Program (program code)	Date Suspended	Date Suspension Ratified	Date by which program must be reinstated or deleted
TCC	Associate in Science in Interior Design (221)	07/03/2006	September 14, 2006	07/03/2009
RSC	Associate in Arts in Theatre (013)	04/27/2006	October 26, 2006	04/27/2009
NOC	Associate in Applied Science in Aviation: Professional Pilot Training (078)	09/25/2006	October 26, 2006	09/25/2009
RCC	Associate of Applied Science in Dental Laboratory Technician (080)	01/23/2007	February 8, 2007	08/23/2009
NSU	Bachelor of Science in Engineering Physics (027)	01/19/2007	February 8, 2007	08/19/2009
OSU	Master of Architecture in Architecture (022)	1/30/2007	March 15, 2007	03/15/2010
OSU	Master of Architectural Engineering in Architectural Engineering (023)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Biomedical Science (402)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Cell and Molecular Biology (260)	1/30/2007	March 15, 2007	03/15/2010
OSU	Bachelor of Science in Clinical Laboratory Science (148)	1/30/2007	March 15, 2007	03/15/2010
OUHSC	Bachelor of Science in Pharmacy (033)	5/21/2007	May 25, 2007	5/21/2010
OUHSC	Doctor of Philosophy in Biological Psychology (040)	5/21/2007	May 25, 2007	5/21/2010
CU	Master of Arts in Teaching (660)	5/21/2007	May 25, 2007	5/21/2010
SEOSU	Bachelor of Arts in Social Gerontology (055)	5/21/2007	May 25, 2007	5/21/2010
OCCC	Certificate in Real Estate Applied (075)	5/21/2007	May 25, 2007	5/21/2010
WOSC	Associate in Applied Science in Aviation (003)	5/21/2007	May 25, 2007	5/21/2010
WOSC	Associate in Science in University Studies (030)	5/21/2007	May 25, 2007	5/21/2010
WOSC	Associate in Applied Science in Emergency Medical Technology (057)	5/21/2007	May 25, 2007	5/21/2010
SWOSU	Bachelor of Arts in Education in Social Science Education (050)	6/07/2007	June 28, 2007	6/07/2009
TCC	Associate in Applied Science in International Language Studies (170)	6/07/2007	June 28, 2007	6/07/2010

11. Reinstated Programs

July 1, 2006 to present

Date Rec'd	Institution	Degree Program (program code)	Original Suspension Date	Date Reinstatement Ratified
05/17/2007	TCC	Associate in Applied Science in Desktop Publishing (216)	03/05/2004	06/28/2007
05/17/2007	TCC	Certificate in Desktop Publishing (217)	03/05/2004	06/28/2007

12. Net Reduction Table
1991-92 through June 28, 2007

Institution	1991	Current			
	Academic Year 1991-92 No. of Programs	No. of Programs	No. Deleted	No. Added	Net Reduction
OU	278	239	72	34	38
OUHSC	62	61	15	15	0
OU- LAW	1	1	0	0	0
OSU	230	219	60	52	8
OSU- OKC	50	44	42	37	5
OSUTB- OKM	47	23	39	15	24
OSU- Vet Med	1	1	0	0	0
OSU- CHS	1	6	0	5	-5
ECU	43	43	5	5	0
NSU	97	86	20	22	-2
NWOSU	56	44	16	4	12
RSU	78	29	69	27	42
SEOSU	61	53	25	16	9
SWOSU	94	63	52	20	32
UCO	135	91	54	10	44
CU	36	57	3	24	-21
LU	41	40	11	12	-1
OPSU	42	33	19	10	9
USAO	34	24	10	1	9
CASC	37	38	12	12	0
CSC	61	25	42	7	35
EOSC	56	36	27	7	20
MSC	32	28	7	9	-2
NEOAMC	87	55	46	14	32
NOC	54	38	33	17	16
OCCC	68	66	41	39	2
RCC	62	32	42	13	29
RSC	82	62	43	23	20
SSC	31	24	12	5	7
TCC	107	102	63	56	7
WOSC	50	13	40	5	35
System Total	2,114	1,676	920	516	404

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #23-b:

Reports.

SUBJECT: Academic Policy Exceptions Quarterly Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

At the May 1994 meeting, the Oklahoma State Regents for Higher Education delegated authority to the Chancellor to approve minor exceptions and clarifications to State Regents' policy that will not result in a broad scale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the 38th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Four exceptions to the State Regents' academic policies were granted by the Chancellor since the last report February 8, 2007.

ANALYSIS:

Oklahoma State University (OSU)

April 30, 2007

An exception to the *Undergraduate Degree Requirements* policy, which states that baccalaureate degrees must include the completion of a basic general education core of a minimum of 40 semester credit hours which shall include 6 credit hours of Humanities, was granted to OSU for a student who completed 3 credit hours instead of the 6 normally required.

