Agenda

March 13, 2008
NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 13, 2008 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 March 13, 2008.
AGENDA

Thursday, March 13, 2008 – 9:00 a.m.
Cameron University
Lawton, Oklahoma
Chairman Bill W. Burgess, Jr., Presiding

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

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

3. Minutes of Previous Meetings. Approval of minutes.


6. Comments from the President. Comments from President Cynthia Ross, Cameron University.

ACADEMIC

7. New Programs.
   a. Oklahoma State University – Oklahoma City. Approval of request to offer the Certificate in Pharmacy Technology. Page 1.
   b. Cameron University. Approval of request to offer the Associate in Applied Science in Information Technology and the Bachelor of Science in Information Technology. Page 5.


10. Admission Standards. Approval of a request from Oklahoma State University’s (OSU) to change admission standards for first-time freshmen. Page 17.

11. Policy.
b. Adoption of administrative rules revisions for Oklahoma’s Promise. Page 27.

c. Adoption of administrative rules revisions for Oklahoma Tuition Aid Grant. Page 39.

**FISCAL**

12. **E&G Allocations.**

13. **Tuition and Fees.**
   a. Posting of FY09 Institutional Changes to Academic Service Fees and the FY09 Legislative Peer Limits on Tuition and Mandatory Fees. Page 47.
   c. Announcement of public hearing on fees and tuition. Page 73.

14. **Policy.** Adoption of permanent rule amendments to the administrative rules governing the agency’s Purchasing Division. Page 75.

**EXECUTIVE**

15. **Compliance Audit Report.** Acceptance of the Brain Gain Improvement and Program of Excellence grant expenditures compliance audit report. Page 81. (Supplement)

16. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 83.

17. **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. Page 85.

   Vote to return to open session.

18. **Personnel.** Discussion and possible action regarding staff (see Attachment A). Page 87.
CONSENT DOCKET

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

a. Programs.
   (1) Program Modifications. Approval of institutional requests. Page 89.
   (2) Program Reconciliation. Approval of institutional request. Page 97.


c. Electronic Media. Oklahoma State University. Approval of request to offer an existing degree program via online delivery. Page 103.


20. Reports. Acceptance of reports.


b. Annual Reports.
   (2) Tenth Annual Teacher Education Report. Page 123.
   (3) Spring 2008 Preliminary Enrollment Report. Page 143. (Supplement)
   (4) High School Indicators Reports. Page 145. (Supplement)
   (5) Annual Student Remediation Report. Page 147. (Supplement)


a. Academic Affairs and Social Justice and Student Services Committees.

b. Budget and Audit Committee.

c. Strategic Planning and Personnel Committee.

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

23. **Announcement of Next Regular Meeting—9:00 a.m., Thursday, April 17, 2008 in Oklahoma City, Oklahoma.**

24. **Adjournment.**

**The Oklahoma State Regents for Higher Education will hold dinner on April 16 beginning at 6:30 p.m. at the Petroleum Club in Oklahoma City, no action will be taken.**
DIRECTOR LEVEL AND ABOVE POSITIONS

Chancellor
General Counsel
Vice Chancellor for Academic Affairs
Vice Chancellor for Budget and Finance
Vice Chancellor for Educational Partnerships
Vice Chancellor for Information Technology and Telecommunications
Vice Chancellor for Legislative Relations, Communications, and Research and Development
Vice Chancellor for Student Affairs
Associate Vice Chancellor for Administration
Associate Vice Chancellor and Comptroller
Associate Vice Chancellor for Academic Affairs
Associate Vice Chancellor for Budget and Finance/Fiscal Affairs
Associate Vice Chancellor for Budget and Finance/Legislative Affairs
Associate Vice Chancellor for Budget and Finance/OGSLP
Associate Vice Chancellor for Budget and Finance/Purchasing
Associate Vice Chancellor for Operations and Legal Affairs/OneNet
Associate Vice Chancellor for Strategic Planning and Analysis
Associate Vice Chancellor for State Grants
Assistant General Counsel
Assistant Vice Chancellor for Academic Affairs
Assistant Vice Chancellor for Board Relations
Assistant Vice Chancellor for Budget and Finance
Assistant Vice Chancellor for Economic Development
Assistant Vice Chancellor for GEAR UP
Assistant Vice Chancellor for Governmental Relations
Executive Director of Oklahoma Guaranteed Student Loan Program
System Auditor
Director of Academic Programs
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 and Community Outreach Activities
Director of Student Preparation
Director of Technology and Chief Technology Officer
Director of Operations and Client Services/OGSLP
Director of Research and Analysis and State IPEDS Coordinator
Director of Teacher Education and MTRC
Chief Information Security and Compliance Officer

March 13, 2008
AGENDA ITEM #7-a:

New Programs.

SUBJECT: Oklahoma State University – Oklahoma City. Approval of request to offer the Certificate in Pharmacy Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University-Oklahoma City’s (OSU-OKC) request to offer the Certificate in Pharmacy Technology with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents as described below.

• **Certificate in Pharmacy Technology.** Continuation beyond Fall 2012 will depend upon:
  
  Majors enrolled: a minimum of 16 students in Fall 2011; and
  Graduates: a minimum of 10 students in 2011-12.

BACKGROUND:

Academic Plan

OSU’s Academic Plan lists the following institutional priorities for OSU-OKC:

- OSU-OKC faculty are considering submission of the following degree programs:
  Certificate in Pharmacy Technology
  Associate of Applied Science in Dietetic Technology
- OSU-OKC plans to automate instructional evaluations and begin migration of all instructional evaluations to an online platform

APRA Implementation

Since 1991-92, OSU-OKC has deleted 42 degree and/or certificate programs while adding 37 degree and/or certificate programs.

Program Review

OSU-OKC offers 44 degree programs (7 associate, 31 associate in applied science, 1 bachelor, and 5 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 OSU-OKC’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.
Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Certificate in Pharmacy Technology

Program purpose. The proposed certificate program is designed to prepare students to work as a Certified Pharmacy Technician in a variety of venues, including retail pharmacies, nursing homes and hospitals.

Program rationale and background. The proposed certificate program is designed to help meet the chronic shortage of qualified workers in the health care industry. The proposed program will prepare graduates to take and pass the National Pharmacy Technician Certification Examination through the Pharmacy Certification Board. Pharmacy technicians assist licensed pharmacists in providing medication and other health care products to patients and customers. To prepare these prescriptions, the pharmacy technician must retrieve, count, pour, weigh, measure and sometimes mix the medications involved. Technicians may also establish and maintain patient profiles and other records, prepare insurance claim forms and stock and inventory prescription and over the counter medications. The United States Department of Labor estimates that the number of pharmacy technician jobs will grow by 27 percent by 2014. As our state and nation ages, the pharmacy technician field will become an increasingly important part of healthcare. The increasing use of medication for this aging population will mean expanded job opportunities for skilled, dedicated pharmacy technicians, especially those with formal training.

Employment opportunities. OSU-OKC indicates that program graduates will be in high demand. OSU-OKC cites a demand, according to the U.S. Department of Labor, where qualified pharmacy technicians will grow faster than the average of all occupations through 2013 due to population growth and aging. The demand for pharmaceuticals will increase dramatically and the number of persons who use prescription drugs is predicted to spur the demand for technicians in all practice setting. As Oklahomans age, and as insurers, pharmacies, employers and health systems become increasingly cost conscious, pharmacy technicians will assume more routine tasks previously performed by pharmacists. OSU-OKC is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to enroll a minimum of 16 majors in Fall 2011 and graduate a minimum of 10 students in 2011-12.

Duplication and impact on existing programs. Tulsa Community College offers a Certificate in Pharmacy Technician. Due to distance between institutions and demand for the certificate program, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 26 total credit hours from the following areas (Attachment A): technical specialty courses (23 credit hours) and technical support courses (3 credit hours). Ten new courses will be added and are asterisked.
**Faculty and staff.** One new full time faculty member and at least one additional adjunct faculty member will teach in the proposed degree program. Funding will be from internal reallocation and student tuition and fees. 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
**OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY**
**CERTIFICATE IN PHARMACY TECHNOLOGY**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical Specialty Courses:</strong></td>
<td>23</td>
</tr>
<tr>
<td>*PHAR 1113 Introduction to Pharmacy Technology</td>
<td>3</td>
</tr>
<tr>
<td>*PHAR 1213 Pharmaceutical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>*PHAR 1312 Drug Classification</td>
<td>3</td>
</tr>
<tr>
<td>*PHAR 1413 Pharmaceutical Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>*PHAR 1512 Pharmaceutical Mathematics II</td>
<td>2</td>
</tr>
<tr>
<td>*PHAR 1613 Intravenous Admixture and Sterile Compounding</td>
<td>3</td>
</tr>
<tr>
<td>*PHAR 1712 Pharmacy Drug Therapy and Treatment</td>
<td>2</td>
</tr>
<tr>
<td>*PHAR 1812 Pharmaceutical Clinical II</td>
<td>2</td>
</tr>
<tr>
<td>*PHAR 1912 Pharmacy Law</td>
<td>2</td>
</tr>
<tr>
<td>*PHAR 2011 Pharmacy Technician Certification Review</td>
<td>1</td>
</tr>
<tr>
<td><strong>Technical Support Courses</strong></td>
<td>3</td>
</tr>
<tr>
<td>CIS 1113 Computer Concepts with Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 26

*Asterisks denote new courses.*
AGENDA ITEM #7-b:

New Programs.

SUBJECT: Cameron University. Approval of request to offer the Associate in Applied Science in Information Technology and the Bachelor of Science in Information Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University’s (CU) request to offer the Associate in Applied Science in Information Technology and the Bachelor of Science in Information Technology, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Information Technology.** Continuation beyond Fall 2010 will depend upon:
  - Majors enrolled: a minimum of 30 students in Fall 2009; and
  - Graduates: a minimum of 8 students in 2009-10.

- **Bachelor of Science in Information Technology.** Continuation beyond Fall 2012 will depend upon:
  - Majors enrolled: a minimum of 50 students in Fall 2011; and
  - Graduates: a minimum of 7 students in 2011-12.

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 membership in the 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 CU’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 25 degree and/or certificate programs.

Program Review

CU offers 58 degree programs (40 baccalaureate, 7 masters, 2 associates, 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 proposals, 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:

Associate in Applied Science in Information Technology

Program purpose. The proposed degree program is designed to prepare students for a career in information technology, an industry that is characterized by rapid growth and innovation. The program will provide students with highly qualified skills to obtain employment in many different areas in the state of Oklahoma as well as the world.

Program rationale and background. The proposed program will stress competence in information technology and understanding of the planning, performing, and evaluation process as it relates to information technology operations. This proposed degree program will prepare students for a career in Information Technology and will stress the occupational aspect of the discipline. It will stress competence in theory, research, as well as critical and creative thinking skills through practiced applications. The degree focuses on the need for students to have a foundation in information technology.

Employment opportunities. CU indicates that program graduates will be in high demand. Students will be able to locate entry level positions in small to large organizations. Local employers include Goodyear, Halliburton Services, Lawton Public Schools, Cameron University, City of Lawton and various defense contracting companies. National companies such as Hertz Rental Company in Oklahoma City and Wal-Mart, Inc. in Bentonville, Arkansas also provide employment opportunities. CU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to enroll a minimum of 30 majors in Fall 2009 and graduate a minimum of 8 students in 2009-10.

Duplication and impact on existing programs. Northern Oklahoma College and Oklahoma State University-Oklahoma City offer an Associate in Applied Science in Information Technology. Due to distance between locations and the demand documented by CU, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 63 total credit hours from the following areas (Attachment A): general education courses (18 credit hours), technical specialty courses (33 credit hours), technical support courses (6 credit hours), and technical related coursework (6 credit hours). Five new courses will be added 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.

**Bachelor of Science in Information Technology**

**Program purpose.** The proposed degree program is designed to prepare students for a career in information technology, an industry that is characterized by rapid growth and innovation. The program will provide students with highly qualified skills to obtain employment in many different areas in the state of Oklahoma as well as the world.

**Program rationale and background.** The proposed degree program will provide students with the knowledge and skills to analyze business needs, manage projects including software development projects, select and develop software and manage networks of computers. It will provide significant communications expertise, including expertise in written communication, expertise in making multimedia supplemented oral presentations, and expertise in the use of technology based communications tools. The proposed program will also provide students with expertise in the area of security management and information assurance. In addition, the proposed program will provide students with an understanding of the importance of ethics and legal issues that affect the profession and the practitioners of the profession, as well as promote an understanding of the importance of continuing professional development. The proposed program will have three options: Computer Information Systems, Management Information Systems, and Information Assurance/Security.

**Employment opportunities.** CU indicates that program graduates will be in high demand. Students will be able to secure positions and earn high average salaries. CU cites several studies, with evidence pointing to employment opportunities. The findings support national data that link salary to educational attainment. According to the Oklahoma Employment Security Commission, in describing Oklahoma’s top 30 fastest growing occupations, the top five of these occupations and four others in the top 20 can be associated with the proposed degree program ([http://www.oesc.state.ok.us/lmi/](http://www.oesc.state.ok.us/lmi/)). CU is confident there will be sufficient employment opportunities for program graduates.

**Student demand.** The new program is expected to enroll a minimum of 50 majors in Fall 2011 and graduate a minimum of 7 students in 2011-12.

**Duplication and impact on existing programs.** Rogers State University offers a Bachelor of Science in Business Information Technology. Several institutions offer Bachelors of Science in Information Studies or Bachelors of Science in Information Systems. 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 127 total credit hours from the following areas (Attachment B): general education courses (50 credit hours), degree program core (42 credit hours), options (15-16 credit hours), guided electives (6 credit hours) and general electives (13-14 credit hours). Sixteen new courses will be added 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

## Associate in Applied Science in Information Technology

### Degree Requirements

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483 American History to 1865 OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 American History since 1865</td>
<td></td>
</tr>
<tr>
<td>PS 1113 American Federal Government</td>
<td>3</td>
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</tbody>
</table>

**Selected Electives**

- Behavioral Science or Economics: 3
- Humanities: 3

### Technical Specialty

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IT 1213 Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>*IT 1413 Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2033 Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>*IT 2063 Network Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>*IAS 2233 Introduction to Information Assurance/Security</td>
<td>3</td>
</tr>
<tr>
<td>*IT 2413 Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1013 Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>EET 1063 Introduction to Networking</td>
<td>3</td>
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</table>

### Technical Support

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1113 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1813 Survey of Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

### Technical Related Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1113</td>
<td>3</td>
</tr>
</tbody>
</table>

- One Additional course selected to complement the student’s goals and objectives (Advisor Approved): 3

### Electives

- Courses selected from CIS, MIS, or IAS specialty (Advisor Approved): 9

**Total Credit Hours:** 63

* Asterisks denote new courses.
CAMERON UNIVERSITY
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
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<tr>
<td>ENGL 1113 Composition I</td>
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<td>ENGL 1213 Composition II</td>
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</tr>
<tr>
<td>HIST 1483 American History to 1865  OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 American History since 1865</td>
<td>3</td>
</tr>
<tr>
<td>PS 1113 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1113 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2215 Calculus and Analytic Geometry I OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2713 Elementary Calculus</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>Science (One science course must be a laboratory science)</td>
<td>(can be either Biological or Physical Science) 8 -10</td>
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<tr>
<td>Behavioral Science (Select one of the following)</td>
<td>3</td>
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<tr>
<td>FAMS 1123 Family Relations</td>
<td>3</td>
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<tr>
<td>PSY 1113 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 1113 Introductory Sociology</td>
<td>3</td>
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<tr>
<td>Economics (Select one of the following)</td>
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<tr>
<td>AGRC 1334 Introduction to Agriculture Economics</td>
<td>3</td>
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<td>ECON 2013 Principles of Economics I</td>
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<td>GEOG 3023 Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>CRM 3603 Consumer Economics</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Activity</td>
<td>4</td>
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<tr>
<td><strong>Electives sufficient to total 50 semester hours, but with no more than 6 hours of these electives in any one department</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>Program Core Requirements</strong></td>
<td><strong>42</strong></td>
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<tr>
<td>EET 1063 Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1013 Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2033 Fundamentals of Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>*IAS 2233 Introduction to Information Assurance/Security</td>
<td>3</td>
</tr>
<tr>
<td>*IT 1213 Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>*IT 1413 Programming I</td>
<td>3</td>
</tr>
<tr>
<td>*IT 2063 Network Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>*IT 2413 Programming II</td>
<td>3</td>
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<tr>
<td>CIS 3083 Database</td>
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<tr>
<td>*IT 3603 Human-Computer Interface Development</td>
<td>3</td>
</tr>
<tr>
<td>*IT 4342 Legal and Ethical Issues for the IT Professional</td>
<td>2</td>
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<tr>
<td>*IT 4444 IT Capstone</td>
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<tr>
<td>STAT 3013 Introduction to Probabilities and Statistics I</td>
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<tr>
<td>TECH 3013 Technical Communications</td>
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<tr>
<td><strong>Computer Information Systems Option</strong></td>
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<tr>
<td>*CIS 2043 Graphic Design Basics</td>
<td>3</td>
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<tr>
<td>CIS 3043 Managing the Information Technology Center</td>
<td>3</td>
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<td>*CIS 3064 COBOL Programming</td>
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<td>Course Code</td>
<td>Course Name</td>
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<tr>
<td>CIS 3183</td>
<td>Structured Query Language</td>
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<td>CIS 4063</td>
<td>Applied Problems in CIS</td>
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<tr>
<td><strong>Management Information Systems Option</strong></td>
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<tr>
<td>MIS 2113</td>
<td>Fundamental MIS Tools and Skills</td>
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<tr>
<td>MIS 3033</td>
<td>Applied Data Modeling</td>
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<tr>
<td>MIS 3083</td>
<td>Systems Analysis and Design</td>
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<tr>
<td>*MIS 4033</td>
<td>Electronic Commerce</td>
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<tr>
<td>MIS 4533</td>
<td>Applied Problems in Management Information Systems</td>
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<td><strong>Information Assurance/Security Option</strong></td>
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<tr>
<td>*IAS 2013</td>
<td>History of Information Assurance/Security</td>
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<td>*IAS 3063</td>
<td>Information Assurance Networking Fundamentals I</td>
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<td>*IAS 3233</td>
<td>Information Assurance/Security</td>
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<tr>
<td>*IAS 3263</td>
<td>Security Architecture and Design</td>
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<tr>
<td>*IAS 4063</td>
<td>Current Topics in Information Assurance and Network</td>
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<td><strong>Guided Electives (Select 6 hours from the following)</strong></td>
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</tr>
<tr>
<td>TECH 3003</td>
<td>Technology Workshop</td>
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<tr>
<td>TECH 3033</td>
<td>Production Planning</td>
</tr>
<tr>
<td>TECH 4003-6</td>
<td>Directed Observation and On-The-Job Internship</td>
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<tr>
<td>TECH 4023</td>
<td>Computer Generated Presentations</td>
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<td>TECH 4033</td>
<td>Industrial Management Systems</td>
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<tr>
<td>TECH 4143</td>
<td>Workplace Safety</td>
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<tr>
<td>MGMT 4443</td>
<td>Project Management</td>
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<tr>
<td>TECH 4491-3</td>
<td>Independent Study in Technology</td>
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<tr>
<td><strong>Free Electives (Depending on options)</strong></td>
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**Total Credit Hours:** 127

* Asterisks denote new courses.
AGENDA ITEM #8:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University and Northern Oklahoma College's requests for program deletions, as described below.