Connors State College (CSC)

January 29, 2007

An exception to the *Institutional Admission and Retention* policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to CSC for a student who had limited means and was place bound.

Oklahoma City Community College (OCCC)

April 16, 2007

An exception to the *Institutional Admission and Retention* policy, which states that 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 for instructors who have met the

qualifications of a regular, full-time faculty member and has been approved by the department chair and dean of the college offering the course.

Rose State College (RSC)

May 8, 2007

An exception to the *Credit for Extraintitutional Learning* policy, which states that advanced standing credit for extraintitutional learning awarded to a student, must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript, was granted to RSC for a student that has completed 6 of the 12 credit hours needed for validation, is within three hours of completing the Bachelor of Education Degree and successfully passed the English Composition I CLEP examination.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 28, 2007

AGENDA ITEM #23-c (1):

Reports.

SUBJECT: Student Data Report, 2005-06.

RECOMMENDATION:

It is recommended that the State Regents accept the report on Student Data.

BACKGROUND:

The *Student Data Report: Oklahoma Higher Education 2005-06* is the 24th annual publication of comprehensive student data from the State Regents' Unitized Data System (UDS).

POLICY ISSUES:

The annual *Student Data Report* uses the UDS to produce many of the primary measures of student involvement in higher education such as movement into college, enrollments, student transfer, persistence, and semester credit hours. The tables and figures are intended for use by public officials, institutional administrators, faculty, staff, and regents in the development of higher education plans and programs.

ANALYSIS:

The following are some highlights from the report.

- The projection of high school graduates shows a gradual decline from 37,940 in 2006-07 to 37,896 in 2010-11, a steep decline to 35,321 in 2014-15, then a sharp rise to 37,269 in 2016-17.
- In 2001, Oklahoma was 0.5 of a point below the national ACT mean scores. From 2002 to 2004, Oklahoma narrowed the gap to 0.3 of a point below the national ACT score. In 2006, Oklahoma was 0.6 of a point below the national ACT score.
- Public higher education headcount enrollment decreased from 210,823 in 1996-97 to 209,371 in 1997-98, then generally increased to 235,730 in 2005-06, peaking at 238,245 in 2004-05.
- At the public institutions, females outnumbered males in 2005-06 by 57 percent to 43 percent. In 1962, males outnumbered females in Oklahoma higher education by 65 percent to 35 percent. In the fall of 1972, males outnumbered females by 60 percent to 40 percent.
- At the public institutions, Education was the most popular field of study in 2005-06 with 24,369 (10.3 percent) students enrolled. Business Management was second with 22,021 (9.3 percent) students enrolled. In 2003-04 and 2002-03, Business Management was first and Education was

second. These have been the top two fields since the first Student Data Report was published in 1982-83.

- The most recent three-year average college-going rate direct from high school was 57.9 percent.
- Overall, the number of new freshmen in public institutions increased 8.7 percent from 37,024 in 2001-02 to 40,243 in 2005-06. The number of new freshmen decreased one of the past five years; the largest percentage increase (9.4 percent) was between 2002-03 and 2003-04.
- From 1996-97 to 2005-06, persistence rates (within the institution) for new freshmen increased from 75.4 to 82.8 percent at the research universities, increased from 62.7 to 65.0 percent at the regional universities, and increased from 52.6 to 59.0 percent at the community colleges.
- From 1996-97 to 2004-05, six-year graduation rates (within the institution) for new freshmen increased from 44.8 to 59.0 percent at the research universities and from 27.8 to 34.2 percent at the regional universities. At community colleges, three-year graduation rates (within the institution) for new freshmen increased from 14.4 to 19.8 percent.

The *Student Data Report* will be available at www.okhigher.org under Studies and Reports.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
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AGENDA ITEM #23-c (2):

Report.

SUBJECT: Employment Outcomes Report.

RECOMMENDATION:

It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.

BACKGROUND:

Findings from the employment data collection and analysis have been used in degree program reviews and in a May 1998 document, *The General Degree Productivity and Retention of Oklahoma Graduates*. This is the sixth *Employment Outcomes Report* designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?
- What percentage of Oklahoma graduates not found to be employed in Oklahoma are still enrolled in the public State System?
- How does level of education impact salary?
- What is the average salary by field of study and level of degree of Oklahoma graduates?

This report examines the employment outcomes of all graduates of Oklahoma public higher education institutions, as well as Oklahoma residents separately.

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board's accountability priorities and performance reporting are reflected in recommendations of the Citizens' Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents' Public Agenda for Higher Education, and the Oklahoma State System report cards/Key Indicators of Accountability issued in 2000, 2001, 2002, 2004 and 2006.

ANALYSIS:

This report analyzes employment data for graduates of Oklahoma public colleges and universities one year and five years after graduation for various graduating classes of the past decade. A snapshot of employment status five years after graduation is shown for the graduating classes of 1998-99, 1999-00

and 2000-01, and the employment status of the 2002-03, 2003-04 and 2004-05 classes is shown after one year.

The current study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state's public colleges and universities confirm that the higher the degree a student earns, the higher the salary he or she will earn.

- Five years after graduation, 2000-01 bachelor's degree recipients employed in Oklahoma were earning \$37,747 on average.
- Average earnings for 2000-01 certificate and associate in arts/associate in science degree holders five years after graduation were 9 percent and 31 percent less than bachelor's degree recipients, although associate in applied science degree holders earned salaries that were much closer to the bachelor's degree holders after five years. Master's, doctoral, and professional degree recipients earned more (29 percent, 67 percent, and 136 percent, respectively) than bachelor's degree recipients.
- Graduates with computer science, engineering, and other technical degrees consistently earn higher average salaries, although health professions, business management, and transportation graduates also command strong salaries on average.

The good news for Oklahoma is that the majority of its college graduates remain in the state, contributing to the state's economy and opportunities for growth, even five years after graduation. Following are highlights of the most recent Oklahoma employment data for the state's higher education graduates:

- Five years after graduation, 66 percent of the 2000-01 bachelor's degree recipients were employed in Oklahoma. More certificate (81 percent) and associate degree (78 percent) recipients remained in Oklahoma, and fewer master's (62 percent), professional (61 percent), and doctoral (53 percent) graduates remained.
- One year after graduation, 85 percent of the 2004-05 bachelor's degree recipients were employed in Oklahoma. About the same percentage (84 percent) of professional degree recipients remained, while more certificate (96 percent) and associate degree (91 percent) holders remained in Oklahoma, and fewer master's (77 percent) and doctoral (67 percent) graduates remained.
- Oklahoma retained a large percentage of bachelor's degree recipients who were Oklahoma residents: 90 percent of the 2004-05 graduates after one year and 72 percent of the 2000-01 graduates after five years. Additionally, some Oklahoma State System bachelor's degree recipients who were not Oklahoma residents remained after graduation: 62 percent after one year and 39 percent after five years.
- Oklahoma is retaining a majority of its graduates, even after five years. The current data (for 2000-01 graduates after five years and for 2004-05 graduates after one year) reflect increased employment rates for both residents and non-residents compared to previous studies. For instance, after five years, 66 percent of all 2000-01 bachelor's degree holders were found in-state, compared to 58 percent and 56 percent of the 1999-00 and 1998-99 graduates after five years. Similarly, 53 percent of the 2000-01 doctoral degree graduates were found, compared to 44 percent and 35 percent from the previous studies; and 61 percent of the 2000-01 professional degree graduates were employed in-state, compared to 54 percent and 49 percent from the prior years' classes.
- Although the vast majority of graduates of Oklahoma public higher education institutions remain in Oklahoma, the "out" migration is evident in technical fields of study such as engineering, computer

science, and physical sciences. Progress is being made, however, and results for 2000-01 bachelor's degree holders in technical fields, particularly physical sciences, show higher percentages remain in-state after five years than was true for graduates of previous studies.

- Continued higher education enrollment in State System institutions was not found to be significant for graduates after five years; however, 2.0 percent of the 2004-05 graduates were still enrolled after one year. The highest percentage of continued enrollment was found among the associate in arts/associate in science degree holders at 5.4 percent.

The State Regents' *Brain Gain 2010* initiative, efforts to improve student preparation and awareness of college, encouraging strategic scholarship programs, and accountability measures that promote retention and timely graduation are critical to the production of higher education graduates. Partnerships between higher education institutions and business, including internships and apprenticeships in high-growth industries, not only affect graduates' decisions to stay in-state, but also stimulate the high technology businesses that are needed in the new economy. Continued collaboration with economic and policy leaders to implement the governor's Economic Development Generating Excellence (EDGE) project recommendations, including the Oklahoma Research Initiative, will enhance opportunities to capitalize on the intellectual talent of Oklahoma's higher education graduates. Increasing the availability of graduates and attracting industries that rely on that knowledge pool are both critical components for stimulating the state's economic health and vitality.

This report is available in the Studies and Reports section of the State Regents' website at <http://www.okhighered.org/studies-reports/> or upon request.

Meeting of the
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June 28, 2007

AGENDA ITEM #23-c (3):

Reports.

SUBJECT: William P. Willis Scholarship 2006-07 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

ANALYSIS:

The attached report shows the award distributions to twenty-one students totaling \$48,400 for the 2006-07 academic year.