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the Certificate in Central Asian Studies (405), the Certificate in Ancient and Medieval Studies (417), the Certificate in Asian Studies (418), the Certificate in Latin American Studies (419), the Certificate in Russian and Eastern European Studies (420), the Certificate in African American Studies (421), the Certificate in Native American Studies (422) and the Master of Arts in Arts Management (415).

Northern Oklahoma College (NOC) requests authorization to delete the Associate in Applied Science in Aviation Maintenance Technology (076).

POLICY ISSUES:

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

ANALYSIS:

OSU requests deletion of the Certificate in Central Asian Studies (405), the Certificate in Ancient and Medieval Studies (417), the Certificate in Asian Studies (418), the Certificate in Latin American Studies (419), the Certificate in Russian and Eastern European Studies (420), the Certificate in African American Studies (421) and the Certificate in Native American Studies (422). The programs were suspended on December 9, 2004 and a minor was created for each area of study. OSU is realigning curriculum and prioritizing programs in response to the State Regents’ Academic Planning/Resource Allocation (APRA) initiative. There are no students remaining in the programs. No courses will be deleted and there are no funds available for reallocation.

OSU requests deletion of the Master of Arts in Arts Management (415). The program was suspended on June 30, 2004. There are no funds to support the program and there are no students remaining in the program. No courses will be deleted and no funds are available for reallocation.

NOC requests deletion of the Associate in Applied Science in Aviation Maintenance Technology (076). The program was part of a Cooperative Agreement between NOC and Autry Technology
Center (ATC). ATC has discontinued the program, due to lack of enrollment. Therefore, NOC requests the deletion of the program and cooperative agreement. There are no students remaining in the program. No courses will be deleted and there are no funds available for reallocation.
AGENDA ITEM #9:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents grant provisional approval with reexamination in four years to the English Language Institute at Oklahoma State University and provisional approval with reexamination in two years to the Center for English As A Second Language at the University of Oklahoma.

BACKGROUND:

Approving English language centers has been part of the State Regents’ Institutional Admission and Retention and Intensive English Program Approval and Review policies since 1980. Out-of-state evaluators with expertise in directing English as a Second Language programs have been hired to conduct the reviews.

The approval process includes a self-study report and an external evaluation team visit to the Intensive English Program (IEP). The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three, or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center’s staff has the opportunity to provide a written response to the evaluators’ report.

Policy stipulates that if the IEP objects to the evaluation team’s report, the Chancellor will convene a neutral three-member panel of educators to consider the objections. The appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal of Accreditation, in the State Regents’ Institutional Accreditation policy.

POLICY ISSUES:

Consistent with State Regents’ “Institutional Admission and Retention” policy, students for whom English is a second language must demonstrate English proficiency following standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (6.0 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate
or 5.5 for graduate students, must successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents prior to admission.

IEP’s are evaluated on criteria for the language program, administration, faculty, student services, finances, and physical facilities, based on standards described in the State Regents’ policy on “Intensive English Program Approval and Review.” Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program, and standards for advising and orientation services offered to students in the program.

If the IEP objects to the evaluation team’s report, an appeals process is directed by the Procedures for Denial, Revocation, or Nonrenewal of Accreditation, in the State Regents’ Institutional Accreditation policy.

ANALYSIS:

**English Language Institute – Oklahoma State University**

As required by policy, a team of out-of-state evaluators reviewed the English Language Institute (ELI) at Oklahoma State University on April 10-11, 2007. The team submitted its report, citing three standards not met and recommending provisional approval with reexamination in four years. ELI objected to the evaluation team’s report, specifically on the three unmet standards. On February 13, 2008, a review panel was convened to hear the objections of the ELI to the evaluation team’s report. Based on the review of the State Regents’ policies, the program’s self-study, the evaluation team’s report, and testimony from ELI representatives, the appeal review panel recommends that ELI at Oklahoma State University be granted provisional approval with reexamination in four years. The review panel finds that one of the contested standards (Curriculum – Written Documentation) continues to be unmet.

**Center for English As A Second Language – University of Oklahoma**

As required by policy, a team of out-of-state evaluators reviewed the Center for English As A Second Language (CESL) at the University of Oklahoma on April 12-13, 2007. The team submitted its report, citing four standards not met and recommending provisional approval with reexamination in four years. CESL objected to the evaluation team’s report, specifically to one of the four unmet standards (Faculty Responsibility). On February 14, 2008, a review panel was convened to hear the objections of the CESL to the evaluation team’s report. Based on the review of the State Regents’ policies, the program’s self-study, the evaluation team’s report, and testimony from CESL representatives, the appeal review panel recommends that CESL at the University of Oklahoma be granted provisional approval with reexamination in two years. The review panel finds that the contested standard (Faculty Responsibility) continues to be unmet.
AGENDA ITEM #10:

Admission Standards.

SUBJECT: Approval of Oklahoma State University’s request to change admission standards.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University’s (OSU) request to change admission standards for first-time freshmen, as described below.

BACKGROUND:

Admission of First-Time Entering Students

In 1987-88, entering freshmen at Oklahoma’s two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. To address the issues, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive and regional universities in 1988. Entering students were required to score higher on the ACT or earn better grades in high school to enroll at either of these two tiers. These higher standards encouraged high school students to take more rigorous academic core courses. By 1998, the University of Oklahoma (OU) and OSU had significantly improved student performance rates in these three categories. Subsequently, OU and OSU have requested increased admission standards consistent with policy.

In May 2004, OSU requested and the State Regents approved increased admissions standards for first-time entering freshmen as noted below:

<table>
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<tr>
<td><strong>Option 1:</strong> ACT/SAT</td>
<td>22/1020</td>
<td>23/1060</td>
<td>24/1090</td>
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<td><strong>Option 2:</strong> High School GPA and Class Rank</td>
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<td>3.0 and top 33.3%</td>
<td>3.0 and top 25%</td>
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<td><strong>Option 3:</strong> High School GPA in the 15-Unit Core</td>
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<td>3.0 and ACT 20 or SAT 940</td>
<td>3.0 and ACT 21 or SAT 980</td>
<td>3.0 and ACT 21 or SAT 980</td>
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</table>

*In October 2006, the State Regents approved OSU’s request that implementation of Option 2 scheduled to take effect Summer 2007 be delayed for at least two years. The rationale was that OSU’s Office of Institutional Research determined enrollment and diversity goals would be adversely affected by implementing Option 2 (3.0 GPA and top 25%). Option 2 continues to be 3.0 and the top 33.3 percent.
OSU requests consideration of an additional option for students access who do not meet the higher admission requirements approved in 2004. The new option would be implemented in the 2008-2009 academic year. A summary of the request is outlined below.

POLICY ISSUES:

This request is consistent with State Regents’ Institutional Admission and Retention policy that establishes admission requirements and principles for institutions. The State Regents authorizes OU and OSU to set separate higher admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from each institution or the State Regents.

ANALYSIS:

The new option, potential numbers of students, the criteria, review and the tracking, reporting, and evaluation are outlined below. The new option is available for first-time freshmen only and other policy requirements for admission of first-time freshmen apply.

The OSU A&M Board of Regents approved OSU’s request January 18, 2008. OSU noted that meeting the standards and review process outlined below does not guarantee admission.

**Potential Numbers**

- Based on analysis of applicants for Fall 2007, approximately 100-150 students met the criteria for additional review. The institution does not expect this number to change significantly in future years given projections for the Oklahoma high school population.

**Criteria for Consideration**

- Students whose academic profile falls between current OSU admission standards and the minimum State Regents’ standards (22 ACT/1020 SAT or un-weighted high school core curriculum GPA of at least 3.0).
- **Cognitive Factors (60 percent)**. Academic admission standards noted in the above bullet. Quality, quantity and level of coursework throughout the entire high school program. Applied Placement, International Baccalaureate or college course work completed or in progress. Completion of a progressively challenging math sequence, demonstrated by performance. Class rank taken in context with academic rigor and class size of high school attended.
- **Non-Cognitive Factors (40 percent)**. Students must demonstrate strengths in non-cognitive factors such as positive self-concept, realistic self-appraisal, long-term goals, leadership experience, community and knowledge in an acquired field.

**Review Process**

- OSU applicants will have the opportunity to answer a series of questions designed, tested and utilized by other institutions of higher education to assess the cognitive and non-cognitive factors leading to academic success and persistence.
- The review process will begin with application “readers” (graduate assistants, retired faculty, alumni, etc.) specially trained to score the non-cognitive success factors of each student. Each application will be read by two members of the assessment team. If the two agree, the
application proceeds. If the two are not in agreement, a third reader will render the final score.

- A point system will be employed to assess each student identified for the review process. Applications for students who receive minimum scores of 50 (out of 100 possible points) will be reviewed by the University Admissions Committee (members designated by enrollment management, academic affairs, diversity, faculty governance, and student academic services) for final approval.

**Tracking, Reporting, and Evaluation**

- Students admitted through the review process will be tracked through the Student Information System for progress during their first two terms of enrollment. Retention data, grades, and supplemental information gathered from instructors and academic advisers will be utilized to assess the effectiveness of the review process to identify academic preparedness. A fall semester report will be completed in January following fall grade reporting and in May to reflect on the academic year to determine student success through this methodology.
- Academic performance of students admitted through the review process will be assessed and compared to the population of students admitted through cognitive factors only. These reports will be presented to the Admissions Committee as well as to the student services directors and academic administration during their regularly scheduled meetings.
- Program efficacy will be determined by programmatic assessment and student outcomes as follows:
  - In what ways and at what levels did the program impact enrollment? What was the impact on the overall student profile?
  - Overall GPA, retention, and graduate rates compared to previous classes with similar incoming test scores.
  - GPA, hours completed, and level of coursework attained will be monitored throughout the participants’ first year on campus.

Approval of OSU’s request is recommended as outlined above.
AGENDA ITEM #11-a:

Policy.

SUBJECT: Approval of revisions to the Faculty Advisory Council policy.

RECOMMENDATION:

It is recommended that the State Regents approve the revisions to the Faculty Advisory Council policy which will increase the membership and allow designees.

BACKGROUND:

The purpose of the Faculty Advisory Council (FAC) is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Council shall attempt to accurately represent the positions of faculty and develop the best proposals and recommendations to the State Regents.

On June 26, 1990, seven representatives were nominated, by a statewide assembly of faculty convened by the Chancellor. The group held its first meeting on October 6, 1990, and bylaws drafted by the first Faculty Advisory Committee were approved by the State Regents on December 17, 1990. In June of 2002, the State Regents approved the Faculty Advisory Committee’s name change to the Faculty Advisory Council. FAC members serve two-year terms. Two members represent the research tier (one from OU and one from OSU); two represent the regional tier; two represent the community colleges; and one represents the independent institutions.

POLICY ISSUES:

These actions are consistent with the intent of the State Regents.

ANALYSIS:

The FAC sets an annual work plan based on input from the annual Faculty Assembly meeting. In 2007, these issues include student preparation for college, the use of adjunct faculty, cost of textbooks, health care and retirement. The FAC members meet monthly from September through June. These meetings are held in the evenings and scheduled far in advance so that FAC members may attend without missing their assigned classes. When appointed to the FAC, the members are the current leaders of the faculty organizations on campus.

Two factors impacting attendance have increasingly impinged on attendance at the FAC meetings: 1) campus commitments and 2) demands of the campus faculty leader. In addition to
their teaching responsibilities, most faculty have service and institutional governance obligations. This is particularly true of the faculty members who are eligible to serve on the FAC.

The proposed revisions to the FAC membership expands the number of members and the pool from which faculty may be selected to serve. The change would increase the number of members from 7 to 14 by doubling the number representing each category of institution: research universities would increase from two to four, regional universities from two to four, community college from two to four, and independent institutions from one to two. The other change would allow institutional faculty organizations to designate faculty members to attend the Faculty Assembly and thereby be eligible to serve on the FAC, instead of the current policy that limits membership to the current leader of the institutional faculty organization.

For these reasons, it is recommended that the State Regents approve changes to the Faculty Advisory Council policy that would increase the membership and allow designees.

Attachment
2.15 FACULTY ADVISORY COUNCIL

The Oklahoma State Regents for Higher Education recognize the value of a formal structure for faculty input and a strengthened linkage to an important constituency—faculty. Consequently, the State Regents have created a Faculty Advisory Council (FAC) to assist the State Regents.

2.15.1 ARTICLE I - NAME

The name of this group is the Faculty Advisory Council (FAC) to the Oklahoma State Regents for Higher Education.

2.15.2 ARTICLE II - PURPOSE

The purpose of the FAC is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the FAC shall attempt to accurately represent the positions of faculty and develop the best proposals and recommendations to the State Regents.

2.15.3 ARTICLE III - MEMBERSHIP

A. The FAC consists of seven members elected by tier by the State Faculty Assembly at its fall annual meeting and appointed by the Chancellor.

B. Member of the FAC must be a faculty member at a college or university within the state of Oklahoma and should, at the time of election, be the president or immediate past president/chairman designee of his/her institution’s faculty organization. In the event an institution does not have an official faculty organization, an individual receiving the consent and support of the faculty of that institution will be eligible for election to the FAC.

C. The term of office of the FAC member is two years, beginning January 1 in the year following election.

D. The membership of the FAC is elected from delegates attending the General Faculty Assembly and is comprised of:

- Two Four members elected at large from delegates representing the two comprehensive research universities in The Oklahoma State System of Higher Education: two from the University of Oklahoma and two from Oklahoma State University.
- Two Four members elected at large from delegates representing the four-year regional universities in the State System.
- Two Four members elected at large from delegates representing the two-year community colleges in the State System and the OSU Technical Branches in Oklahoma City and Okmulgee. In odd-numbered years, the representative will be elected. Representation will reflect a balance of two members from the metropolitan institutions (Oklahoma City Community College, Tulsa Community College, Rose State College, and OSU-Oklahoma City). In even-numbered years, the representative
will be elected and two members from the remaining two-year institutions community colleges.

E. One Two members elected at large from delegates representing the regionally accredited independent colleges and universities in the state.

F. Delegates to the annual General Faculty Assembly will be the current or immediate past president/chairman or designee of the faculty organization from each of the colleges and universities in Oklahoma.

G. During the Assembly, elections for FAC membership shall be held for:
   - one two comprehensive research university positions;
   - one two four-year regional university positions; and
   - one two two-year community college positions; and
   - In even-numbered years, the one independent colleges/universities shall also elect one member position.

H. In the event a tie vote occurs in an election for a membership position, the delegate from the school institution which has not been previously represented on the FAC or which has the longest time gap in representation shall be declared the new member. If this method does not identify a new member, the new member will be chosen by the toss of a coin.

I. A member of the FAC who wishes to resign before his/her term expires must notify the Chancellor and the FAC in writing in a timely fashion.

J. A member who will be unable to attend meetings for an extended period of time but does not wish to resign from the FAC may be granted a leave-of-absence by the Chairman of the FAC if it is determined the work of the FAC would not be seriously hindered by the action.

K. A member will be removed from office if he/she does not continue to meet the requirements listed in this Article and/or fails to perform the duties described in Article IV. Proof of deficiencies warranting removal will be conclusively established by four eight FAC members voting in favor of removal and with the concurrence of the Chancellor. The member subject to removal shall have the opportunity to respond to a motion for removal in person and/or in writing prior to a removal vote being taken.

L. Replacement appointments to fill leave-of-absence, resignation, or removal vacancies will be made by the Chancellor consistent with the membership requirements in this Article and with the advice of the FAC. Alumni members who may not be the present or immediate past president/chairman of a faculty organization will be eligible for selection as a replacement FAC
member. If a resignation or removal replacement occurs during a member's first year of service, the appointee will serve until the next General Faculty Assembly is convened, at which time the service tier represented will vote to continue or replace the appointment for the remainder of the term.

2.15.4 ARTICLE IV - DUTIES

A. Members are encouraged to visit and become familiar with other institutions in the state.

B. The FAC will serve as an avenue for the faculty community to express input to the State Regents.

C. The FAC will elect an individual to serve as chair according to the following guidelines:
   - Two elections will take place each calendar year, one in December and one in May, where a chair and chair-elect will be elected;
   - The chair and chair-elect will be selected from the representing tiers and cannot succeed themselves or serve twice in one calendar year;
   - Terms of office are three months beginning in January of the election year;
   - In the absence of the chair, the chair-elect will represent the FAC; and in the absence of the chair-elect, the former chair will represent the FAC.

D. The chair will work with the State Regents' office through a staff liaison designated by the Chancellor.

E. The Chancellor shall, with the advice of the FAC, appoint a reporter from his/her staff to take official minutes of the FAC meetings and maintain a file of FAC actions.

F. Members of the FAC will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.

G. The FAC, by a majority vote of its members, may submit recommendations to the Chancellor on matters relating to the duties and responsibilities of the State Regents.

H. Members of the FAC are encouraged to attend regularly scheduled meetings of the State Regents.

I. The FAC will work with the Chancellor and the designated liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.

J. The FAC will submit an annual written report of its activities to the Chancellor and will also maintain regular contact with the state's faculty organizations to apprise them of significant developments.
K. Clerical and administrative assistance to the FAC will be provided by the Chancellor's office and the designated liaison in the conduct of the FAC business.

L. The Chair or designated spokesman for the FAC may develop a written and oral presentation to the State Regents on at least a quarterly basis or more frequently as needed. Written reports will be submitted in timely fashion to the Chancellor for inclusion in the official bound agenda for the Regents. For purposes of compliance with the state's Open Meeting Act, reports and recommendations for Regents' action should be submitted to the Chancellor at least three weeks prior to State Regents' meetings.

2.15.5 ARTICLE V - AUTHORIZATION
The FAC will operate under guidelines established by the FAC with the concurrence of the Chancellor.

2.15.6 ARTICLE VI - MEETINGS
A. A schedule of regular meetings of the FAC will be filed annually with the State Regents' office.
B. A record of the FAC meetings shall be kept on official file in the office of the State Regents.
C. An individual designated by the Chancellor shall be invited to attend official meetings of the FAC.

2.15.7 ARTICLE VII - AMENDMENTS
This document may be amended by a majority vote of the FAC and concurrence of the Chancellor.

2.15.8 ARTICLE VIII - ALUMNI MEMBERS
Alumni members of the FAC are entitled to receive the minutes of the FAC upon request.
Alumni members are encouraged to offer their input to the FAC for the continued improvement of higher education in Oklahoma.
Alumni members are encouraged to attend the General Faculty Assembly and/or the regular December meeting of the FAC.
Alumni members, particularly those whose terms have recently expired, are encouraged to visit state faculty organizations for the purpose of explaining actions taken by the FAC relative to key higher education issues.
Alumni members, provided they are currently members of a college or university faculty, are eligible for appointment by the Chancellor to fill temporary vacancies or un-expired terms on the FAC in the manner provided by Article III, Section 8.

AGENDA ITEM #11-b:

Policy.

SUBJECT: Oklahoma’s Promise – Oklahoma Higher Learning Access Program Permanent Rule Amendments.

RECOMMENDATION:

It is recommended that the State Regents adopt the proposed permanent rule amendments for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program (Oklahoma’s Promise).

BACKGROUND:

Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of $50,000 or less at the time of application to the program.