William P. Willis Scholarship 2006-07		
University of Oklahoma	Uriah Hughes	3,000
Oklahoma State University	Alexandria Prather	3,000
University of Central Oklahoma	Katrina Green	2,400
Northeastern State University	Alysha Little	2,400
Northeastern State University	Annie Page	2,400
East Central University	Canidce Miser	2,400
Langston University	Keith Dunkin	2,400
Northwestern Oklahoma State University	Shannon Drayton	2,400
Southeastern Oklahoma State University	Chance Davis	2,400
Cameron University	Nancy Rose	2,400
Southwestern Oklahoma State University	Rhiannon Goodson	2,400
Rogers State University	Cynthia Crizer	2,400
University of Science and Arts of Oklahoma	Erika Cerda	2,400
Eastern Oklahoma State College	Katie Guess	2,000
Northeastern Oklahoma A&M College	Jayne Chuckluck	2,000
Northern Oklahoma College	Daniel Brown	2,000
Oklahoma City Community College	Pamela Jo Roberts	2,000
Redlands Community College	Tana Snell	2,000
Rose State College	Alex Lancaster	2,000
Tulsa Community College	Brittany Buzbee	2,000
Western Oklahoma State College	Travis Collier	2,000
Total		\$48,400

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AGENDA ITEM #23-c (4):

Reports.

SUBJECT: Neuwald 2006-07 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

This scholarship has been created by private individuals to honor the lifelong contributions of Renee Neuwald to the teaching profession. The goal of the Renee Neuwald Memorial Scholarship is to provide scholarship opportunities to outstanding students with financial need who are graduates of Tulsa's McLain High School for Science and Technology. The State Regents are the fiscal agent for the \$1,000 annual scholarship.

POLICY ISSUES:

None.

ANALYSIS:

For the 2006-07 academic year, Brianna Gilford who attended Oklahoma State University was awarded the Renee Neuwald Memorial Scholarship in the amount of \$1,000.

Meeting of the
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June 28, 2007

AGENDA ITEM #23-c (5):

Reports.

SUBJECT: Heartland Scholarship Program 2006-07 Year-End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

In April 1995, the State Regents established the Heartland Scholarship Program to provide financial assistance to dependent children of individuals killed and dependent children who survived in the Federal Building day care center in the April 19 Oklahoma City bombing. Approximately 174 individuals have been identified as eligible recipients. The last child is projected to graduate from college in 2018. Nearly \$940,000 has been raised for the Heartland Scholarship Program, mostly through private donations and some from license plate proceeds. An additional \$232,000 has been earned through investment returns.

There are three major entities providing scholarship aid for children of bombing victims, and the Heartland Scholarship Program efforts have been closely coordinated with those entities to ensure that all needs will be met. The costs of enrollment are being covered by the Federal Employee Education and Assistance Fund (FEEAF), the Survivors' Education Fund (SEF) administered by the Oklahoma City Community Foundation, and the Heartland Scholarship Program.

POLICY ISSUES:

Operation of the Heartland Scholarship Program to date has been consistent with the Heartland Scholarship Fund Program Policy.

ANALYSIS:

Beginning with the 1996 fall semester, the Heartland Scholarship Program became the first and primary payer of financial aid for dependent children who lost a parent in the April 19 bombing. For the 2006-07 academic year, disbursements from the Heartland Scholarship Program totaling \$62,902.80 were made to 14 institutions on behalf of 17 eligible individuals. In addition to these disbursements, the Federal Employee Education Assistance Fund (FEEAF) distributed \$51,875 and the Survivors' Education Fund (SEF) distributed \$201,044 to eligible students. Students receiving scholarships related to the Oklahoma City bombing have earned 7 Associate degrees, 44 Baccalaureate degrees, and 25 Master/Professional degrees.

The award amount distributed from the Heartland Scholarship Program to each institution for the 2006-07 academic year is indicated below.

Institution	Fall	Spring	Total
University of Oklahoma	\$2,750.00	\$5,500.00	\$8,250.00
University of Oklahoma-HSC	\$2,750.00	\$2,750.00	\$5,500.00
Oklahoma State University	\$2,750.00	\$2,750.00	\$5,500.00
Langston University	\$2,000.00	\$2,000.00	\$4,000.00
Rose State College	\$1,701.40	\$1,701.40	\$3,402.80
Oklahoma City Community College	\$1,750.00	\$1,750.00	\$3,500.00
Southern Nazarene University	\$4,000.00	\$4,000.00	\$8,000.00
University of Arkansas	\$1,750.00	\$0.00	\$1,750.00
University of Montana	\$2,000.00	\$2,000.00	\$4,000.00
Jefferson Community & Technical College SW	\$0.00	\$1,750.00	\$1,750.00
Howard University	\$2,000.00	\$2,000.00	\$4,000.00
Baylor University	\$2,000.00	\$2,000.00	\$4,000.00
ITT Technical Institute	\$3,500.00	\$1,750.00	\$5,250.00
Collins College	\$2,000.00	\$2,000.00	\$4,000.00
Total Disbursement	\$30,951.40	\$31,951.40	\$62,902.80

Trust Fund Balances: There are two funds administered by the State Regents for the Heartland Scholarship Program—(1) the Heartland Scholarship Fund which consists of private donations, and (2) the Heart of the Heartland Scholarship Fund which consists of revenue from sales of automobile license plates that benefit the program. Based on current annual expenditures, the funds are expected to be depleted in less than 2 years. The Survivor's Education Fund is expected to have sufficient funds to cover the remaining education costs of eligible persons.

Heartland Scholarship Fund Summary

Contributions	\$856,422
Investment Earnings	232,646
Scholarships Paid through 6/30/06	<u>-986,193</u>
Fund Balance as of 6/30/06	\$102,875

Heart of the Heartland Scholarship Fund Summary

Automobile Tag Sales	\$82,320
Scholarships Paid through 6/30/06	<u>-73,750</u>
Fund Balance as of 6/30/06	\$ 8,570

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AGENDA ITEM #23-c (6):

Reports.

SUBJECT: OK EPAS (Oklahoma Educational Planning and Assessment System) Annual Report of Student Progress on the EXPLORE and PLAN Assessment for Academic Year 2006-2007.

RECOMMENDATION:

It is recommended that the State Regents approve the 2007-2008 EPAS Annual Report of Student Progress on the EXPLORE and PLAN Assessment for Academic Year 2006-2007.

BACKGROUND:

The State Regents have sponsored the OK EPAS as a student preparation initiative since 1993. In the 2006-2007 academic year EPAS 83,427 students took the EPAS assessments. The EXPLORE assessment was taken by 42,996 8th grade students and 40,431 students took the 10th grade PLAN assessment. EPAS began with four school districts in the 1993 pilot. Now, EPAS includes over 500 participating school districts, including many private schools.

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

POLICY ISSUES:

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

Continuing support of EPAS is consistent with State Regents' social justice policy and goals, the Brain Gain 2010 Initiative goals, and supports the early intervention component of the federal GEAR UP program. EPAS is the foundation of State Regents K-16 student preparation efforts.

ANALYSIS:

Eighth Grade EXPLORE Assessment Results

The following table displays the EXPLORE results over the past five testing years against the national norms. Data presented in bold represent scores that fall below the national norms for eighth graders in the respective content areas. EXPLORE and PLAN were renormed in 2006; the previous and current norms are included in the table in the sequence in which they occur.

Oklahoma EPAS The EXPLORE Assessment (Scale 1-25)							
Testing Area	2002-2003	2003-2004	2004-2005	2005-2006	1999 National Norms	2006-2007	2005 National Norms
English	14.1	14.0	13.8	13.9	13.9	14.0	14.2
Mathematics	14.1	14.0	14.0	14.1	14.4	14.2	15.1
Reading	14.1	14.0	13.9	13.9	13.9	14.0	13.8
Science	15.9	15.9	15.8	15.9	15.9	15.9	15.9
Composite	14.7	14.6	14.5	14.6	14.7	14.7	14.9

EXPLORE was renormed in 2006. Using the previous norms, Oklahoma scored above the national norming group for all content areas except mathematics. Based on the new norms, Oklahoma scores below the national norming groups in English and mathematics. This low performance in these areas brings the composite score below the national norm as well.

EXPLORE and Achievement Gaps

This table analyzes the scores of ethnic groups compared to the national norms. Data in bold indicate scores that fall below the national norms.

Oklahoma EPAS The EXPLORE Assessment (Scale 1-25)							
Testing Area	African American (3593)	American Indian (5424)	Caucasian (22135)	Hispanic (3316)	Asian (679)	Multiracial , Other, PNR (4827)	2005 National Norms
English	11.9	13.3	15	12.2	15.4	13.4	14.2
Mathematics	12.1	13.7	15.1	12.9	16.5	13.7	15.1
Reading	12.2	13.5	14.8	12.5	15.1	13.3	13.8
Science	14.6	15.5	16.5	15.0	17.3	15.4	15.9
Composite	12.9	14.1	15.5	13.3	16.2	14.1	14.9

Oklahoma has much work relative to equity of preparation for all subgroups. The disaggregated data by ethnic group show significant achievement gaps for African Americans, Native Americans, Hispanics and those students identifying themselves as Multiracial, Other or Prefer not to respond. When the EXPLORE data are disaggregated by gender, female students outscore their male counterparts in all content areas except mathematics. Males and females as a group score the same in mathematics at the 8th grade level.