POLICY ISSUES:

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

ANALYSIS:

The rule amendments address the following issues:

- Changes required by SB 820 of the 2007 legislative session are incorporated into the rules. These statutory changes include:
  - Second Income Limit Requirement: Beginning with Oklahoma’s Promise college students receiving the scholarship for the first time in 2009-10 (primarily high school graduates of 2009 and thereafter), students will be subject to a second family income limit requirement. Students will not receive the scholarship if their parents’ income exceeds $100,000 at the time the student goes to college (if the student is independent, the student’s income may not exceed $100,000). To enroll in the program in the 8th, 9th, or 10th grade, a student’s family income still must be under $50,000 at the time of application.
The new second income limit requirement will apply to about 18,000 students of the 2009, 2010 and 2011 classes that had already enrolled in the program before the new requirement was legislated.

A review of the family income data for 2006-07 Oklahoma’s Promise scholarship recipients showed the following:

- About 84% of recipients reported family income by applying for federal financial aid.
- Of the students with reported family incomes, about 2% showed incomes exceeding $100,000.
- No income data was available for the remaining 16% of recipients.

As one possible method to implement this new requirement, the rule amendments require all students eligible to receive the Oklahoma’s Promise award for the first time in 2009-10 to complete a federal financial aid application. The current process for verifying the family income at the time 8th, 9th, and 10th grade students initially apply for the program is a paper-intensive and time-consuming process. Using the federal financial aid application to verify income at the time the student enters college could be a more efficient process.

- Minimum College GPA Requirement: Also effective for students receiving the award for the first time in 2009-10, a unique minimum college GPA of 2.0 will be required for courses taken during the sophomore year and a minimum 2.5 GPA for courses taken during the junior year and thereafter. This new GPA requirement does not utilize cumulative GPA calculations as is customary at most colleges and universities.

- College Conduct Requirement: Effective January 1, 2008, an Oklahoma’s Promise college student that is suspended for more than one semester for conduct reasons will lose the scholarship permanently.

- Immigration Status: Beginning with students initially applying for the program in 2007-08, the student must be a U.S. citizen or lawfully present in the U.S. to receive the award in college. Undocumented immigrant students can still enroll in the program in the 8th, 9th, or 10th grade, but must attain lawful status before they can actually receive the award in college. Undocumented students already enrolled in the program by the end of 2006-07 are "grandfathered" into the program and not subject to this requirement.

- Homeschool Student Eligibility: Homeschool students are now eligible to participate in Oklahoma’s Promise and receive the scholarship. Homeschool students must apply between the ages of 13 – 15. Like students attending non-accredited schools, homeschool students must also achieve at least a 22 ACT composite score on a test given on a national test date (“residual” ACT scores do not qualify).

- The rule changes also incorporate the provisions of HB 1762 of the 2007 legislative session. The bill provides eligibility to students that reside in a state adjacent to Oklahoma who are enrolled in an Oklahoma school district pursuant to a contractual
agreement authorized by Oklahoma law. This provision applies to the Texhoma school district in the Oklahoma panhandle. The town of Texhoma is literally divided by the state border. The Texhoma, Oklahoma school district has a contractual arrangement with the adjacent school district in Texas. All elementary students from both districts attend school in the Texas district and all junior high and high school students attend school in the Oklahoma district.

- In addition, there are other changes unrelated to the legislative modifications. These include:
  - Allowing students whose legal custody is currently subject of an active legal proceeding to submit an application without parental or guardian information.
  - Adding language recognizing the use of the name “Oklahoma’s Promise” as authorized by SB 1493 of the 2006 legislative session.
  - Deleting uses of the acronym “OHLAP”.

- There is one substantive change from the recommended amendments as posted at the November State Regents’ meeting. A provision that would have required all Oklahoma’s Promise students receiving the award in 2010-11 and thereafter to meet federal “satisfactory academic progress” (SAP) requirements has been deleted. Federal SAP policy requires institutions to set minimum GPA and course completion requirements for students to remain eligible for federal financial aid. Reasons for deleting this provision at this time include:
  - Potential inequitable treatment of Oklahoma’s Promise students: While the federal policy sets minimum standards, institutions have the discretion to establish their own criteria within the federal parameters. A review of the SAP policies of 26 colleges and universities shows a variation that could cause students in similar circumstances to be treated differently, depending on which institution they are attending. The variances include GPA requirements, course completion requirements, and the frequency of checking a student’s compliance with SAP.
  - Confusion with the new statutory college GPA requirements: The introduction of a non-uniform requirement at the time new statutory college GPA requirements will be implemented for incoming freshmen in 2009 could cause additional confusion for Oklahoma’s Promise recipients.
  - Limited data available: State Regents’ staff was able to get preliminary data on the potential impact of the policy from only a very few institutions in time for consideration of this policy change. Additional data analysis is necessary to evaluate the actual impact of the possible policy change.

Based on the reasons above, it is recommended that this provision be deleted from the proposed amendments. State Regents staff will continue to analyze this possible policy change for future discussions.

- In addition, there is one correction of a typographical error in the proposed version. A reference to one of the new statutory college GPA requirements has been corrected from 2.5 to 2.0.

Attachment
610:25-23-1. Purpose

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

1. The first is to ensure that students who satisfy the requirements of the program, and who pursue an associate or baccalaureate degree in Oklahoma at an accredited public or private institution, or pursue studies in a postsecondary program or course offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System for Higher Education, are relieved of the burden of paying:
   - (A) undergraduate resident tuition at institutions of The Oklahoma State System for Higher Education;
   - (B) tuition for enrollment in postsecondary programs or courses of a public technology center, not to exceed the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education; or
   - (C) some portion of fees or tuition at a private institution of higher education in Oklahoma accredited pursuant to 70 O.S. § 4103.

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

610:25-23-2. Eligibility of participants

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

1. The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and
2. The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.
   - (A) To meet the OHLAP program’s financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year at the time the student applies for participation in the program. [70 O.S. § 2603]
   - (B) Parents of students making application to the OHLAP program must use their most recent calendar (tax) year income to establish financial need eligibility. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the parents' income is expected to be significantly less than the previous year.
   - (C) The OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student's custodial parent(s).
   - (D) A student who satisfies the financial need criteria during the eighth, ninth, or tenth grade when he or she begins participating in the Oklahoma Higher Learning Access
Program shall not later be denied participation in the Oklahoma Higher Learning Access Program on grounds that the student does not meet the financial need criteria. [70 O.S. § 2603]

610:25-23-3. Applications
(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student’s legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student’s legal custody is determined.
(b) The application shall include either:
   (1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program’s requirements. The agreement form shall be retained in the student’s permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or
   (2) an agreement form submitted directly to the OSRHE which shall be processed and verified by the OSRHE.
(c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.
(d) Any falsified or incomplete information on the application forms may result in the student’s disqualification from the program.
(e) Applications will be accepted throughout the school year.
(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.
(g) Persons applying directly to the OSRHE must submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.
(h) Applicants submitting incomplete applications shall be provided an opportunity to provide the required documentation to complete their application. Applications that remain incomplete by the time the student graduates high school will not be accepted.

610:25-23-4. Program requirements
(a) Students shall agree to abide by the following provisions:
   (1) Attend school regularly and to do homework regularly;
   (2) Refrain from substance abuse;
   (3) Refrain from commission of crimes or delinquent acts;
   (4) Have school work and school records reviewed by mentors designated pursuant to the program;
   (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
   (6) Participate in program activities. [70 O.S. § 2605]
(b) The student’s parent(s), custodial parent(s), or guardian(s) shall witness the student’s agreement and further agree to:

1. Assist the student in achieving compliance with the agreements;
2. Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
3. Provide information requested by the Oklahoma State Regents for Higher Education or the State Board of Education; and
4. Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

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

1. Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
2. Two units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
3. Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);
4. Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);
5. Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
6. Two additional units, or years, of subjects listed above, or any Advanced Placement (AP) course(s) except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
7. One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

(d) Students in the program graduating high school in 2010 and thereafter must complete the following 17-unit core curriculum with a minimum 2.5 grade-point-average (GPA) on a 4.0 grading scale, by the time they graduate from high school. For the purpose of calculating the required core curriculum GPA, core courses in English, lab science, mathematics, history and citizenship skills, foreign or non-English language, computer technology, or "additional" subject areas must be transcripted with a letter grade that has a corresponding numerical value. If the school district assigns a course a grade of "pass" without a numerical value, the OSRHE will assign a letter grade of "D" or the lowest passing grade that the high school assigns to courses. If the required one unit, year, or set of competencies in fine arts (music, art, or drama) or speech is fulfilled on a pass/fail or competency basis, the course(s) will be accepted and excluded from the required core curriculum GPA calculation.
(1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);
(2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
(3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);
(4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture):
(5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
(6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);
(7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.
(e) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.
(f) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
(g) Strict parameters regulate the substitution of applied courses (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System).
(h) Exceptions to the required core curriculum will be considered according to the following:
   (1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
      (A) Core curriculum requirements which are also required for regular college admission (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.
      (B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
   (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
   (3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.
(i) Students must attain a minimum 2.5 cumulative GPA on a 4.0 grading scale for all work attempted in grades nine through twelve.
(j) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores from tests administered on national test dates prior to the student's high school graduation will be considered.
610:25-23-5. Securing Program benefits

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

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

(2) Have graduated within the previous three years from a high school or other educational program if homeschooled the Oklahoma School of Science and Mathematics. For the purposes of qualifying for program benefits, home-educated students shall not be considered to have graduated from a high school. Students graduating from a secondary program accredited by the North Central Association Commission on Accreditation and School Improvement shall be considered to have graduated from a high school for the purposes of qualifying for program benefits.

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

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

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

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

(b) For students receiving the program benefit award for the first time in 2009-10 and thereafter, at the time the student begins postsecondary education and prior to receiving any program benefit award, the income from taxable and nontaxable sources of the student’s parent(s) shall not exceed $100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on income of the student, not the income of the parent(s), if the student:

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

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

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

(c) Award recipients shall apply for financial aid at the institution in which they enroll.
(d) All students eligible to receive the program benefit award for the first time in 2009-10 and thereafter must complete an application for federal financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent. Students not eligible to complete the FAFSA will be provided an alternate method by the OSRHE.
(e) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

610:25-23-6. Retaining eligibility in postsecondary education
(a) To retain eligibility for OHLAP program benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education. Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled. [70 O.S. § 2603; OSRHE Policy II-2-46.3]
(b) Effective January 1, 2008, any student receiving the program benefit award that is expelled or suspended for more than one semester from an institution of higher education for conduct reasons shall permanently lose eligibility for program benefits.
(c) For students receiving the program benefit award for the first time in 2009-10 and thereafter, the student must achieve a minimum grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken during the student’s sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student’s junior year and thereafter.

610:25-23-7. Payment of awards; policies and limitations
(a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
(b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
(c) Eligible students enrolled in a postsecondary program offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
(d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
(e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
(f) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment.
only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;

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

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

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

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

610:25-23-8. Administrative responsibilities
The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education and the State Board of Education.

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

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

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

(C) The local contact person shall:

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

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

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

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

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

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the OHLAP program participants and his/her records, information which substantiates that the program requirements have been met and the higher education institution in which the student has enrolled or plans to enroll.
The agreement certification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

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

The Oklahoma State Regents for Higher Education shall:

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

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

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

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

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

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

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

(F) process applications submitted directly to the OSRHE;

(G) determine final eligibility for the OHLAP program award.
AGENDA ITEM #11-c:

Policy.

SUBJECT: Oklahoma Tuition Aid Grant Permanent Rule Amendments.

RECOMMENDATION:

It is recommended that the State Regents adopt the proposed permanent rule amendment for the Oklahoma Tuition Aid Grant Program.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the least financial resources. In recent years funding for the OTAG program has accommodated awards for approximately fifty percent of eligible applications received. The statute specifies that: 1) the amount of the tuition aid grant must represent a percentage not greater than 75 percent of the previous year’s tuition and enrollment fees normally charged to in-state residents by the institution and 2) the percentage of aid shall be based on a need analysis system that is consistent with federal student financial aid regulations.

POLICY ISSUES:

Current policy states:

- The percentage of aid awarded shall be based on the applicant’s Expected Family Contribution (EFC) as calculated for federal financial aid eligibility.

- The maximum eligible EFC will be based on a calculation using annual data published by the U.S. Department of Housing and Urban Development (HUD) on the Oklahoma low median family income and median household size.

ANALYSIS:

The amendment deletes the language identifying the maximum EFC eligibility limit for OTAG awards as calculated using HUD data. The amendment does not change how the program currently operates. The deletion of this language allows the State Regents to use simpler, more understandable criteria for establishing the potential pool of eligible OTAG applicants. For example, using federal Pell Grant eligibility to define potential OTAG recipients is more understandable to students, parents, legislators, and the general public.

Congress sets the maximum federal Pell grant award size, which determines the maximum eligible EFC for Pell Grant eligibility. The maximum EFC for Pell Grant eligibility in 2007-2008 is $4,110. This compares with a maximum EFC for OTAG eligibility of $6,100 when based on the current calculation using HUD median family income data. To be more consistent with
federal financial aid eligibility, the amendment would allow the maximum eligible EFC for OTAG to be the same as the maximum eligible EFC for the federal Pell Grant.

The amendment would not affect the students currently being served by the OTAG program, since funding for the program accommodates awards only for those students with the lowest EFCs (1500 or lower in Fall 2007).

The proposed amendment was posted at the November State Regents’ meeting. There are no changes from the posted version.
610:25-7-1. **Program purpose** [no changes]

610:25-7-2. **Legislative authority** [no changes]

610:25-7-3. **Administration of grants and payments** [no changes]

610:25-7-4. **Maximum limitations** [no changes]

610:25-7-5. **Non-discrimination provision** [no changes]

610:25-7-6. **Eligibility; amount of grant; application procedures and deadlines; disbursement of funds**
(a) *A college tuition aid grant shall be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the Oklahoma State Regents for Higher Education or appropriate postsecondary agency in accordance with the following [70 O.S., § 626.7]:*

(1) *Eligibility.*
(A) Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education. Full-time and part-time status will be defined in accordance with the current definition for full-time or half-time enrollment status for federal Title IV student financial aid eligibility.
(B) *The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants.* [70 O.S., § 626.7] An otherwise eligible undergraduate student can continue to receive awards as long as they are eligible for funding from the federal Pell grant program. Graduate students can receive a maximum of eight full-time disbursements.
(C) *No student shall be eligible for grants unless he maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled.* [70 O.S., § 626.7] The minimum standards of academic performance shall be those required by the institution for federal Title IV financial aid recipients.
(D) Students who are incarcerated are not eligible to receive tuition aid grants. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.
(E) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.

(F) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.

(G) In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid. [70 O.S., § 626.7]

(2) **Amount of grant.**

(A) The amount of tuition aid grant to any student under this act [70 O.S., § 626.1 et seq.] for any semester shall represent a percentage not greater than seventy-five percent (75%) of the previous year's tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance. [70 O.S., § 626.7] The tuition and enrollment fees used in calculating the award will be based on standards as follows: full-time undergraduate - 30 credit hours per academic year; part-time undergraduate and graduate - 12 credit hours per academic year; full-time graduate - 18 credit hours per academic year; full-time career technology - at least 900 clock hours; and part-time career technology - at least 450 clock hours. If the Oklahoma State Regents for Higher Education determine that funds are available to offer awards for summer enrollments, institutions will be notified. At the time of the notification, summer award amounts will be announced.

(B) The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations. [70 O.S., § 626.7] The percentage of aid awarded shall be based on the student's Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. The Oklahoma State Regents for Higher Education will issue an annual award payment schedule identifying the maximum eligible EFC and identifying the percentage of aid to be awarded according to EFC ranges. The maximum EFC will be based on a calculation using the Oklahoma low median family income and median household size published annually by the U. S. Department of Housing and Urban Development.

(C) The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year. [70 O.S., § 626.7]

(D) The minimum amount of grant to be awarded is $200 per academic year or $100 per semester.

(E) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the overaward in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the overaward.

(3) **Application procedures and deadlines.** The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such
additional expenditures as may be necessary or appropriate for effectuating the provisions of this act. [70 O.S., § 626.7]

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. A separate application may be provided for students eligible for state financial aid under 70 O.S., § 3242. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) The application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) **Disbursement of funds.**

(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each the fall and spring semesters. One half of the award will be disbursed in the fall semester, and one half of the award will be disbursed in the spring semester.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program by full-time, part-time, undergraduate and graduate students based on available state funding. [70 O.S., § 626.8]

[Source: Amended at 17 Ok Reg 3060, eff 7-13-00; Amended at 20 Ok Reg 2676, eff 7-25-03; Amended at 23 Ok Reg 1969, eff 6-11-06; Amended at 24 Ok Reg 2717, eff 7-26-07]
AGENDA ITEM #12-a:

E&G Allocations.

SUBJECT: Approval of allocation of Brain Gain grant funds to the University of Central Oklahoma for the State System Higher Education Conference on Enrollment Management.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $3,555.00 to the University of Central Oklahoma for the 2008 State System Higher Education Conference on Enrollment Management.

BACKGROUND:

In January 2005, the State Regents facilitated a system-wide assessment of the state-based financial aid and scholarship programs conducted by Noel-Levitz, a national consulting firm, to analyze the effectiveness of the State’s programs in increasing the number of college graduates produced in the State. This assessment culminated in a workshop for institutional personnel to provide information on best practices in the fields of enrollment management and financial aid. The first system-wide conference was held in February 2006.

At their May 2007 meeting, the State Regent allocated $3.75 million to Brain Gain both for performance funding and grant incentive awards. This allocation also supports an annual conference designed to provide continued professional development for improving opportunities in marketing, recruitment, retention and strategic uses of financial aid.

POLICY ISSUES:

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

ANALYSIS:

The third annual State System Higher Education Conference on Enrollment Management was held at the University of Central Oklahoma on February 28, 2008 with approximately 200 in attendance. Each institution in the State System was invited to bring teams of eight persons to benefit from presentations by national experts and discussions with other institutions on best practices. This allocation is to fund expenses associated with the conference.
AGENDA ITEM #12-b:

SUBJECT: Approval of allocation of funds for personal service contract

RECOMMENDATION:

Approval of an allocation for a personal service contract up to $100,000 for consulting services on the Oklahoma Creativity Project.

BACKGROUND:

In October 2005, the Oklahoma Creativity Project was established to commemorate the State Oklahoma Centennial with a mission to establish Oklahoma as a world-renowned center of creativity and innovation in commerce, culture and education. The founding project partners include Oklahoma Education Television Authority, the Kirkpatrick Foundation, Oklahoma A+ Schools, the DaVinci Institute. The project goals include the following: (1) to empower all Oklahomans to develop their capacities for creativity and innovation; (2) to facilitate growth of an entrepreneurial economy that will stimulate new careers, companies and industries; and (3) to facilitate the further development of world-class cultural and educational opportunities.

The project will include programs such as FIRST regional high-school robotics tournament, international symposium on the “State of the Global Creativity” to be hosted by Oklahoma universities, conferences on private philanthropy to stimulate creative in education, culture and commerce, and the development of an interactive web-site, “OkiePedia”. The state system of higher education has been asked to support these efforts.

In September 2006, the Oklahoma State Regents provided $20,000 to become a founding member of the Oklahoma Creativity Project and, in March 2007, approved the first personal services contract for consulting services.

POLICY ISSUES:

The State Regents’ are asked to approve the contract as an exception to the current purchasing policy.

ANALYSIS:

Major accomplishments and activities in the previous contract period include:

- Served as principal consultant in development of the application to the International Network of Districts of Creativity, providing a letter of endorsement, which contributed to the acceptance of the application of Oklahoma as a member of the DC Network.
• Represented Oklahoma as a keynote speaker to the Americans for the Arts national conference in Las Vegas, June, 2007, and at the Arts Education Partnership Regional Forum, Oklahoma City, June, 2007.
• Meetings with Oklahoma college and university presidents in September, 2007.
• Featured speaker at leadership forum for college students, September, 2007.
• Presentation to the OSRHE Committee of the Whole, November, 2007.
• Facilitator and keynote speaker at the Creativity and Innovation in Education Forum, February 8, 2008, University of Central Oklahoma.
• Participant and featured presenter at the Creativity Launch Event, February 8, 2008, Science Museum of Oklahoma.

The State Regents’ will continue to support the Project by providing funding for the services of a consultant to facilitate the coordination of events throughout the state in the calendar year 2008 and beyond. The consultant will work closely with our institutions in support of all events and projects planned and under development for the coming year such as those listed below.

• Conferences, forums, and symposia on various topics related to innovation, entrepreneurship, and creativity in education, hosted on campuses throughout the state system.
• Specific projects identified by the Education Committee of Creative Oklahoma, Inc., in the areas of early childhood education, teacher preparation, entrepreneurship, arts integration, and interdisciplinary approaches to teaching, for example.
• Educational projects with national and international partners, such as those under development with the International Network of Districts of Creativity, the Arts Education Partnership, Music For All, Inc., and the New Commission on the Skills of the American Workforce.
AGENDA ITEM #13-a:

Tuition and Fees.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2009 and posting of institutional requests for changes to academic services fees for Fiscal Year 2009.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2009; and 2) institutional requests for changes to academic services fees for Fiscal Year 2009, as reported on the attached schedules.

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.

1) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2009, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs, as well as for the new guaranteed tuition rate for undergraduate resident students. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2009 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are well under the maximum rates.

2) Academic Services Fees
The attached schedule lists institutional requests for changes to academic services fees for Fiscal Year 2009. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. The requested changes to academic services fees for Fiscal Year 2009 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held on Thursday, April 17, 2008 at the State Regents’ office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on June 26, 2008. State Regents’ staff will subsequently review institutions’ published tuition and fee schedules for compliance with State Regents’ action.

POLICY ISSUES:

This item is consistent with the State Regents’ Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents’ staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the FY09 Legislative Peer Limits for Tuition and Mandatory Fees schedules attached. Peer institutions in each tier also increased their tuition and mandatory fees in FY08, resulting in Oklahoma’s rates, relative to those of peer averages, remaining fairly constant. Research universities’ current rates are 80.9 percent of the Big 12 Conference average, a decrease of 0.7 percentage points; regional universities increased 1.3 percentage points to 79.9 percent of the peer average; and community colleges increased 0.6 percentage points to 67.6 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year. This information is available upon request.

2) Academic Services Fees

Of the twenty-five public institutions and one higher education center in The State System, eighteen requested changes in academic services fees for Fiscal Year 2009 and eight had no requests for changes in these fees. Eight institutions have requested 279 changes in Special Instruction Fees; five institutions have requested 456 changes in Facility/Equipment Utilization Fees; six institutions have requested 24 changes in Testing/Clinical Services Fees; twelve institutions have requested changes in 410 Classroom/Laboratory Supply and Material Fees; and
fourteen institutions have requested 125 changes in various Other Special Fees. A total of 1294 changes have been requested to academic services fees for Fiscal Year 2009, an increase of 271 requests (26.5%) when compared to FY08 requests. Institutions estimate approximately $8.1 million in new revenue will result from these changes to fees. The complete listing of requests for posting is attached.

This information is being posted for State Regents’ review and public comment.
<table>
<thead>
<tr>
<th>Tier</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>Big 12 Public Institutions</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>Like-type public institutions in surrounding and other states</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>Public two-year colleges that receive no local tax funding in surrounding and other states</td>
</tr>
</tbody>
</table>

At their meeting in June 2008, State Regents will consider FY09 undergraduate and graduate tuition and mandatory fee requests from institutions which are within the legislative limits posted above.
<table>
<thead>
<tr>
<th>Professional Programs</th>
<th>FY09 Peer Limit for Resident Tuition and Mandatory Fees</th>
<th>FY09 Peer Limit for Nonresident Tuition and Mandatory Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Law</td>
<td>$16,621.00</td>
<td>$28,255.00</td>
</tr>
<tr>
<td>OU Health Sciences Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>$20,854.00</td>
<td>$44,784.00</td>
</tr>
<tr>
<td>Doctor of Dental Science</td>
<td>$19,849.00</td>
<td>$41,274.00</td>
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<tr>
<td>Physician's Associate</td>
<td>$11,872.00</td>
<td>$21,991.00</td>
</tr>
<tr>
<td>PharmD</td>
<td>$15,580.00</td>
<td>$28,816.00</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>$7,596.00</td>
<td>$15,759.00</td>
</tr>
<tr>
<td>Physical Therapy – Masters*</td>
<td>$8,072.00</td>
<td>$18,001.00</td>
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<tr>
<td>Physical Therapy – Doctoral*</td>
<td>$9,849.00</td>
<td>$21,383.00</td>
</tr>
<tr>
<td>Doctor of Audiology</td>
<td>$9,388.00</td>
<td>$19,866.00</td>
</tr>
<tr>
<td>Public Health</td>
<td>$8,063.00</td>
<td>$18,375.00</td>
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<tr>
<td>Nursing – Doctoral</td>
<td>$6,012.00</td>
<td>$14,615.00</td>
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<tr>
<td>Oklahoma State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Health Sciences</td>
<td>$21,721.00</td>
<td>$44,603.00</td>
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<tr>
<td>College of Veterinary Medicine</td>
<td>$16,901.00</td>
<td>$35,448.00</td>
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<td>Northeastern State University</td>
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<tr>
<td>College of Optometry</td>
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<td>$29,710.00</td>
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<tr>
<td>Southwestern Oklahoma State University</td>
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<tr>
<td>PharmD</td>
<td>$12,589.00</td>
<td>$26,290.00</td>
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<tr>
<td>Langston University</td>
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<td></td>
</tr>
<tr>
<td>Physical Therapy – Doctoral</td>
<td>$9,849.00</td>
<td>$21,383.00</td>
</tr>
</tbody>
</table>

70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.

**At their meeting in June 2008, State Regents will consider FY09 professional program tuition and mandatory fee requests from institutions which are within the legislative limits posted above.**

*The OUHSC Physical Therapy professional program is moving to a doctoral degree program. Beginning in FY09, incoming students will begin in the doctoral level program while current students will be allowed to complete the masters level program, which will then be phased out.*
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 13, 2008

AGENDA ITEM #13-b:

Tuition and Fees.

SUBJECT: Posting of Changes to Tuition and Fee Policy.

RECOMMENDATION:

It is recommended that the State Regents post changes to the Tuition and Fee Policy which incorporate the guaranteed tuition rate program and clarify the reimbursement of the resident tuition portion of waivers for concurrently enrolled high school seniors.

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 by statute 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 comprehensive universities and less than the average rate charged at peer institutions for regional and two-year institutions, 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.

POLICY ISSUES:

This item is consistent with the State Regents’ policy and procedures relating to tuition and student fees.

ANALYSIS:

House Bill 2103 of the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time, resident students beginning with the 2008-2009 academic year. Students will have the option to participate in the guaranteed tuition rate program or the nonguaranteed tuition rate at the time of first enrollment. The State Regents’ Tuition and Fee Policy has been updated to reflect the provisions of HB 2103.

Title 70, O. S. 2005 Supp., § 3218.12 and State Regents’ policy (Section 4.18.5) authorize institutions in the State System to waive tuition, although it may not be assessed nor waived
without specific authorization of the State Regents. Specific criteria are detailed and the waivers are subject to a 3.5 percent cap and annual reporting requirements. In addition, several specific tuition waiver scholarships are authorized which do not fall within the 3.5 percent cap, such as for senior citizens auditing classes, for prisoners of war and/or their dependents, and for dependents of peace officers and firefighters killed in the line of duty, etc. Annual reporting requirements are also required for these tuition waivers falling outside the 3.5 percent cap. The tuition waiver for concurrently enrolled high school seniors falls within the latter category. Clarification was requested to specify that only the resident tuition portion of these scholarships is authorized for reimbursement to institutions.

Attached is the policy reflecting appropriate changes for the guaranteed tuition rate program and for the waiver of tuition for concurrently enrolled high school seniors. These changes are being posted for State Regents’ review and public comment.
TUITION AND FEES POLICY

4.18 STUDENT TUITION AND FEES

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

A. Article XIII-A of the Constitution of the State of Oklahoma provides for the establishment of The Oklahoma State System of Higher Education (herein after referred to as The State System) and for the Oklahoma State Regents for Higher Education (herein after referred to as the State Regents) as a “coordinating board of control” for all institutions in The State System. Among those specific powers enumerated in the Constitution which are vested in the State Regents is the power to recommend to the Legislature proposed fees for all institutions in The State System within limits prescribed by the Legislature.

B. Title 70, O. S. 2005 Supp., § 3218.2, further recognizes the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System. By January 1 of each year, the State Regents shall submit a report to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education committee chairs of both houses of the Oklahoma Legislature, of action taken in regard to and the schedule of tuition and fees approved for the current academic year. The annual report shall include data on the impact of any tuition and fee increases on the ability of students to meet the costs of attendance, enrollment patterns, availability of financial aid, and any other data considered relevant by the State Regents.

C. Title 70, O. S. 2005 Supp., § 3218.8, authorizes the State Regents to establish nonguaranteed undergraduate resident and nonresident tuition and mandatory fees and guaranteed undergraduate resident tuition and mandatory fees, which students shall pay as a condition of enrollment, except as otherwise provided by law. At the research universities the combined average of the resident tuition and mandatory fees established for any school year for either the guaranteed or nonguaranteed rate, as determined by the State Regents, shall remain less than the combined average of the resident tuition and mandatory fees at state-supported institutions of higher education that are members of the Big Twelve Conference. The combined average of undergraduate nonresident tuition and mandatory fees, as determined by the State Regents, shall remain less than one hundred and five (105) percent of the combined average of the nonresident undergraduate tuition and mandatory fees at the state-supported institutions of higher education that are members of the Big Twelve Conference. At the regional universities and community colleges, the combined average of the resident undergraduate tuition and mandatory fees established for any school year for either the guaranteed or nonguaranteed rate, as determined by the State Regents, shall remain less than the combined average of the resident undergraduate tuition and mandatory fees at like-type state-supported institutions of higher education in states determined by the State Regents that include, but are not limited to, those adjacent to Oklahoma. The combined average of the nonresident undergraduate tuition and mandatory fees, as determined by
the State Regents, shall remain less than one hundred and five (105) percent of the combined average of the nonresident undergraduate tuition and mandatory fees at like-type state-supported institutions of higher education in states determined by the State Regents that include, but are not limited to, those adjacent to Oklahoma. In its deliberation on the establishment of resident tuition rates for undergraduate and graduate education, the State Regents shall balance the affordability of public higher education with the provision of available, diverse, and high-quality learning opportunities, giving consideration to the level of state appropriations, the state economy, the per capita income and cost of living, the college-going and college-retention rates, and the availability of financial aid in Oklahoma. For any increase in the tuition rates, the State Regents shall demonstrate a reasonable effort to effect a proportionate increase in the availability of need-based student financial aid which shall include, but shall not be limited to, awards for the Oklahoma Higher Learning Access Program, Oklahoma Tuition Aid Grants, federal need-based financial aid and tuition waivers, and private donations. In addition, when determining the guaranteed tuition rates, the Regents shall consider the anticipated revenue needs during the four-year or two-year period of the guarantee.

D. Title 70 O. S. 2007, Supp., §3218.8D authorizes institutions within The State System of Higher Education to offer to resident students enrolling for the first time as a full-time undergraduate a tuition rate that will be guaranteed for a period of not less than four (4) consecutive academic years at the comprehensive and regional institutions, or the normal time-to-completion period of the program as determined by the institution if greater than four (4) years, and for not less than two (2) consecutive years at the two-year institutions. Students shall have the option to participate or not participate in the guaranteed tuition rate program and shall indicate their election at the time of enrollment. Prior to their enrollment, each institution shall provide students with the annual tuition rate charged and the percentage increase for the previous four (4) academic years and the annual tuition and percentage increase that the nonguaranteed tuition rate would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four (4) academic years. The guaranteed rate of undergraduate resident tuition charged to the student shall not exceed the amount charged at the time of first enrollment, nor shall it exceed the lesser of 1) one hundred and fifteen percent (115%) of the nonguaranteed tuition rate charged students at the same institution or 2) the legislative peer limit set forth in paragraph C above.

E.D. Title 70, O. S. 2005 Supp., § 3218.9, authorizes the State Regents to establish resident and nonresident tuition and mandatory fees for graduate and professional courses and programs which shall remain less than the combined average of tuition and mandatory fees for like-type graduate and professional courses and programs of comparable quality and standing at state-supported institutions of higher education as determined by the State Regents. Professional courses and programs include, but are not limited to, law, medicine, veterinary medicine, optometry, pharmacy, and dentistry.
Title 70, O. S. 2005 Supp., § 3218.10, authorizes governing boards of institutions within The State System to establish academic services fees at their respective institutions, with the approval of the State Regents, which may be required in addition to resident and nonresident tuition and mandatory fees. Such fees shall not exceed the actual costs of the academic services provided by the institution and may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials. It is the intent of the Legislature that the State Regents maintain information on established mandatory fees authorized in Title 70, O. S. 2005 Supp., § 3218.8 and 3218.9 and on the academic services fees authorized in this section. The information shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected.

Title 70, O. S. 2005 Supp., § 3218.12, authorizes the State Regents to contract for, charge, collect, receive, and use any and all fees, tuition, charges, grants, and allowances available through the United States Veterans Administration, or any other federal agency for the education and training of veterans, establish a system of student tuition and fee waiver scholarships for use at each institution of The State System, establish an educational assistance program utilizing state institutional matching funds when federal student loan programs require it, and establish a program for payment of tuition and fees by consumer credit card.

Title 70, O. S. 2005 Supp., § 3218.14, authorizes the State Regents to review and consider requests submitted by institutions, constituent agencies, and/or their governing boards for tuition and fees, within the limits established by law, to be charged as a condition of enrollment at each institution or constituent agency. If appropriate, the State Regents may approve the recommendations.

Title 70, O. S. 2005 Supp., § 3218.15, requires the State Regents to maintain for public inspection all reports submitted by institutions to the United States Department of Education regarding tuition and fees of institutions that receive federal funds. In addition, this section requires each institution in The State System that receives federal funds to submit the Integrated Postsecondary Education Data System Report annually to the Department of Education reflecting the average annual tuition and fees charged to its students.

Title 70, O. S. § 4004(a)(6) (2001), authorizes the State Regents to set fees for use of buildings and facilities financed by institutional governing boards through revenue bonds, within limits established by law, on behalf of any higher education institution in The State System. The fees will be used for the repayment of principal and interest toward the retirement of the revenue bonds as authorized by appropriate provisions in the resolution(s) authorizing the bonds.

4.18.2 Definitions
A. The following words or terms, when used in this subchapter, shall have the following meaning, unless the concept clearly indicates otherwise.

1. Fees. Those fees assessed students in addition to resident and nonresident tuition as a condition of enrollment.
a. Academic Services Fees. Fees assessed certain students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Such fees are assessed students receiving certain courses of instruction or certain academic services as designated by the institution and shall not exceed the actual costs of the course of instruction or the academic services provided by the institution. These services may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials.

b. Contract Credit Course Fee. A separate special fee, up to full cost, assessed for delivery of credit courses and programs with business, industry, and governmental entities.

c. Mandatory Fees. Fees required of all students for enrollment to receive instruction at an institution of The State System. Such fees shall be used to support the mission of the institution and shall support service facilities, such as student unions, health care infirmaries, recreational facilities, for any lawful purpose to enhance quality of student life including, but not limited to, facility debt service, student scholarships, student awards, travel, entertainment, guest speakers, and student organizations, or for any academic purpose or service as designated by the institution including, but not limited to, assessment fees and library resources fees. The State Regents shall maintain information on established mandatory fees, which shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected.

2. Tuition. Payment required of an individual for enrollment to receive instruction at an institution of The State System. Tuition is payment in addition to fees that may be required, as defined above in Section A.

   a. Nonresident Tuition. Payment required of an individual who is neither a resident of the state of Oklahoma nor qualified for resident tuition under the provisions of Title 70, O.S. 2005 Supp., § 3242, for enrollment to receive instruction at an institution of The State System. Nonresident tuition is payment in addition to fees as defined above in Section A.

   b. Resident Tuition. Payment required of an individual who is either a resident of the state of Oklahoma or qualified for resident tuition under the provisions of Title 70, O. S. 2005 Supp., § 3242, for enrollment to receive instruction at an institution of The State System. Resident tuition is payment in addition to fees as defined above in Section A. The definition of a resident student
can be found in State Regents’ Policy on Academic Affairs.

4.18.3 Approval of Tuition and Fees

A. The State Regents will annually, at a minimum, monitor and publish limits on tuition and mandatory fees at peer institutions. The information, published in a timely fashion, will show the level of tuition and mandatory fees at each institution in Oklahoma and the maximum possible increase for the next academic year.

B. Institutions will submit requests for authorization to change tuition and fees to the State Regents. Requests for changes in tuition and fees require institutional governing board approval and will normally be considered by the State Regents one time each year. Requests for a change in academic services fees must be received in the State Regents’ office by February 1 preceding the beginning of the fiscal year, July 1, in which the change is to be effective. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

1. communication of tuition and fee requests to student government organizations, other student groups, and students at large
2. efforts to increase need-based financial aid proportionately to tuition
3. statement of the expected effect of tuition and fee increases on enrollment
4. dedication to cost-effectiveness in operations

C. Tuition and mandatory fees for students enrolled in courses and programs at the Ardmore Higher Education Program in Ardmore shall be less than the average tuition and mandatory fees at peer institutions for the regional universities, as determined by the State Regents. Tuition and mandatory fees shall be approved by the State Regents with the advice of the participant institutions and the board of trustees of the higher education program. The State Regents shall determine the proportionate distribution of revenue from the tuition and mandatory fees between the participant institutions or other institutions offering courses and the higher education program. Participant institutions and the trustees of the higher education program may request academic services fees to be charged to students enrolled at the higher education program.

D. The State Regents will assist in preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents.

E. The State Regents will hold a public hearing on proposed changes in tuition and fees at least twenty (20) days prior to the effective date of the increase.

F. The State Regents will give public notice of any increase in tuition and fees at least thirty (30) days prior to the effective date of the increase.

G. By January 1 of each year, the State Regents will submit a report to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education committee chairs of both houses of the Oklahoma Legislature of the actions taken in regard to and the schedule of tuition and fees approved for the current academic year for The State System, with due regard for
the provisions of 70 O. S. § 3218.14 (2001). The annual report shall include data on the impact of any tuition or fee increases on the ability of students to meet the costs of attendance, enrollment patterns, availability of financial aid, and any other data considered relevant by the State Regents.