Other EXPLORE Data

The EXPLORE test also has questions that allow students to self report information in several key areas, such as educational aspiration, their plans to take core courses in high school, and potential career plans. Additionally, State Regents are able to add some Oklahoma specific questions to the exam. The following indicate what the students say:

- Sixty-five percent indicate a plan to attend a two-year or four-year college after high school.
- Thirty-nine percent of eighth-grade students indicated they believe their courses were challenging.
- Only thirty-three percent agreed or strongly agreed that a teacher or counselor helps them plan their courses for school or graduation.
- Forty-five percent get most of their information about college from parents, friends or family.

Tenth Grade PLAN Assessment Results

The PLAN assessment, administered to 10th graders, is a good estimate of what a student would score on the ACT assessment, had the student taken the ACT on the date of PLAN testing. The predictive nature of PLAN indicates that students will typically score two to four points higher on the ACT after having taken the PLAN and subsequently taking the ACT assessment in their junior and/or senior year.

Oklahoma EPAS The PLAN Assessment (Scale 1-32)							
Testing Area	2002-2003	2003-2004	2004-2005	2005-2006	1999 National Norms	2006-2007	2005 National Norms
English	16.3	16.4	16.2	16.4	16.1	16.2	16.9
Mathematics	16.4	16.5	16.5	16.5	16.3	16.5	17.4
Reading	16.3	16.5	16.4	16.5	15.8	16.5	16.9
Science	17.5	17.5	17.7	17.7	17.4	17.6	18.2
Composite	16.7	16.8	16.8	16.9	16.5	16.8	17.5

Interestingly, prior to the recent renorming of EXPLORE and PLAN, Oklahoma's 10th grade PLAN testers performed above the national norms in every area including mathematics; while the 2006-2007 Oklahoma PLAN testers fall below the new national norm in every content area.

PLAN and Achievement Gaps

This table analyzes the 2006-2007 scores of ethnic groups compared to the new national norms. Data in bold indicate scores that fall below the national.

Oklahoma EPAS The PLAN Assessment (Scale 1-32)							
Testing Area	African American (3277)	American Indian (4916)	Caucasian (22673)	Hispanic (2674)	Asian (840)	Multiracial , Other, PNR (3918)	2005 National Norms
English	13.8	15.4	17.0	14.4	17.5	15.6	16.9
Mathematics	14.2	15.8	17.2	15.2	18.6	15.9	17.4
Reading	14.3	15.8	17.3	14.9	17.7	16.0	16.9
Science	16.1	17.0	18.2	16.5	19.2	17.2	18.2
Composite	14.7	16.1	17.5	15.4	18.4	16.3	17.5

The challenge of achievement gaps continues throughout high school years. Even the majority Caucasian population is significantly outpaced by Asian students which is the smallest self-identified group. When the PLAN data are disaggregated by gender, female students outscore the male counterparts in all content areas except mathematics. Males outscore females in the mathematics content area.

The Student Perspective

Among Oklahoma students who took the PLAN test in the 10th grade in 2006-2007:

- Forty-five percent agreed or strongly agreed that their classes are challenging.
- Thirty-eight percent agreed or strongly agreed that counselors or teachers help them plan their courses for graduation.
- Sixty-seven percent plan to attend a two-year or four-year college after high school.
- Forty-five percent of these students get most of their information about college from parents, friends or family.

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

MINUTES

Seven Hundred Fourth Meeting



May 25, 2007

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

Minutes of the Seven Hundred Fourth Meeting
May 25, 2007

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Fourth Meeting
of the
Oklahoma State Regents for Higher Education
May 25, 2007**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 1:00 p.m. on Friday, May 25, 2007, at the State Regents' offices in Oklahoma City. Notice of the meeting had been filed with the Secretary of State on November 27, 2006. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Massey called the meeting to order and presided. Present for the meeting were State Regents Bill W. Burgess, Jr., Ronald White, Stuart Price, Joseph Parker, Jr., Julie Carson, Marlin "Ike" Glass, Cheryl Hunter and John Massey.
3. **MINUTES OF THE PREVIOUS MEETING.** Regent Parker made a motion, seconded by Regent Hunter, to approve the minutes of the previous State Regents' meetings. Voting for the motion were Regents Burgess, White, Price, Parker, Carson, Hunter and Massey. Voting against the motion were none.
4. **REPORT OF THE CHAIRMAN.** Chairman John Massey noted that Regent Carl Renfro completed 14 years of service on May 16 and commended him for his service to higher education and the students of Oklahoma.
5. **REPORT OF THE CHANCELLOR.** Chancellor Johnson discussed his participation in the commencement exercises at Eastern Oklahoma State College, Connors State College and Oklahoma City Community College. In addition, he reported on the first meeting of the Governor's Campus Life and Safety and Security Task Force and announced that a National Campus Security Summit would be held at the University of Central Oklahoma on May 30.