4.18.4 General Policies

A. Assessment and Waiver of Tuition and Fees. Resident and nonresident tuition and fees may be neither assessed nor waived unless authorized by general policy or by specific authorization of the State Regents.

B. Publication of Fee Schedule. Each institution shall publish a schedule annually of all tuition and fees charged.

C. Contract Credit Course Fee. A special Contract Credit Course Fee is established in 70 O. S. § 3219.3 (2001). This section authorizes the State Regents to establish special fees for delivery of courses and programs to governmental entities, including, but not limited to, the military, profit and nonprofit associations, corporations, and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs. This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry, and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident or nonresident tuition, mandatory fees, and academic services fees) shall be waived. This policy provision authorizes any institution to assess charges up to the cost of delivery of the course.

1. Contract Fees for Nonresident Students at the Oklahoma State University College of Veterinary Medicine. The following will guide Oklahoma State University in negotiating contracts with state governments for the support of nonresident students at the OSU College of Veterinary Medicine.

   a. Nonresident students admitted to the College of Veterinary Medicine will be those whose state of residence contracts with Oklahoma State University for payment of a nonresident charge based on the actual direct cost of instruction for the year period to the beginning of the contract period divided by the number of Oklahoma residents enrolled full-time in the college. This is the contract fee for nonresident students.

   b. Although contract students are exempt from the nonresident enrollment restrictions, the total number of contract students cannot exceed the amount that would cause the College of Veterinary Medicine to increase its indirect, non-instructional fixed costs. (See State Regents’ Criteria and Standards for Admission of First-Year-Entering Students and Transfer Students to reference the twenty percent (20%) limit on nonresident student enrollment.)

   c. The contract fee for nonresident students will be renegotiated in contracts with other states biennially, based on the College budget of the previous year.
d. Nonresident students enrolled in the College whose state of residence does not sign a new contract will be permitted to complete the DVM degree program at a charge equal to the contract fee paid by states having contracts in effect, plus the regular enrollment fee.

D. Disposition of Revenue Received from Tuition and Fees
1. Tuition and Academic Services Fees. Revenue derived from resident and nonresident tuition and academic services fees shall be deposited to the institution’s Fund 290 revolving fund or may be deposited to the institution’s Fund 295 or clearing account and then transferred to the institution’s Fund 290 revolving fund.

2. Mandatory Fees. Revenue derived from mandatory fees shall be deposited to the institution’s Fund 290 revolving fund or the Agency Special Account (Fund 700) revolving fund, as appropriate, or may be deposited to the institution’s Fund 295 or clearing account and then transferred to the institution’s Agency Special Account (Fund 700) revolving fund.

3. Expenditure of Student Fee Revenue. Institutions that charge students special fees for library materials and services, classroom and laboratory materials, or technology must ensure that the revenues are spent for the approved purpose of the fee. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue.

E. Assessing Tuition and Mandatory Fees. Resident and nonresident tuition and mandatory fee charges at institutions in The State System shall be based upon the academic level of the course, with the exception of certain professional programs. Institutions shall assess resident and nonresident tuition and mandatory fee charges based upon those course numbers appearing in the official catalog or bulletin. The following definitions and procedures shall be used to determine the level of tuition and mandatory fee charges.

1. Undergraduate. Courses numbered in the “1000 and 2000” (lower division) and “3000 and 4000” (upper division) series shall be classified as undergraduate courses for determining resident and nonresident tuition and mandatory fees charges. In addition, those developmental courses at the “less than 1000” level that normally do not carry collegiate credit shall be classified as undergraduate courses for resident and nonresident tuition and mandatory fees purposes.

2. Graduate. Courses offered by research and regional universities designated at the “5000” level and above shall be classified as graduate courses for resident and nonresident tuition and mandatory fees purposes.

F. Collection of Tuition and Fees. Tuition and fees are due prior to the first day of class. Each institution shall establish and publish a deadline when tuition and fees are payable, after which payment may be subject to a late charge. Late payment will require payment in full as well as be subject to late payment charges in an amount determined and published by the institution.
Refunds of Tuition and Fees. The refund policy for tuition and fees collected from students at institutions shall be as follows:

1. Withdrawals and Changes of Enrollment. Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. No refunds will be made after the add/drop period for that session.

2. Return of Title IV Funds for Students Who Cease Attendance. Title 20 U. S. C. § 1091(b), as amended by Section 485 of the Higher Education Amendments of 1998, Public Law 105-244, enacted October 7, 1998, requires that, if a recipient of Title IV grant or loan funds withdraws from an institution after beginning attendance, the amount of Title IV HEA program assistance earned by the student must be determined. If the amount of assistance disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount of assistance disbursed to the student is less than the amount the student earned, the student is eligible to receive a late disbursement in the amount of the earned aid that the student had not received. Each institution shall develop and publish policies and procedures that are in compliance with the above referenced law. Reference: [Federal Register: November 1, 1999 (Vol. 64, Number 210)] and 34 CFR, Parts 668, 682, and 685.

3. Tuition and Fees Applicable Only for Current Semester. Tuition and fees are applicable only for the current semester. If a student withdraws and is entitled to a refund, the amount of the refund cannot be carried forward as a credit to a subsequent session.

4. Refunds for Classes Offered on a Non-Standard Schedule. Institutions may refund tuition and fees paid by a student who must withdraw from a course offered on a schedule that differs from the standard 16-week term or 15-week trimester. Each institution may develop refund procedures for courses offered on a non-standard schedule.

H. Refund of Tuition and Fees for Students with Hardship Circumstances. Institutions may refund tuition and fees paid by a student who must withdraw from the institution due to hardship or extraordinary circumstances. Each institution may develop institutional policy to address the definition of hardship or extraordinary circumstances and refund procedures.

I. Refund of Tuition and Fees for Students Called to Active Military Service. If a student is called to active military service during a term in which the student has not completed an amount of work sufficient to receive a grade, the institution may refund the tuition and fees paid by the student for the current term or the institution may waive the amount of tuition and fees paid from the amount owed for tuition and fees for a future term following the student’s tour of duty.

J. Tuition and Fees Relating to Course Audits. Students permitted to audit courses shall pay the same resident and nonresident tuition, mandatory fees, and academic services fees as required of students who enroll for credit.
Guaranteed Tuition Rate Program Relating to Withdrawal, Transfers, Change of Major, and Full-Time Enrollment

1. Withdrawal. If a student who has elected to participate in the guaranteed tuition rate program is required to withdraw from an institution for military or other national defense emergencies, the amount of resident tuition the student is required to pay upon reentering the institution shall not exceed the amount the student was charged at the time of withdrawal.

2. Transfers. If a student who has elected to participate in the guaranteed tuition rate program transfers to another institution or transfers from a constituent agency of a comprehensive institution to another constituent agency or the comprehensive institution after initial enrollment, the student shall be charged the amount of resident tuition charged to other students enrolling for the first time at that institution or constituent agency.

3. Change of Major. If a student who has elected to participate in the guaranteed tuition rate program changes majors or transfers to another campus of the same institution after initial enrollment, the tuition charged to the student shall equal the amount the student would have been charged had the student been admitted to the changed major or enrolled at the new campus when the student first enrolled, unless the student transfers from a constituent agency of a comprehensive institution to another constituent agency or to the comprehensive institution.

4. Full-Time Enrollment. A student who elects to participate in the guaranteed tuition rate program shall maintain full-time enrollment during the guaranteed four-year or two-year period. Full-time enrollment for each institution shall be determined by the number of credit hours as defined by the State Regents for Higher Education.

4.18.5 Waiver of Tuition

A. Resident Tuition Waiver Scholarships. Pursuant to Title 70, O. S. 2005 Supp., § 3218.12, authorizing the State Regents to establish a system of student scholarships, the following policy of resident tuition waiver scholarships is hereby authorized for each institution in The State System. Except as provided below, it is the intent of this policy to provide assistance to Oklahoma students with demonstrated financial needs and to promote excellence of scholarship throughout all of the academic and professional fields of study. It is further intended that this program provide equitably for all students at all academic levels from the freshman year through the graduate student. Also, insofar as is practicable, awards should be distributed so as to be supportive of the state’s needs and demands for trained manpower in the various career and occupational areas. Finally, assistance under this program should be utilized to promote equity of treatment for those students in fields without access to funds from other student assistance programs.

1. Elements to be considered by institutions in the awarding of scholarships are financial need, scholastic aptitude and achievement, academic discipline or field of study, student activity participation, cultural diversity, and academic level.
These elements shall be specifically incorporated into institutional procedures as follows:

a. At least fifty (50) percent of all scholarships awarded shall be on the basis of financial need of students. The criteria for determining financial need shall be determined by the institution.

b. Awards shall be apportioned in such a manner as to provide equity for students by academic discipline or field of study consistent with the state’s educated workforce priorities and taking into consideration other kinds of funds available for the support of students in particular programs.

c. Awards shall be apportioned at each institution generally in accordance with the distribution of student enrollment among the various academic levels (undergraduate or graduate division) and by student classification (freshman, sophomore, junior, senior, master, or doctoral classification).

d. Scholarships shall be available to students regardless of the number of credit hours in which they are enrolled, as well as to high school students who are concurrently enrolled. Tuition waiver scholarships may also be awarded to students enrolled in on-line courses and other special students.

e. Scholarships so granted shall be gratuities and the student shall not be required to perform services in return for the award.

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget – Part I in the form of resident tuition waivers, the total amount of which shall not exceed three and five-tenths (3.5) percent of the total E&G Budget – Part I for the current year. Nothing in this policy shall disqualify a student from receiving a tuition waiver scholarship on the basis of immigration status if the student qualifies for resident tuition under the provisions of Title 70, O. S. 2005 Supp., § 3242.

a. Reduced Tuition Benefit for Eligible Employees. Eligible employees at constituent institutions in The State System may enroll in courses at the institution where employed and be charged tuition at the rate of one-half the amount regularly charged to students. The term “benefit for eligible employees” means full-time and permanent employees of the institution who are eligible under the institution’s benefit eligibility criteria. It should be assumed that an employee’s enrollment in a course of study is for the benefit of both the employee and the institution. Procedures including appropriate limitation as to the number of credit hours in a given term for which the benefit will apply shall be determined by the institution. Upon the institution’s determination that the employee’s enrollment in a course of study is
primarily for the benefit of the institution, the institution may waive or reimburse the employee for the remaining one-half of the tuition that was charged to the employee.

3. The following waivers, as noted below, shall not be included as tuition waiver scholarships awarded under the three and five-tenths (3.5) percent of the E&G Budget – Part I limitation above.

a. Auditing of Classes by Senior Citizens. State System institutions are hereby authorized to waive the tuition and fees for auditing of classes for residents of the state of Oklahoma who are sixty-five (65) years of age or older. Such students may be admitted without charge to classes on a space available basis.

b. Waiver of Tuition for Prisoners of War, Persons Missing in Action, and Their Dependents. Title 70 O. S. § 2281 (2001), provides that any former prisoner of war or person missing in action and their dependents may, if otherwise qualified, enroll and pursue study at any state-supported institution of higher education or state-supported technical institute without payment of resident tuition. The following points of policy and procedure will serve as guidance for institutions in the administration of this law.

i. A “prisoner of war” or a “person missing in action” means any person who was a resident of the state of Oklahoma at the time he or she entered service of the United States Armed Forces or whose official residence is within the state of Oklahoma and who, while in the United States Armed Forces, has been declared to be a prisoner of war or a person missing in action as established by the Secretary of Defense.

ii. A “dependent” means any child whose parent served as a prisoner of war or was declared by the United States Armed Forces to be a person missing in action. A dependent child ceases to be eligible for benefits when he/she turns twenty-four (24) years old.

iii. Dependents of prisoners of war, persons missing in action, or persons reclassified as killed in action are not eligible for this benefit if federal funds are provided to pay their tuition.

iv. Under this policy, the benefits to which an eligible person is entitled includes tuition waivers for five (5) years or the completion of the bachelor’s degree, whichever occurs first.

c. Waiver for Dependents of Peace Officers and Fire Fighters. Within The State System, no resident or nonresident tuition shall be charged to the dependents of Oklahoma peace officers or fire fighters who have given their lives in the line of duty. Institutions shall grant tuition waivers to eligible persons upon presentation of
evidence that the deceased person was a duly appointed peace officer or fire fighter as defined in Title 70, O. S. 2005 Supp., § 3218.7. Such waivers shall be limited to a period of five (5) years from the date of the first waiver. A “dependent” means any child of an Oklahoma peace officer or fire fighter who has given their life in the line of duty. A dependent ceases to be eligible for benefits when he/she turns twenty-four (24) years old. Such waiver of resident or nonresident tuition shall also apply to the children of members of the Oklahoma Law Enforcement Retirement System who have given their lives in the line of duty or whose disability is by means of personal and traumatic injury of a catastrophic nature and occurred in the line of duty, as defined by Title 47, O. S. 2005 Supp., § 2-300. Such waiver shall be a service benefit of each Oklahoma peace officer and firefighter. For the purpose of this section, “firefighter” means a volunteer firefighter or a permanent, salaried, professional member of any fire department within the state of Oklahoma.

d. Waiver for Graduate Assistants. Graduate students with at least a one-quarter time graduate assistantship are eligible for these scholarships irrespective of Oklahoma residency status. Graduate assistants involved in teaching must be proficient in both oral and written English. The ability to communicate course material effectively in understandable English is required of all graduate teaching assistants awarded these waivers as defined in 70 O. S. § 3224 (2001).

e. Waiver for Exchange Students on a Reciprocal Basis. Institutions are hereby authorized to grant waiver of resident tuition for students from institutions outside the continental limits of the United States that have entered into an exchange agreement with a State System institution to provide reciprocal waivers for students from the Oklahoma institution. The number of credit hours of nonresident students received by the Oklahoma institution is expected to equal the number of credit hours sent by the Oklahoma institution to the exchange institution. Such authorization will be effective for as long as a contract exists with the reciprocal institution.

f. Waiver for Oklahoma State Regents’ Academic Scholars Program. Institutions shall waive resident tuition for Oklahoma residents and may elect to waive tuition for nonresident students who are recipients of the Oklahoma State Regents’ Academic Scholars Program scholarship in an amount that, when added to the State Regents’ cash award and any other state or federal financial aid for which the student qualifies, is sufficient to comply with the provisions of Title 70, O. S. 2005 Supp., § 2403 (C) and (E). Eligible recipients may be granted waivers of
tuition for up to five (5) years of undergraduate and/or graduate study.

g. Waiver for Regional University Baccalaureate Scholarships. The regional universities shall waive resident tuition for recipients of a Regional University Baccalaureate Scholarship in an amount that, when added to the State Regents’ cash award and any other state or federal financial aid for which the student qualifies, shall comprise a scholarship sufficient to cover the cost of tuition, fees, room, board, books, and supplies required for courses.

h. Waiver for Students in Custody of the Department of Human Services (Independent Living Act). As established in 70 O. S. § 3230 (2001), State System institutions are authorized to waive the resident tuition for any eligible Oklahoma resident who, within the past three (3) years, has been in the custody of the Department of Human Services for any nine (9) of the twenty-four (24) months after the individual’s sixteenth (16) birthday and before the individual’s eighteenth (18) birthday. To be eligible, the resident must have graduated within the previous three (3) years from a high school accredited by the State Board of Education, the Oklahoma School of Science and Mathematics, or, upon approval of the State Regents, a public high school in a state bordering Oklahoma in which the student enrolled with approval of the State Board of Education as provided in Title 70, O. S. 2005 Supp., § 8-103, or has completed General Educational Development (GED) requirements. The eligible student must be pursuing studies in this state leading to an associate or baccalaureate degree or studies in a postsecondary Career Tech program or course offered pursuant to a duly approved cooperative agreement between an area Career Tech school and an institution which is a member of The State System. To retain eligibility, the student shall maintain good academic standing and satisfactory academic progress and comply with the standards related to maintenance of eligibility as promulgated by the State Regents. The student shall be eligible for such waivers up to the age of twenty-six (26) years or upon completion of the requirements for a baccalaureate degree, whichever comes first.

i. Waiver for Active Duty Military Personnel and Their Dependents. State System institutions shall waive the nonresident tuition of active-duty military personnel stationed in Oklahoma, of their spouses, and of their dependent children so long as the military personnel are stationed in the state in full-time military service and under military orders. Dependents of military personnel who have not established residency according to the
provisions in State Regents’ policy statement on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education may continue their eligibility for the waiver if the military personnel are subsequently stationed out-of-state.

j. Waiver for Oklahoma National Guard Students.

i. Goals of the Program. The Oklahoma National Guard Tuition Waiver is established as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state.

ii. Requirements for Program Eligibility. A student who is a member of the Oklahoma National Guard shall be eligible for a full resident tuition waiver, provided the student:
   • is a bona fide member of the Oklahoma National Guard at the beginning of the semester for which he/she is applying for a waiver or by the waiver application deadline determined by the institution and the Educational Service Office of the Oklahoma Military Department;
   • has been certified as a member in good standing by the Adjutant General;
   • is an Oklahoma resident; Nonresident students who are actively participating members of the Oklahoma National Guard may be eligible for a waiver of the nonresident portion of tuition or will be charged the resident tuition rate only, dependent upon the tuition rate structure approved for the institution they are attending;
   • does not currently hold a baccalaureate or graduate degree;
   • meets all admission and retention requirements of the institution; and
   • maintains a cumulative grade point average (GPA) of a minimum of 2.00.

iii. Certification of Eligibility. The student is required to coordinate each semester for which he/she is applying for the waiver with his/her Unit Administrator for application under the OKARNG Regulation 621-202 or the OKAGN Regulation 621-202 requirements. These regulations outline the application process used to certify that the student is in good standing with the National Guard and that the National Guard member agrees to abide by all program rules and procedures. The student should
contact their Unit Administrator/Commander for participation in the program each semester by the following dates preceding the term in which the student is enrolling:

• Summer Semester – June 15th;
• Spring Semester – January 31st;
• Fall Semester – August 31st.

The official certification listing will be provided to the institutions by the Education Service Officer of the Oklahoma Military Department within two weeks of the published filing dates for each semester as defined above. Students whose names do not appear on the official certification listing will not be eligible for a waiver for that semester.

iv. Enrollment Requirements. A student meeting all of the program eligibility requirements will be awarded a full resident tuition waiver, provided the student:

• is enrolled in a program of study in an Oklahoma State System college or university leading to an associate degree or a baccalaureate degree;
• is enrolled in a minimum of three (3) semester credit hours. The student may meet enrollment requirements either at a single institution or more than one institution in the Oklahoma State System of Higher Education; and,
• has submitted a plan for the completion of his/her degree with the Oklahoma National Guard.

v. Fiscal Aspects of the Program.

• The waiver will be awarded to students in programs leading to a baccalaureate or associate degree. Waivers will not be awarded for programs leading to a certificate, continuing education courses, or vo-tech courses which are not counted towards a degree program at another institution.
• The waiver will cover resident tuition for all courses for which resident tuition is charged. The student is responsible for all other fees: mandatory fees, special course fees, student activity and facility fees, assessment fees, and others.
• Concurrently enrolled high school students are not eligible for this tuition waiver.
• The tuition waiver is not applicable to professional programs which do not require an earned degree.
• A student may receive a waiver for a maximum of eighteen (18) semester credit hours each semester, until the student has met the requirements for a bachelor’s degree.
• A student may not receive a waiver for courses completed in a prior semester; that is, a student must apply for the waiver during the semester in which he or she is enrolled by the deadline determined by the institution and the Educational Service Office of the Oklahoma Military Department. If a student fails to maintain a minimum GPA of 2.00 during a semester, he/she will be ineligible for a waiver in subsequent semesters until the student’s cumulative GPA returns to a minimum of 2.00. Once the student’s GPA has returned to 2.00 or higher, the student may apply for a waiver in the next semester.
• The State Regents have approved a policy exception for the National Guard Tuition Waiver regarding provisions on financial need, on distribution of awards across fields of study and levels of students and on the budgetary limitation.

vi. Institution Responsibilities.
• The Education Service Officer of the Oklahoma Military Department shall establish a deadline each semester for turning in the Certification of Eligibility as application for the waiver.
• The institution will report all hours and dollars waived at the end of each academic year. All hours from which the student withdraws subsequent to the add/drop period may be billed to the student and be ineligible for a waiver.
• The Ardmore Higher Education Center, will be responsible for reporting the number of credit hours waived for each National Guard member to each institution that provides courses at the center. The center’s report to the State Regents’ office should reflect only that
portion of hours and dollars waived for which the center is responsible.

vii. National Guard Responsibilities.
- The National Guard will monitor student progress in the completion of the degree.
- The National Guard shall make available information materials including the application deadline and Statement of Understanding and Certificate of Basic Eligibility to National Guard members.
- The National Guard shall coordinate the circulation of the official certification listing of eligible students with State System institutions and determine the appropriate filing deadlines for the student in submitting his or her approved application prior to or early in each semester.

viii. Allocation of Funds. For reimbursement purposes, each institution is responsible for waiving tuition for a minimum number of credit hours each academic year, based on total undergraduate enrollment as shown below:

<table>
<thead>
<tr>
<th>Undergraduate FTE</th>
<th>Minimum Hours Required for Reimbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 or greater</td>
<td>750</td>
</tr>
<tr>
<td>5,000 to 9,999</td>
<td>450</td>
</tr>
<tr>
<td>4,999 or less</td>
<td>300</td>
</tr>
</tbody>
</table>

Funds will be distributed to the institutions with the allocation of state appropriations for the next fiscal year on a prorated basis according to the number of credit hours waived in excess of the minimum commitment in the previous academic year.

(Approved June 28, 1995. Revised April 11, 1997; June 30, 2005; and June 29, 2006.)

k. Waiver for Concurrently Enrolled High School Seniors. State System institutions shall waive up to six (6) credit hours of resident tuition per semester or summer term for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for the resident tuition portion of these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents’ admissions policy; provided, “high school senior” means a student who has completed the
junior year but who has not yet graduated from high school.

4. Scholarships so granted shall be gratuities and the student shall not be required to perform services in return for the award.

5. Institutions shall report to the State Regents on an annual basis the number of students and the amount of tuition waivers granted.

B. Nonresident Tuition Waiver Scholarships

1. Any institution in The State System may award a scholarship that includes a waiver of a portion of the nonresident tuition as provided in 70 O. S. § 3226 (2001), which amount shall not exceed the difference between nonresident tuition and the amount paid by resident students.

2. Institutions shall report to the State Regents on an annual basis the number of students and the amount of nonresident tuition waivers granted.

4.18.6 Waiver of Fees

A. Institutions may establish procedures for waiving of fees for students who are enrolled in courses offered on a non-standard schedule.

B. Institutions shall waive fees for courses offered under a contract with business, industry, military, and governmental entities pursuant to the State Regents’ Policy on Contract Credit Course Fees as outlined above.

C. Institutions in The State System are authorized to establish policies that waive mandatory fees for students enrolled in off-campus, electronic media, and correspondence courses. Generally, fees for campus services and activities not available to students due to time and distance may be waived if the institution determines the waiver is in the best interests of the student and the institution.

D. Fees may be neither assessed nor waived unless authorized by general policy or by specific authorization of the State Regents.

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition and fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents’ Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, April 17, 2008 immediately following the 9 a.m. Regents’ regularly scheduled meeting.

The following will be presented for comment:

- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs;
- 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, April 11, 2008 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9120.

Glen D. Johnson, Chancellor
AGENDA ITEM #14:

Policy.

SUBJECT: Adoption of Permanent Rule Amendments.

RECOMMENDATION:

It is recommended that the State Regents adopt permanent rule amendments to the administrative rules governing the agency’s Purchasing Division.

BACKGROUND:

At the beginning of each fiscal year, State Regents staff provides a comprehensive list of all anticipated and/or budgeted purchases and contracts that exceed $100,000 per the agency’s administrative rules. From time to time, unforeseen needs arise throughout the fiscal year that requires prior approval before contracts or purchase orders can be executed. There exists a real likelihood that an emergency will arise which will need immediate attention. Under the current APA rules, if an emergency acquisition exceeding $100,000 is necessary, the State Regents must provide their approval prior to the purchase.

There exists a likelihood that an emergency will arise which will need immediate attention. In an effort to address this concern over the summer months when the State Regents do not meet, temporary authority was given to the Chancellor during the timeframe of June through September of 2007. This recommended APA rule amendment will provide emergency purchasing authority to the Chancellor on a permanent basis.

POLICY ISSUES:

Rules governing the Purchasing Division must be adopted pursuant to the Oklahoma Administrative Procedures Act (APA). APA amendments outlined in this agenda item are necessary to provide the Chancellor purchasing authority for emergency acquisitions that exceed $100,000. Additionally, amendments to OAC 610:1-11-3 and OAC 610:1-11-14 are necessary to correct the definition of an emergency acquisition and to clarify the Regents’ procedure concerning purchases between $25,000 and $100,000.

ANALYSIS:

Though all anticipated contracts and purchases in excess of $100,000 are taken to the State Regents for prior approval, there is a concern that an emergency may arise which would need to be ameliorated immediately. In order to address an emergency which requires a purchase in excess of $100,000, 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 purchases
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. (OAC 610:1-11-3). All emergency acquisitions shall be reported to the State Regents immediately and shall also be reported to the State Regents for ratification at their first board meeting subsequent to the purchase.

Currently, OAC 610:1-11-14 provides that purchases between $25,000 and $100,000 must be reported to the Budget & Audit Committee, and the Committee can choose to forward them to the full board for approval. The existing rule, as written, is not consistent with current purchasing processes. The full board previously has delegated authority to the Chancellor to approve purchases under $100,000. Once approved by the Chancellor, purchases under $100,000 are executed and reported to the Budget & Audit Committee. It would be futile to seek full board approval of purchases under $100,000 as such purchases would have already been executed under the Chancellor’s authority.
610:1-11-1. Purpose [no change]

610:1-11-2. Purchasing authority for OneNet statewide contracts [no change]

610:1-11-3. Definitions
The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Acquisition" means all type of purchases and rental necessary to perform the duties assigned to the Oklahoma State Regents for Higher Education, whether bought or leased by contract or otherwise, and includes every means by which the Oklahoma State Regents for Higher Education obtains any materials, supplies, service or equipment.

"Award" means when the Authority, Chief Executive Officer, department, Purchasing Director, or other person authorized to make the acquisition, agree on a suitable vendor for a competitive bid and the Purchasing Director, or designee, notifies the successful vendor.

"Bidders list" means a list of individuals or business entities that desire notification of solicitations for specified commodity codes.

"Chancellor" means the Chief Executive Officer at the Oklahoma State Regents for Higher Education.

"Commodity Code" means a group of like products or services.

"Competitive Bidding" means a process of acquisition wherein bidders submit bids to the Purchasing Director pursuant to terms, conditions and other requirements of a solicitation.

"Days" means calendar days unless otherwise specified.

"Department" means a department within the Oklahoma State Regents for Higher Education.


"Equipment" means all personal property acquired for the Oklahoma State Regents for Higher Education’s use which is in the nature of a tool, device, or machine and shall be deemed to include all personal property used or consumed by The Oklahoma State Regents for Higher Education and is not included within the category of materials and supplies.

"Emergency acquisition" means an acquisition made by the Purchasing Director without seeking competitive bids to relieve an unforeseen condition believed to endanger human life or safety or pose imminent danger to significant property, or a condition certified by the as a serious environmental situation.

"Fiscal Year" means the period of time from July 1 of a calendar year through June 30 of the succeeding calendar year.

"Goods" means products, material, supplies and includes all property except real property acquired by the Oklahoma State Regents for Higher Education for its use or consumption, except equipment.

"Invitation to Bid" or "ITB" means a document issued which describes the goods or services for which offers are being solicited.

"Professional Services" means services which are predominantly advisory or intellectual in character, or involve support rather than supplying equipment, supplies or other merchandise. Professional services include those services requiring special, usually advanced education or skill.

"Purchasing" means the Purchasing Department of the Oklahoma State Regents for Higher Education.

"Purchasing Director" means the Purchasing Director of the Oklahoma State Regents for Higher Education.
"Request for proposal" means a type of solicitation the Purchasing Director sends to suppliers requesting submission of proposal for acquisitions.

"Request for quotation" means a simplified written or oral solicitation the Purchasing Director sends to suppliers requesting submission of a quote.

"Services" means labor rendered by a person to another as distinguished from providing tangible goods. It shall include any type of personal or professional service, employment or undertaking except the employment of regular officers and employees by a state agency or such extra seasonal help as is authorized by law and is regularly use.

"Solicitation" means a request or invitation by the Purchasing Director for a supplier to submit a priced offer to sell acquisitions to the state. A solicitation may be an invitation to bid, request for proposal or request for quotation.

"State Regents" means the Oklahoma State Regents for Higher Education.

"Vendor registration" means a process a supplier uses to register with the Purchasing Division to receive solicitations for specified commodities for a specified period of time.

610:1-11-4. General contracting and purchasing provisions [no change]

610:1-11-5. Vendor registration [no change]

610:1-11-6. Vendor retention and removal from bidder list [no change]

610:1-11-7. Competitive bidding [no change]

610:1-11-8. Request for Proposals process [no change]

610:1-11-9. Group purchasing acquisitions; Alternatives to the formal bid process [no change]

610:1-11-10. Sole source contracts [no change]

610:1-11-11. Emergency acquisition process [no change]

610:1-11-12. Purchases $2,500 or less [no change]

610:1-11-13. Purchases between $2,501 and $25,000 [no change]

610:1-11-14. Purchases in excess of $25,000

Purchases in excess of $25,000 must be reported to the Budget & Audit Committee, which may choose to forward them to the full board for approval. These purchases shall be made on the basis of one of the following processes:

1) Formal Solicitation process.

2) Alternatives to the formal bid process. Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:
   (A) Oklahoma Department of Central Services;
   (B) Colleges, universities, and other entities within the state system;
   (C) General Services Administration; and
   (D) Educational purchasing consortia.

610:1-11-15. Purchases in excess of $100,000
Purchases in excess of $100,000 require prior approval of the State Regents unless an emergency acquisition is deemed necessary. In such event, the Chancellor shall have authority to execute emergency acquisitions that exceed $100,000. All emergency acquisitions shall be reported to the State Regents immediately, and shall also be reported to the State Regents for ratification at their first board meeting subsequent to the purchase. Documentation that is reasonable and sufficient under the circumstances substantiating the basis for the emergency should be maintained.

610:1-11-16. Professional and Personal services contract [no change]

610:1-11-17. Training [no change]

610:1-11-18. Membership and Subscriptions [no change]


610:1-11-20. Purchasing Authority for OneNet Statewide contracts [no change]


610:1-11-22. Negotiation Authority [no change]
AGENDA ITEM #15:

Compliance Audit Report.

SUBJECT: Brain Gain Improvement and Program of Excellence grant expenditures.

RECOMMENDATION:

It is recommended that the State Regents accept the compliance audit report.

BACKGROUND:

During fiscal year 2005 through 2007, the State Regents awarded $4.05 million in Brain Gain Improvement and Program of Excellence grants to 15 institutions. On October 15, 2007 the Chancellor and Chairman of the State Regents directed the performance of a compliance audit of the Brain Gain Improvement and Program of Excellence grants.

The objective of this compliance review was to determine whether institution expenditures applied to the Brain Gain Improvement and Program of Excellence awards were for the stated proposal purpose. The scope of the review covered all expenditures incurred for the proposal purpose. In order to accomplish the review objective the following methodology was applied:

- Obtained a listing of expenditures reported in the institution’s financial accounting system,
- Reviewed source documentation support covering a significant portion of expenditures incurred, and
- Analyzed the propriety of the expense to the stated proposal purpose.

POLICY ISSUES:

State Regents policy authorizing insurance of institutional compliance is found in the Oklahoma State Regents for Higher Education Policies and Procedures at 2.12. The Compliance Policy is derived from the Oklahoma Constitution, Article XIII-A, Section 2 and 70 O.S. §3206, especially subsection(o), which confers upon the State Regents all powers necessary or convenient to accomplish their constitutional purposes and objectives.

ANALYSIS:

The compliance audit was conducted in accordance with Generally Accepted Government Auditing Standards prescribed by the Comptroller General of the United States and the fieldwork performed from October 23 through December 21, 2007 at the 15 institutions whose proposals were awarded funding for Brain Gain Improvement and/or Program of Excellence initiatives.

Of the $4.05 million awarded by the State Regents during fiscal year 2005 through 2007, $2.9 million of institutional expenditures or 72 percent of the total funding awarded was reviewed.
Based upon the review, no significant issues or problems were found and therefore it is concluded that each institution’s expenditures funded by the Brain Gain Improvement and Program of Excellence proposals, during the period of review, were for the stated proposal purpose.

(Supplement)
AGENDA ITEM #16:

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:

- **Kyle Dahlem**, Teacher Education Program and MTRC Director, has been invited to be a charter member of the Advisory Board for the Centre of Global Competency (CGC) at UCO and was a presenter at the Stars of Education ceremony sponsored by the Oklahoma City Public Schools Foundation, Greater Oklahoma City Chamber and the Oklahoma City Public Schools.

- **Chancellor Glen D. Johnson**, spoke at the Creativity Conference at the University of Central Oklahoma; held a video-conference with Presidents regarding the Governor’s proposed budget report on higher education; met with Governor Henry regarding his budget report concerning higher education; was keynote speaker at the TRiO Conference at the Capitol; spoke at the Cooperative Alliance Workshop; spoke at the Bio2010 Conference; addressed the RUSO higher education breakfast and spoke at Higher Education Day; served as master of ceremonies at the retirement reception honoring President Larry Williams; spoke to the Enrollment Management Conference; spoke to the Distinguished Alumni at Southeastern Oklahoma State University and presented the legislative agenda to Speaker Chris Benge in February.

- **Dr. Kermit R. McMurry**, Vice Chancellor for Student Services, gave the keynote address at Carl Albert State College during their Black History Month celebration and at a principal/counselor workshop sponsored by Seminole State College.

- The “Reach Higher, Oklahoma’s Degree Completion Program” received the Exceptional Program Award from the Association for Continuing Higher Education’s Regional Awards in the credit category. **Dr. Tim McElroy**, Director of the Reach Higher Program and Dean of the Northeastern State University – Muskogee Campus and **Dr. Robin Plumb**, Director of Academic Programs for the State Regents accepted the award at the regional conference in Kansas City, Kansas on Friday, February 29, 2008.
• **Camelia Pop**, Accountant for EPSCoR, became a United State Citizen on February 29, 2008. Ms. Pop is from Romania and immigrated to America.

• **Saeed Sarani**, Curriculum Advisor, has been appointed as governmental liaison for the Oklahoma Council for Teachers of Mathematics (OCTM) Board of Directors. He will also serve a two year term as Board of Directors Secretary for the Coalition for the Advancement of Science & Mathematics Education in Oklahoma (CASMEO).

• **Pam Shumate**, Staff Assistant in the Legal Department, has completed the last course to receive her Associate of Arts in Sociology degree from Rose State College at its May, 2008 commencement ceremony. She has been named to the President’s Honor Roll and to Phi Theta Kappa, the International Honor Society for Two-Year Colleges.
AGENDA ITEM #17:

Executive Session.

Not Available Electronically.
AGENDA ITEM #18:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

State Regents’ personnel policy (1.1-2) requires Regents’ ratification of decisions relating to director level and above personnel.

STAFF ANALYSIS:

DIRECTOR-AND-ABOVE HIRE. State Regents’ ratification of the following internal personnel action is recommended:

1. Associate Vice Chancellor for Operations and Legal Affairs/OneNet. It is recommended that the State Regents ratify the appointment of Nancy Connelly to the Associate Vice Chancellor for Operations and Legal Affairs/OneNet position with an effective target date of March 13, 2008. She will report to Vice Chancellor Kurt Snodgrass and General Counsel Bob Anthony. Ms. Connally is currently Assistant General Counsel and will have increased responsibilities when moving to this new position. Copies of the new job description is attached.
THE OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

DRAFT JOB DESCRIPTION
Associate Vice Chancellor, Operations and Legal Affairs

Position #100234

ESSENTIAL FUNCTION

Responsible for all state, federal and/or regulatory matters specific to the operations and management of OneNet, an operational division of the Oklahoma State Regents for Higher Education.

RESPONSIBILITIES AND DUTIES

- Provide counsel and focused leadership in contract development and negotiations related to software, hardware and licensing agreements as well as non-encumbered statewide contracts
- Provide counsel with regard to state, federal and regulatory compliance specific to state telecommunications initiatives. This includes, but is not limited to, interfacing with the Oklahoma Corporation Commission, the Office of the Attorney General, the Office of State Finance, the Department of Central Services, and the Federal Communications Commission
- Provide counsel with regard to state purchasing statutes and processes
- Serve as primary agency contracting officer for agreements that include, but are not limited to, highly technical and administratively complex statewide contracts issued for OneNet and OneNet customers.
- Identify, review and evaluate existing statutes that impact state telecommunications efforts
- Provide focused leadership in the coordination and management of integrated project plans and implementation schedules
- Participate actively in budgeting and strategic planning processes
- Make presentations highlighting OneNet and other national networking initiatives
- Participate actively in budgeting and strategic planning processes
- Research and actively pursue federal grants and other funding opportunities
- Provide regular updates and status reports on projects and initiatives

POSITION QUALIFICATIONS

Attorney licensed to practice in Oklahoma. Governmental and/or regulatory experience a plus, but not essential. Critical Competencies: Strong project management & organizational skills, leadership & initiative and seven (7) years of progressive legal experience in government, contracting and procurement. Must have a proven ability to plan, manage and provide direct oversight of all contracting, agreements and strategic partnerships with higher education institutions, other state entities as well as commercial entities.