6. **STATE REGENT.** Oklahoma Supreme Court Justice Steven Taylor was present to administer the Oath of Office to Regent-Appointee Marlin “Ike” Glass. Regent Glass was appointed to a nine-year term as a State Regent by Governor Brad Henry and was confirmed by the Oklahoma State Senate. Regent Massey introduced and thanked Justice Taylor. All Regents congratulated and welcomed Regent Glass.
7. **STUDENT ADVISORY BOARD (SAB).** Chairman John Massey recognized the outgoing members of the Student Advisory Board, thanking them for their service during the previous year. Regent Hunter made a motion, seconded by Regent Glass, to approve the resolutions of appreciation to the outgoing SAB members. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Hunter, Massey and Burgess. Voting against the motion were none. Dr. Kermit McMurry introduced the incoming SAB members who were sworn in to office by Justice Steven Taylor. Markesha Polk, outgoing SAB president, and DruShea Dear, outgoing SAB vice-president, provided a summary of the SAB resolutions and annual report.
8. **CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM AWARDS.** Chancellor Johnson outlined the process for selecting the award recipients of the Chancellor’s Scholarship program. Regent Burgess introduced two of the award recipients, Christina Hanvey of Westville High School and Chelsea Ball of Stroud High School. Regent Hunter made a motion, seconded by Regent Glass, to ratify the Chancellor’s Scholars awards. Voting for the motion were Regents Price, Parker, Carson, Glass, Hunter, Massey, Burgess and White. Voting against the motion were none.
9. **E & G BUDGETS.** Amanda Paliotta reviewed the suggested allocation of state appropriated funds and the budget and tuition principles and guidelines for FY08. Regent Burgess made a motion, seconded by Regent Parker, to approve the allocation of \$27 million as determined by the State Regents’ funding formula procedure and to approve the budget and tuition principles and guidelines for FY08. Voting for the motion were Regents Parker, Carson, Glass, Hunter, Massey,

Burgess, White and Price. Voting against the motion were none. Regent Massey announced that a special meeting would be scheduled for June 15 to review the allocation of other funds.

In addition, Ms. Paliotta outlined the allocations of \$866,070.91 from cigarette tax revenue to Oklahoma State University Center for Health Sciences and to the University of Oklahoma Health Sciences Center. Regent Burgess made a motion, seconded by Regent Hunter, to approve the allocation. Voting for the motion were Regents Carson, Glass, Hunter, Massey, Burgess, White, Price and Parker. Voting against the motion were none.

Ms. Paliotta also reviewed the E & G allocation of up to \$12,500 to reimburse colleges and universities for the cost of attending the National Security Summit scheduled for May 30. Regent Burgess made a motion, seconded by Regent Price, to approve this allocation. Voting for the motion were Regents Glass, Hunter, Massey, Burgess, White, Price, Parker and Carson. Voting against the motion were none.

10. **MASTER LEASE PROGRAM.** Amanda Paliotta summarized the projects submitted in the 2007B Master Lease Series. Regent Hunter requested additional information for the project submitted by Tulsa Community College. Regent Burgess made a motion, seconded by Regent Price, to approve the remaining projects in the Master Lease submission. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Parker, Carson and Glass. Voting against the motion were none.

11. **REVENUE BONDS.** Amanda Paliotta summarized the request from Connors State College to certify the statement of essential facts for revenue bonds for a water treatment plant. Regent Price made a motion, seconded by Regent Hunter, to approve the request. Voting for the motion were Regents Massey, Burgess, White, Price, Parker, Carson, Glass and Hunter. Voting against the motion were none.

12. **CONTRACTS.** Amanda Paliotta reviewed the list of contracts for purchases \$100,000 or greater. Regent Price requested further review of possibly hiring a contract negotiator. Regent Price made a motion, seconded by Regent Burgess, to approve the listed contracts. Voting for the

motion were Regents Burgess, White, Price, Parker, Carson, Glass, Hunter and Massey. Voting against the motion were none. Ms. Paliotta summarized the OneNet change order with Level 3 Communications. Regent Price made a motion, seconded by Regent White, to approve the change order. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Hunter, Massey and Burgess. Voting against the motion were none.