Other:
Physical demands include the ability to bend, crouch, stoop, sit and/or lift objects weighing 45 pounds or more.
Must provide a cellular telephone and service for work-related activities.
Must be available after hours as needed.
Some travel required.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Information Technology and Telecommunications and regularly coordinates and interfaces with the General Counsel for the Oklahoma State Regents for Higher Education on all legal issues and matters.
AGENDA ITEM #19-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
  6 degree option deletions
  3 degree option additions
  2 degree option name changes
  2 degree program requirement changes
  1 degree program course requirement change

East Central University (ECU)
  4 degree program course requirement changes
  1 degree option addition

Northwestern Oklahoma State University (NWOSU)
  1 degree program name change
  1 degree option addition

University of Central Oklahoma (UCO)
  1 degree program option name change
  1 degree option addition
  1 program course requirement change
  4 degree option deletions

Carl Albert State College (CASC)
  2 degree program course requirement changes

Oklahoma City Community College (OCCC)
  1 degree program course requirement change

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM)
  1 degree program name change

Western Oklahoma State College (WOSC)
  1 degree program course requirement change
POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Agricultural Economics (004)
Degree option deletion:
• Delete option “Computer Science Double Major."
• Proposed option deletion is requested due to lack of interest in the option.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Agribusiness (263)
Degree option addition:
• Add option “Crop and Soil Science.”
• Proposed option addition will provide students the opportunity to meet the needs of potential employers in Agribusiness firms.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Entomology (088)
Degree option name change:
• Change option name “General” to “Insect Biology and Ecology.”
• Proposed name change will more accurately reflect option curriculum.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Horticulture (128)
Degree option additions, degree option deletion, and degree program requirement change:
• Add options “Horticulture Science” and “Horticulture Business.”
• Delete option “Horticulture.”
• Proposed option additions will better meet the needs of students who are seeking a career in agribusiness.
• Proposed option deletion is requested as the new options are approved.
• Proposed reduction in credit hours is requested to accommodate the number of required elective courses.
• Total number of credit hours will change from 130 to 120.
• No courses will be added or deleted.
• No new funds required.
OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)
Degree option additions and degree option name changes:
- Add options “Forage and Livestock Production,” “Plant Biotechnology,” and “Soil Geotechnology.”
- Change name of option “Ecosystem Management” to “Bioenergy Production.”
- Change name of option “Soil Science” to “Soil and Water Management.”
- Proposed new option additions will provide a better breadth of study for students.
- Proposed new options are a result of reorganization of faculty.
- Proposed name changes will better reflect Certified Crop Advisors and Registry of Certified Professionals in Agronomy, Crops, and Soils certification requirements.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds required.

OSU – Master of Science in Physics (162) and Doctor of Philosophy in Physics (163)
Degree option deletion:
- Delete option “Physics” in each program.
- Option is redundant with program content and program name.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds required.

OSU – Doctor of Philosophy in English (087)
Degree option deletion:
- Delete option “Film.”
- Proposed option deletion is a result of consolidation of curricula into a single degree offering.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds required.

OSU – Doctor of Philosophy in Chemistry (046)
Degree option deletion:
- Delete option “Chemistry.”
- Option is redundant with program content and option name.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds required.

OSU – Bachelor of Science in Aerospace Administration and Operations (247)
Degree program requirement change:
- Change minimum overall grade point average requirement from 2.00 to 2.50.
- Proposed change will better prepare students for consideration for internships and employment.
- Total number of credit hours will not change.
- No courses will be added or deleted.
- No new funds required.
OSU – Master of Science in Human Development and Family Sciences (095)
Degree program course requirement changes:
• Increase number of HDFS courses throughout the “Gerontology” option.
• Delete all 4000 level courses from “Gerontology” option.
• Reduce number of courses in “Gerontology Electives” from 19 to 12.
• Proposed changes will make the Gerontology option consistent with all other program options.
• Proposed changes will meet the recommendation by the State Subcommittee on Aging in Higher Education of the Administrative Rule Review Committee.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

OSU – Master of Science in International Studies (410)
Degree option deletions:
• Delete options “Research” and “Internship.”
• Proposed option deletions are a result of consolidation of curricula into a single degree offering.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

ECU – Bachelor of Science in Medical Technology (032)
Degree program course requirement changes:
• Delete CHEM 3214 from program requirements.
• Add CHEM 4213 and CHEM 4221 to program requirements.
• Proposed changes are required by the Oklahoma Consortium of Clinical Laboratory Science Affiliates.
• Total number of credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

ECU – Bachelor of Science in Environmental Science (016)
Degree program course requirement changes:
• Change hours needed in major courses from 55 to 52.
• Move EHS 4553 from required courses in major to required electives.
• Change related work hours from 27 to 34.
• Add CHEM 1314 and MATH 2613 to required related work.
• Proposed changes are required for re-accreditation under National Environmental Health Science and Protection Accreditation Council guidelines.
• Total credit hours will not change
• No courses will be added or deleted.
• No new funds required.

ECU – Bachelor of Science in Education in Special Education (044)
Degree program course requirement changes:
• Delete EDUC 4112 and EDUC 4642 from required major courses.
• Change EDUC 4712 to EDUC 4713 in required major courses.
• Add EDUC 4013 to required major courses.
• Proposed changes reflect requirements and changes in the Individuals with Disabilities Education Act.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

ECU – Bachelor of Arts in Communication Studies (045)
Degree program course requirement changes and option addition:
• Change major course requirement in Teacher Certification area from 35 to 38.
• Add COMM 2453 to required courses in Teacher Certification courses.
• Add COMM 2423, COMM 3133, and COMM 3213 to required electives in Teacher Certification area.
• Change major course requirement in Communication Studies area from 42 to 43-45.
• Change electives requirement in Communication Studies area from 19-24 to 16-23.
• Add option “Musical Theatre.”
• Add COMM 1632, COMM 2453, COMM 3311, COMM 3321, COMM 3463, COMM 3503, COMM 2111 and COMM 3483 to required courses.
• Proposed changes will give students more flexibility in choosing courses.
• Proposed changes will provide students with more exposure to all aspects of technical theatre.
• Proposed option addition reflects efforts to utilize new addition of fine arts building and facilities.
• Total credit hours will not change.
• Nine new courses will be added.
• No new funds required.

NWOSU – Bachelor of Science in Social Work (036)
Degree program name change:
• Change name to “Bachelor of Social Work.”
• Proposed name change will bring program name into compliance with accreditation standards with the Council of Social Work Education.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

NWOSU – Bachelor of Arts in Political Science (030)
Degree option addition:
• Add option “Public Administration.”
• Proposed option addition will help increase the number of qualified public administrators for the region.
• Proposed option addition will help increase enrollment in the Political Science program.
• Total credit hours will not change.
• One course will be added.
• No new funds required.

UCO – Bachelor of Business Administration in Business Administration (007)
Degree option name change, program course requirement change, and degree option deletion:
• Change name of option “Business Administration-International Trade” to “Business Administration-International Business.”
• Delete option “Business Communication.”
• Change International Business option from 62-63 hours to 69 hours.
• Organize International Business option into differing geographical areas of study.
• Curriculum is being restructured to provide students’ skills commensurate with industry expectations.
• Proposed name change will more accurately describe students’ field of study.
• Proposed option deletion is recommended for lack of student interest and low demand for option.
• Proposed deletion will facilitate more productive use of scarce faculty resources.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

UCO – Bachelor of Arts in Political Science (137)
Degree option addition:
• Add option “Public Administration.”
• Proposed option addition will provide students with area of study who were previously in a deleted program.
• Total credit hours will not change.
• One course will be added.
• No new funds required.

UCO – Bachelor of Business Administration in Economics (013)
Degree option deletion:
• Delete option “Public Administration.”
• Proposed deletion is recommended for lack of student interest and low demand for option under this degree program.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

UCO – Bachelor of Arts in Economics (029)
Degree option deletion:
• Delete option “Applied Economics.”
• Proposed deletion is recommended due to lack of student interest and low demand for option.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

UCO – Bachelor of Business Administration in Management (020)
Degree option deletions:
• Delete options “Hotel and Food Service Administration” and “Small Business Management.”
• Proposed deletions are recommended due to lack of specialized courses to support the options and lack of student interest for the options.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

CASC – Associate in Applied Science in Radiologic Technology (058)
Degree program course requirement change:
• Add RADT 2012 to required courses.
• Proposed change will better address content specifications for certification examination.
• Total credit hours will change from 66 to 68.
• One course will be added.
• No new funds required.

CASC – Certificate in Dietary Management (061)
Degree program course requirement changes:
• Change DM 1102 to DM 1103.
• Change DM 1202 to DM 1203.
• Change DM 1223 to DM 1221.
• Change course prefix HE 1203 to FCS 1203.
• Delete BUS 2023 from course requirements.
• Add DM 1113 to course requirements.
• Proposed changes will better reflect current workforce terminology.
• Proposed changes will better reflect learning outcomes and workload in major.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.

OCCC – Associate in Applied Science in Occupational Therapy Assistant (030)
Degree program course requirement changes:
• Add BIO 1414 to required support courses.
• Add OTA 1223, OTA 1122, OTA 1263, OTA 2164 and OTA 2141 to required major courses.
• Replace SOC 1113 with SOC 2143 in general education coursework.
• Replace BUS 1323 with MATH 1503 in support courses.
• Proposed changes will better address content standards required by the Accreditation Council for Occupational Therapy Education.
• Total credit hours will change from 62-63 to 72-73.
• Five new courses will be added.
• No new funds required.

OSUTB – OKM – Associate in Applied Science in Food Service Management-Culinary Arts (046)
Degree program name change:
• Change name to “Associate in Applied Science in Culinary Arts.”
• Proposed name change will provide greater opportunity for marketing to industry and potential students.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds required.
WOSC – Associate in Applied Science in Nursing (040)

Degree program course requirement change:

- Add NURS 1133 to required Technical-Occupational Specialty courses.
- Proposed change will provide an opportunity for students to develop knowledge and skills necessary to be successful in the remainder of the program.
- Total credit hours will change from 67 to 70.
- One new course will be added.
- No new funds required.
AGENDA ITEM #19-a (2):

Programs.

SUBJECT: Approval of institutional request for degree program inventory reconciliation.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma Health Sciences Center’s request for degree program inventory reconciliation, as detailed below.

BACKGROUND:

University of Oklahoma Health Science Center (OUHSC) requests four options be added to the Bachelor of Science in Medical Imaging and Radiation Sciences (043) to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OUHSC requests addition of four options to the Bachelor of Science in Medical Imaging and Radiation Sciences. The options are Radiography, Nuclear Medicine Technology, Sonography and Radiation Therapy. The options have been historically offered but are not currently listed on the degree inventory. This action will reconcile the State Regents’ records to current institutional practice.
AGENDA ITEM #19-b:  
Post Audit.  

SUBJECT: Approval of institutional requests for final approval of existing programs.  

RECOMMENDATION:  

It is recommended that the State Regents approve institutional requests for final approval of existing degree programs, as described below.  

BACKGROUND:  
The State Regents approve new programs provisionally with institutionally established and State Regents’ approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTEs); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profiles; and/or minimum ranking or pass rates on standardized tests or licensure examinations.  

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity, and recommendation for each degree program.  

POLICY ISSUES:  

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

ANALYSIS:  

As noted above, the following recommendations are included in the table (Attachment A), that lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, status of other criteria and recommendation for the program. 

Recommendation: Final Approval  

University of Oklahoma Health Science Center (OUHSC)  
• Master of Science in Genetic Counseling (077)  
This program met the productivity criterion for enrollment (achieved 6 enrolled of the 6 required) and met the productivity criterion for graduates (achieved 9 graduates of the 5 required). OUHSC has demonstrated strong enrollment and demand for the program and is meeting area needs. Final approval is recommended.
**Recommendation: Review Schedule Extension**

**OUHSC**
- Certificate of Geriatrics/Gerontology (082)
This program met the productivity criterion for enrollment (achieved 7 enrolled of the 5 required) but did not meet the productivity criterion for graduates (achieved 1 graduate of the 3 required). OUHSC reports that the program is being expanded and plans are underway to develop joint programs with the Doctor of Pharmacy and the Masters of Social Work degrees. OUHSC is confident the productivity criteria will be met. An extension of the review schedule is recommended, with continuation beyond 2011 dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 5 in Fall 2010; and
- ✓ Graduates: 3 in 2010-2011.

**Langston University (LU)**
- Associate in Science in Pre-Veterinary Science (062)
This program met the productivity criteria for enrollment (achieved 40 enrolled of the 26 required) but did not meet the productivity criteria for graduates (achieved 1 graduate of the 6 required). LU reports that the Department of Agriculture at LU is in consultation with the Kirkpatrick Foundation to establish a partnership to implement a recruitment effort for veterinary science, targeting minorities. LU indicates they will collaborate with the School of Veterinary Science at Oklahoma State University to provide additional exposure of the students to veterinary medicine and to assist in guiding students in course selection for success at the application to veterinary medicine program. LU is confident the productivity criteria will be met. An extension of the review schedule is recommended, with continuation beyond 2011, dependent upon meeting the following criteria:

Stipulations:
- ✓ Majors enrolled: 26 in Fall 2010; and
- ✓ Graduates: 6 in 2010-2011.

Attachment
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Date Approved</th>
<th>Graduates Criteria</th>
<th>Achieved</th>
<th>Headcount Criteria</th>
<th>Achieved</th>
<th>Last Review</th>
<th>Next Review</th>
<th>Notes</th>
</tr>
</thead>
</table>
AGENDA ITEM #19-c:

Electronic Media.

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

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University’s (OSU) request to offer the Master of Science in Industrial Engineering and Management (135) degree via electronic media.

BACKGROUND:

OSU is currently approved to offer the following Master of Science degrees through electronic delivery:

- Master of Science in Chemical Engineering (042).
- Master of Science in Mechanical Engineering (145).
- Master of Science in Electrical Engineering (072).
- Master of Science in Fire and Emergency Management Administration (414).
- Master of Science in Telecommunications Management (403)
- Master of Science in Biosystems Engineering (011).
- Master of Science in Computer Science (053).

OSU requests authorization to offer the existing Master of Science in Industrial Engineering and Management (135) via electronic media, as outlined below.

POLICY ISSUES:

This action is consistent with the State Regents’ *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This policy allows institutions that have conducted successful best practice reviews approved by the State Regents to request additional programs through an abbreviated process. The process calls for the President to send the following information to the Chancellor: 1) the name of the program, 2) delivery method/s, 3) information related to population served and student demand, 4) cost and financing and 5) any substantial updates to previous best practices reviews.

ANALYSIS:

OSU satisfactorily addressed the policy requirements for additional programs in the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy as summarized below.
Currently one-half of the on-site Industrial Engineering and Management (IEM) courses that can be taken for graduate degree credit are offered through the College of Engineering, Architecture and Technology (CEAT) Distance Education Group. The current IEM program has a number of students in its traditional program that start out as on-campus students in the Master of Science in Industrial Engineering and Management program, find excellent employment opportunities, and finish their program via distance courses.

**Population and Student Demand.** Most employers are not willing to grant education leave to their employees. Furthermore, employer preferences are to keep employees working full-time, while encouraging their employees to seek additional education on weekends and evenings. The distance format that CEAT Distance Education offers satisfies this demand. According to OSU, the online program is expected to enroll a minimum of 5 majors in Fall 2008 and graduate a minimum of 5 students in 2011.

**Delivery Method.** OSU will utilize the Desire2Learn (D2L) Course Management System. D2L Learning Environment is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management.

**Financing.** The degree program will be offered on a self-supporting basis and requires no funding from existing university resources. OSU indicates the program will be funded through internal funds and tuition generated. No additional funding is requested from the State Regents.

Programs that are delivered electronically must also be approved by the Higher Learning Commission of the North Central Association (HLC). In most cases, HLC requires State Regents’ approval before reviewing electronically delivered programs.

Based on staff analysis and institutional expertise, approval of OSU’s request to offer an additional program through electronic media online delivery as described above is recommended.
AGENDA ITEM #19-d:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of January 17, 2008, through February 22, 2008.

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 January 17, 2008, through February 22, 2008, 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 $12,849,605. This total is represented by $875,500 in Section 13/New College allotments and $11,974,105 in State Fund allotments. Higher Education Capital Excellence funds will be used to fund one project in the amount of $5,500,000.
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<th>Source of Funds</th>
<th>Project Name</th>
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<th>13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
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<td>293-Excellence</td>
<td>Diabetes Center</td>
<td>1/15/2008</td>
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<td>5,500,000</td>
<td>5,500,000</td>
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<td>Old Central</td>
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<td>11,974,105</td>
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AGENDA ITEM #19-e:

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts between $25,000 and $100,000 between January 15, 2008 and February 19, 2008.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents’ purchasing policy which provides for the Budget Committee’s review of purchases in excess of $25,000 and requires State Regents’ approval of purchases in excess of $100,000.

ANALYSIS:

For the time period between January 15, 2008 and February 19, 2008, there were six (6) purchases between $25,000 and $99,999.99.

Purchases Between $25,000 and $99,999.99.

Three (3) of the six (6) items relate to OneNet. Requisitions have been issued to: 1) OSU Institute for Research in IS in the amount of $28,844.46 for the development of an Information Security Program, 2) City Chevrolet in the amount of $43,600.00 to replace two vehicles at end of life, 3) OSU Spears School of Business in the amount of $55,142.45 to develop an efficient pricing model for Telecommunications Services.

Two (2) of the six (6) items relate to CORE. Requisitions have been issued to: 1) Cox Media in the amount of $60,295.00 to purchase cable air time for Cash for College “FAFSA” spots, 2) XAP in the amount of $87,250.00 to add additional maintenance charges for our Job Seekers Portal and additional design & development charges.

One (1) of the six (6) items relate to OGSLP: A requisition has been issued to: 1) IBM in the amount of $67,093.84 for a redundant system.
WHEREAS, Bill Davis was employed by the State Regents in 1976; and

WHEREAS, Bill Davis will retire on March 1, 2008, from his position as Fiber Optics Engineer for OneNet – ETN after 32 years of dedicated service; and

WHEREAS, Bill Davis has provided immeasurable technical leadership for OneNet during his State Regents’ employment; and

WHEREAS, Bill Davis has spent many long days and nights working to develop the legacy microwave Televised Instruction System into the system we now know as OneNet. He was the first person in the State Regent’s office to implement use of a personal computer, integrating it into daily operations of the Televised Instruction System to control the video switching system. He also integrated an around the clock network fault alarm system with commercial pagers to alert the technical staff to system outages; and

WHEREAS, Bill Davis has consistently explored and mastered new technologies to achieve the goals set forth by leadership always maintaining excellence in his work ethic. He was the first person in the Regents’ office to program and operate a router and was on the team that evaluated the three major routers that were available when OneNet was conceived eventually recommending that Cisco become the network standard.

NOW, THEREFORE, BE IT RESOLVED THAT the State Regents express appreciation to Bill Davis for his dedicated service and loyalty to The Oklahoma State System of Higher Education and its advancement.

BE IT FURTHER RESOLVED that best wishes and sincere thanks of the State Regents and the Chancellor go with Bill Davis as he enters retirement.

________________________________________
William Stuart Price, Secretary

________________________________________
Bill W. Burgess, Jr., Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on March 13, 2008.

________________________________________
Glen D. Johnson, Chancellor
AGENDA ITEM #20-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2007 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. Completed Cooperative Agreements
9. Suspended Programs
10. Reinstated Programs
11. Requested Inventory Reconciliations
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 Tulsa Community College, Oklahoma City Community College, Oklahoma State University Technical Branch – Okmulgee, Rogers State University, Oklahoma State University – Oklahoma City, Cameron University, Eastern Oklahoma State College, Oklahoma State University, Northwestern Oklahoma State University and University of Central Oklahoma.