13. **TUITION AND FEES.** Amanda Paliotta reviewed the posting of academic service fees and the requested exception to policy. Regent Price made a motion, seconded by Regent Hunter, to approve the exception to policy. Voting for the motion were Price, Parker, Carson, Glass, Hunter, Massey, Burgess and White. Voting against the motion were none.
14. **REDUCTION IN FY 2007 ALLOCATION.** Amanda Paliotta recapped the request for reduced allocations to the institutions as a result of the shortfall in revenue allocated for the FY07 OCIA Bond Deb Service requirements. Regent Hunter made a motion, seconded by Regent Price, to approve the reductions as submitted. Voting for the motion were Regents Parker, Carson, Glass, Hunter, Massey, Burgess, White and Price. Voting against the motion were none.
15. **NEW PROGRAMS.** Dr. Phil Moss reviewed the request by the University of Oklahoma to offer the Bachelor of Arts in Multidisciplinary Studies and the Bachelor of Science in Multidisciplinary Studies; the request by Oklahoma State University to offer the Graduate Certificate in Business Data Mining; and the request by the University of Central Oklahoma to offer the Bachelor of Arts in Education in Dance Education. Regent White made a motion, seconded by Regent Hunter, to approve the programs as presented. Voting for the motion were Regents Carson, Glass, Hunter, Massey, White and Price. Voting against the motion were none.
16. **PROGRAM DELETIONS.** Regent White made a motion, seconded by Regent Hunter, to approve the institutional requests for program deletions. Voting for the motion were Regents Glass, Hunter, Massey, White, Price and Carson. Voting against the motion were none.

17. **STUDENT TRANSFER.** Regent White made a motion, seconded by Regent Hunter, to approve the system faculty's course equivalency matrix. Voting for the motion were Regents Hunter, Massey, White, Price, Carson and Glass. Voting against the motion were none.
18. **ACHIEVING THE DREAM.** Dr. Phil Moss outlined the *Achieving the Dream* project, noting that Oklahoma City Community College, Rose State College and Tulsa Community College were participating in the project, along with the State Regents. The project is a national initiative designed to help more community college students to succeed. Regent White made a motion, seconded by Regent Hunter, to approve the request allowing the State Regents to act as fiscal agent for the *Achieving the Dream* project. Voting for the motion were Regents Massey, White, Price, Carson, Glass and Hunter. Voting against the motion were none.
19. **EXECUTIVE SESSION.** Item not discussed.
20. **PERSONNEL.** Item not discussed.
21. **CONSENT DOCKET.** Regent Hunter made a motion, seconded by Regent Burgess, to approve the following consent docket items:
 - a. Approval of institutional requests for program modifications and program suspensions.
 - b. Ratification of approved institutional request regarding cooperative agreements.
 - c. Ratification of capital allotments.
 - d. Ratification of institutional budget revisions.
 - e. Ratification of purchases of \$25,000 and above.
 - f. Ratification of requests by Langston University and Tulsa Community College to award non-academic degrees.
 - g. Approval of resolution to the Oklahoma Department of Commerce for its support of Higher Education.

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

22. **REPORTS.** Regent Price made a motion, seconded by Regent Hunter, to accept the following reports:

a. Programs.

- (1) Status report on program requests.
- (2) Low-productivity programs report.

b. Annual Reports.

- (1) National Guard Tuition Waiver, 2006-2007.
- (2) Faculty Salary Report, FY07.
- (3) Chiropractic Education Assistance Program, 2006-07.
- (4) Future Teachers Scholarship, 2006-07.
- (5) George and Donna Nigh Scholarship, 2006-07.
- (6) Regional University Baccalaureate Scholarship, 2006-07.
- (7) Tulsa Reconciliation Scholarships, 2006-07.

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

23. **REPORT OF THE COMMITTEES.**

a. Academic Affairs and Social Justice and Student Services Committees. Regent White stated that the Committee met on May 22, 2007, and all of the Committee's items had been acted on.

b. Budget and Audit Committee. Regent Price reported that the Committee met on May 21, 2007, and all of the Committee's items had been acted on. In addition to agenda items, the Committee also discussed the Quarterly Operations Report.

c. Strategic Planning and Personnel Committee. Regent Burgess reported that the Committee met on May 21, 2007, and all of the Committee's items had been acted on.

- d. Technology Committee. Regent Hunter reported that the Committee met on May 22, 2007 and discussed the proposed NLR-Internet 2 merger, security issues and the FCC Rural Healthcare pilot.
 - e. Investment Committee. Regent White announced that the Committee met on May 21, 2007, and received an update on the portfolio from Hammond Associates.
24. **NEW BUSINESS.** No new business was brought before the Regents.
25. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Massey announced that the next regular meeting of the State Regents would be on Thursday, June 28, 2007, at the State Regents' offices in Oklahoma City.
26. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

John Massey, Chairman

Ronald White, Secretary