Table 2 lists all program proposals received by the State Regents. 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: March 13, 2008). Many program submissions are still undergoing review by staff, and may be presented for consideration at a later State Regents’ meeting.

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 provides a listing of submitted and approved cooperative agreements for the academic year.

Tables 9 and 10 provide a summary of suspended and reinstated programs for the academic year.

Table 11 provides requested inventory reconciliations from institutions 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 and 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
March 13, 2008
(Table reflects actions taken at the February 7, 2008 State Regents’ meeting)

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<th>Institution</th>
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<th>Associate in Arts and Associate in Science</th>
<th>Associate in Applied Science</th>
<th>Baccalaureate</th>
<th>Master's</th>
<th>Doctoral</th>
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System Total | 1,675 | 265 | 237 | 615 | 273 | 114 | 15 | 1,519 | 156 |
## 1. Letters of Intent

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</tr>
<tr>
<td>OCCC</td>
<td>Certificate in International Business</td>
<td>August 16, 2007</td>
</tr>
<tr>
<td>OCCC</td>
<td>Associate in Art in Leisure Management Program</td>
<td>August 16, 2007</td>
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<td>OCCC</td>
<td>Certificate in Microcomputer Support Technology</td>
<td>August 16, 2007</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Bioinformatics</td>
<td>August 16, 2007</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Polysomnography</td>
<td>August 30, 2007</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Bachelor of Science in Agricultural Education</td>
<td>October 12, 2007</td>
</tr>
<tr>
<td>OCCC</td>
<td>Associate of Applied Arts in Petroleum Engineering Technology</td>
<td>November 29, 2007</td>
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<tr>
<td>OCCC</td>
<td>Certificate of Mastery in Petroleum Engineering Technology</td>
<td>November 29, 2007</td>
</tr>
<tr>
<td>CU</td>
<td>Master of Science in Organizational Leadership</td>
<td>December 18, 2007</td>
</tr>
<tr>
<td>UCO</td>
<td>Bachelor of Art in Humanities</td>
<td>December 19, 2007</td>
</tr>
<tr>
<td>ECU</td>
<td>Master of Science in Accounting</td>
<td>January 18, 2008</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Biomedical Technology</td>
<td>February 22, 2008</td>
</tr>
</tbody>
</table>
### 2. Degree Program Requests Under Review

**July 1, 2007 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Date Received</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Culinary Arts as a cooperative agreement with Metro Technology Centers</td>
<td>May 6, 2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>LU</td>
<td>Doctor of Philosophy in Rehabilitation Counselors Education</td>
<td>April 14, 2006</td>
<td>undergoing review</td>
</tr>
<tr>
<td>NSU</td>
<td>Master of Social Work in Social Work</td>
<td>May 2, 2006</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CU</td>
<td>Bachelor of Science in Information Technology</td>
<td>April 5, 2007</td>
<td>March 13, 2008</td>
</tr>
<tr>
<td>CU</td>
<td>Associate in Applied Science in Information Technology</td>
<td>April 5, 2007</td>
<td>March 13, 2008</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Applied Science in Homeland Security and Emergency Preparedness</td>
<td>June 1, 2007</td>
<td>undergoing review</td>
</tr>
<tr>
<td>OSU</td>
<td>Doctor of Philosophy in Fire and Emergency Management Administration</td>
<td>June 30, 2007</td>
<td>undergoing review</td>
</tr>
<tr>
<td>OSU</td>
<td>Doctor of Philosophy in Geology</td>
<td>June 30, 2007</td>
<td>undergoing review</td>
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<tr>
<td>OSU</td>
<td>Master of Science in Aerospace Administration and Operations</td>
<td>September 12, 2007</td>
<td>undergoing review</td>
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<td>OSU</td>
<td>Graduate Certificate in Aerospace Security</td>
<td>September 12, 2007</td>
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</tr>
<tr>
<td>OUHSC</td>
<td>Doctor of Rehabilitation Science</td>
<td>January 15, 2008</td>
<td>undergoing review</td>
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### 3. Approved Degree Program Requests

**July 1, 2007 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Date Received</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUHSC</td>
<td>Doctor of Philosophy in Nursing</td>
<td>November 13, 2006</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Web Design</td>
<td>November 13, 2006</td>
<td>September 13, 2007</td>
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<tr>
<td>OCCC</td>
<td>Certificate in Web Development</td>
<td>November 13, 2006</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSU</td>
<td>Graduate Certificate in Teaching English to Speakers of Other Languages</td>
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<td>September 13, 2007</td>
</tr>
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<td>OCCC</td>
<td>Associate in Applied Science in Diagnostic Medical Sonography as a Cooperative Agreement with Moore Norman Technology Center</td>
<td>March 29, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>TCC</td>
<td>Associate in Science in Health Sciences-Pre-Nursing</td>
<td>May 17, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>TCC</td>
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<td>May 17, 2007</td>
<td>September 13, 2007</td>
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<td>Certificate in Information Technologies Convergence</td>
<td>May 17, 2007</td>
<td>September 13, 2007</td>
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<td>Certificate in Management Leadership</td>
<td>May 17, 2007</td>
<td>September 13, 2007</td>
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<td>TCC</td>
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<td>May 17, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>SWOSU</td>
<td>Master of Science in Management</td>
<td>May 22, 2007</td>
<td>September 13, 2007</td>
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<tr>
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<td>Associate in Applied Science in Criminal Justice</td>
<td>May 22, 2007</td>
<td>September 13, 2007</td>
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<td>Associate in Applied Science in Occupational Therapy Assistant</td>
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<td>November 29, 2007</td>
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<td>OU</td>
<td>Bachelor of Science in Criminal Justice</td>
<td>September 14, 2007</td>
<td>November 29, 2007</td>
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<td>CASC</td>
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<td>November 29, 2007</td>
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<tr>
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<td>Certificate in University Faculty Preparation</td>
<td>November 19, 2007</td>
<td>February 7, 2008</td>
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<tr>
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<td>Bachelor of Science in Computer Engineering</td>
<td>November 29, 2007</td>
<td>February 7, 2008</td>
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</table>
### 4. Requested Degree Program Deletions
**July 1, 2007 to present**

<table>
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<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Date Received</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>OSU</td>
<td>Master of Arts in Arts Management (415)</td>
<td>February 4, 2008</td>
<td>March 13, 2008</td>
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<tr>
<td>CASC</td>
<td>Associate in Arts in Speech and Theatre (035)</td>
<td>February 15, 2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Music (026)</td>
<td>February 15, 2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Art (002)</td>
<td>February 15, 2005</td>
<td>undergoing review</td>
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<td>CU</td>
<td>Bachelor of Science in Computer Information Systems</td>
<td>February 22, 2008</td>
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### 5. Approved Degree Program Deletions
**July 1, 2007 to present**

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<th>Date Received</th>
<th>Date Approved</th>
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<tbody>
<tr>
<td>WOSC</td>
<td>Associate in Applied Science in Medical Laboratory Technician (046)</td>
<td>June 14, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>RSC</td>
<td>Associate in Science in Health, Physical Education and Recreation (036)</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>RSC</td>
<td>Associate in Arts in Music (032)</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>RSC</td>
<td>Associate in Arts in Theatre (013)</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>RSC</td>
<td>Associate in Arts in Art (004)</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>RSC</td>
<td>Associate in Applied Science in Broadcast Communication (070)</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>EOSC</td>
<td>Associate in Science in Pre-Med and Medical Technology (038)</td>
<td>July 10, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>EOSC</td>
<td>Associate in Science in Pre-Nursing (039)</td>
<td>July 10, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Accounting (001)</td>
<td>August 2, 2007</td>
<td>September 13, 2007</td>
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<td>EOSC</td>
<td>Certificate in Surgical Technology (072)</td>
<td>August 9, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>NEOAMC</td>
<td>Certificate in Banking (070)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
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<tr>
<td>NEOAMC</td>
<td>Associate in Applied Science in Early Child Education (010)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Applied Science in Integrated Technology (119)</td>
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<td>October 25, 2007</td>
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<td>NEOAMC</td>
<td>Certificate in Electronics Engineering (076)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
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<tr>
<td>NEOAMC</td>
<td>Certificate in Electronics Engineering (094)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
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<td>NEOAMC</td>
<td>Certificate in Electromechanical (075)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
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<tr>
<td>NEOAMC</td>
<td>Certificate in Electromechanical (093)</td>
<td>August 6, 2007</td>
<td>October 25, 2007</td>
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<tr>
<td>SEOSU</td>
<td>Bachelor of Science in Environmental Science (100)</td>
<td>Sept 12, 2007</td>
<td>November 29, 2007</td>
</tr>
<tr>
<td>EOSC</td>
<td>Associate in Applied Science in Accounting Assistant (068)</td>
<td>Sept 14, 2007</td>
<td>November 29, 2007</td>
</tr>
<tr>
<td>LU</td>
<td>Associate in Science in Horticulture (063)</td>
<td>December 6, 2007</td>
<td>February 7, 2008</td>
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</table>

### 6. Requested Degree Program Name Changes
**July 1, 2007 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Received</th>
<th>Status</th>
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## 7. Approved Degree Program Name Changes

**July 1, 2007 to present**

<table>
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<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Received</th>
<th>Date Approved</th>
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<tbody>
<tr>
<td>RSC</td>
<td>Associate in Arts in Journalism (026)</td>
<td>Associate in Arts in Mass Communication</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>RSC</td>
<td>Associate in Applied Science in E-Commerce and Webmaster (121)</td>
<td>Associate in Applied Science in Web Development Technology</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>RSC</td>
<td>Associate in Science in Wellness (107)</td>
<td>Associate in Science in Health and Sports Sciences</td>
<td>June 6, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>RSU</td>
<td>Associate in Arts in Early Childhood/Elementary Education (011)</td>
<td>Associate in Arts in Elementary Education (011)</td>
<td>August 21, 2007</td>
<td>October 25, 2007</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Bachelor of Science in Radiologic Technology (043)</td>
<td>Bachelor of Science in Medical Imagery and Radiation Science</td>
<td>September 21, 2007</td>
<td>November 29, 2007</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate of Arts in Information Systems (060)</td>
<td>Associate of Arts in Computer Information Systems</td>
<td>July 26, 2007</td>
<td>February 7, 2008</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Master of Education in School Counseling (079)</td>
<td>Master of Science in Community Counseling</td>
<td>December 4, 2007</td>
<td>February 7, 2008</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Arts in Education in Speech Education (091)</td>
<td>Bachelor of Arts in Education in Communication Education</td>
<td>November 7, 2007</td>
<td>February 7, 2008</td>
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<tr>
<td>Institution</td>
<td>Area Career Technology Center</td>
<td>Degree Program (program code)</td>
<td>Date Received</td>
<td>Date Approved</td>
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<td>--------------------------------</td>
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</tr>
<tr>
<td>OSU-OKC Metro Technology Center</td>
<td></td>
<td>Associate in Applied Science in Culinary Arts (new)</td>
<td>May 6, 2005</td>
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<tr>
<td>RCC Central Technology Center</td>
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<td>Associate in Applied Science in Sustainable Agriculture, Viticulture, and Enology (027), Technology option</td>
<td>September 21, 2005</td>
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<tr>
<td>CASC Kiamichi Technology Center</td>
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<td>Associate in Applied Science in Culinary Arts (new)</td>
<td>April 8, 2006</td>
<td>November 29, 2007</td>
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<tr>
<td>OSUTB-OKM Southwest Technology Center</td>
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<td>Associate in Applied Science in Information Technologies (012)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
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<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Automotive Service Technology (004)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Construction Technology (011)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Engineering Technologies (080)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Information Technologies (012)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Office Information Systems Technology (039)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Graphic Design Technology (014)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OSUTB-OKM Eastern Oklahoma County Technology Center</td>
<td>Associate in Applied Science in Multi-Media Graph Technology (034)</td>
<td>July 6, 2007</td>
<td>July 24, 2007</td>
<td>September 13, 2007</td>
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<tr>
<td>OSU-OKC Metro Technology Center</td>
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<td>Associate in Applied Science in Management (053)</td>
<td>April 27, 2007</td>
<td>July 24, 2007</td>
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<tr>
<td>OSU-OKC Metro Technology Center</td>
<td></td>
<td>Associate in Applied Science In Information Technology (094)</td>
<td>April 27, 2007</td>
<td>July 24, 2007</td>
</tr>
<tr>
<td>OSU-OKC Metro Technology Center</td>
<td></td>
<td>Associate in Applied Science in Technical Communications (064)</td>
<td>April 27, 2007</td>
<td>July 24, 2007</td>
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<tr>
<td>TCC Tulsa Technology Center</td>
<td></td>
<td>Associate in Applied Science in Technology (247)</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>NEOAMC Northeast Technology Center</td>
<td>Associate in Applied Science in Marketing and Management (032)</td>
<td>April 30, 2007</td>
<td>November 1, 2007</td>
<td>November 29, 2007</td>
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<tr>
<td>WOSC Western Technology Center</td>
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<td>Associate in Applied Science in Nursing (040)</td>
<td>December 19, 2007</td>
<td>January 4, 2008</td>
</tr>
<tr>
<td>WOSC Southwest Technology Center</td>
<td>Associate in Applied Science in Nursing (040)</td>
<td>April 28, 2004</td>
<td>January 4, 2008</td>
<td>February 7, 2008</td>
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<tr>
<td>NOC Autry Technology Center</td>
<td></td>
<td>Associate in Applied Science in Engineering Technology-Automation technology-Instrumentation</td>
<td>February 22, 2008</td>
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</table>
### 9. Suspended Programs
**July 1, 2007 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Suspended</th>
<th>Date Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>LU</td>
<td>Bachelor of Arts in Art History (020)</td>
<td>August 17, 2007</td>
<td>September 13, 2007</td>
<td>August 17, 2010</td>
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<tr>
<td>RSC</td>
<td>Certificate in Realtime Translator (108)</td>
<td>August 17, 2007</td>
<td>September 13, 2007</td>
<td>August 17, 2010</td>
</tr>
<tr>
<td>RSC</td>
<td>Certificate in Realtime Voicewriting (129)</td>
<td>August 17, 2007</td>
<td>September 13, 2007</td>
<td>August 17, 2010</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Applied Science in Court Reporting (009)</td>
<td>August 17, 2007</td>
<td>September 13, 2007</td>
<td>August 17, 2010</td>
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<tr>
<td>OSU</td>
<td>Master of Science in Control Systems Engineering (413)</td>
<td>October 19, 2007</td>
<td>November 29, 2007</td>
<td>October 12, 2010</td>
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<tr>
<td>OSU</td>
<td>Bachelor of Science in Pre-Veterinary Science (175)</td>
<td>October 12, 2007</td>
<td>February 7, 2008</td>
<td>October 12, 2010</td>
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### 10. Reinstated Programs
**July 1, 2007 to present**

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<tr>
<th>Date Rec’d</th>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
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<tbody>
<tr>
<td>August 14, 2007</td>
<td>WOSC</td>
<td>Associate in Applied Science in Aviation (003)</td>
<td>May 21, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>August 14, 2007</td>
<td>WOSC</td>
<td>Associate in Science in University Studies (030)</td>
<td>May 21, 2007</td>
<td>September 13, 2007</td>
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</table>

### 11. Requested Inventory Reconciliations
**July 1, 2007 to present**

<table>
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<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Received</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>OU</td>
<td>Master of Arts in Journalism (138), program name change to reconcile institutional practice with the official degree program inventory.</td>
<td>July 19, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OCCC</td>
<td>Associate in Science in Pre-Child Development (089), degree name and degree designation change to reconcile institutional practice with the official degree program inventory.</td>
<td>July 25, 2007</td>
<td>September 13, 2007</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Bachelor of Science in Medical Imaging &amp; Radiation Science (043), Added options in: Radiography, Nuclear Medicine Technology, Sonography, Radiation Therapy</td>
<td>January 30, 2008</td>
<td>March 13, 2008</td>
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## 12. Net Reduction Table

<table>
<thead>
<tr>
<th>Institution</th>
<th>1991 Academic Year 1991-92 No. of Programs</th>
<th>Current as of February 7, 2008 Number of Programs</th>
<th>Number Deleted</th>
<th>Number Added</th>
<th>Net Reduction</th>
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AGENDA ITEM #20-b (1):

Annual Reports.

_Not Available Electronically._
AGENDA ITEM #20-b (2):

Annual Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

It is recommended that the State Regents accept the tenth Teacher Education Annual Report on Systemwide Review.

BACKGROUND:

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

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

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

The first annual report was presented to the State Regents at the May 29, 1998, meeting. This, the tenth annual report, covers the 2006-2007 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation.

In a year that an institution has a National Council for Accreditation of Teacher Education (NCATE) site visit, the Institutional Report replaces the required annual report. Langston University’s NCATE site visit occurred in November 2007, therefore, the State Regents did not need to respond to these specific questions. The site team has recommended to the national Unit Accreditation Board (UAB) that Langston receive accreditation. The UAB will vote on the site team recommendation in April 2008.
POLICY ISSUES:
As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the APRA effort, and the State Regents’ commitment to efficiency and excellence.

ANALYSIS:

Over 15 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. In that time, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. In May 2000, the State Regents approved a Teacher Warranty to affirm support of the increased academic requirements found in the Oklahoma Teaching Competencies. To date, the Warranty has not been formally implemented.

Research shows that good teaching matters. College going rates are influenced by knowledgeable teachers who know the art of teaching and use it to motivate students. Each of the twelve state teacher education programs has developed an assessment system that annually collects and analyzes data on the teacher applicant qualifications, candidate and graduate performance to make improvements to programs and courses so teacher candidates have the knowledge, skills and dispositions to impact student achievement. The data and analyses are shared with faculty across the unit to ensure that programs and graduates are of the highest quality. To assist in the collection and management of the data, information technologies are being used. Most programs report adopting LiveText or Chalk and Wire, web based tools, for candidate portfolios which are required for graduation and to show evidence of candidate performance in meeting the fifteen required teaching competencies.

In its efforts to continue the recommendations set in motion by the State Regents in 1992, the State Regents Minority Teacher Recruitment Center administers and/or funds a number of programs as designated in Oklahoma law for improving the quality and supply of Oklahoma’s teacher workforce.

In August 2007, the State Regents received the seventh consecutive No Child Left Behind (NCLB) grant from the United States Department of Education. The State Regents awarded subgrants to seven colleges of education which have formed partnerships with eligible local education agencies to provide professional development to teachers to improve teacher content knowledge in literacy, mathematics, and science.

The results have been that since 2001, Oklahoma consistently has ranked in the top fifteen in Improving Teacher Quality in the Education Week Quality Counts Report. In 2008, in The Teaching Profession category, Oklahoma received a grade of B minus compared to the national average of a C and ranked 10th.
REPORT ON RECOMMENDATIONS:

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

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<td>University of Science and Arts of Oklahoma (USAO)</td>
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2. The appointment of a Regents’ staff member to coordinate teacher education should be continued:

Kyle Dahlem has served as Director of Teacher Education and the Minority Teacher Recruitment Center since January 2000.

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

Cameron University
Assessments were clearly aligned to program outcomes and quality data was gathered on which to make program improvements. All program assessments were aligned more specifically to SPA standards.

The portfolio system for the elementary program was changed to include specific artifacts for specific courses instead of utilizing candidate-selected artifacts. To ensure validity, assignments were sent to two consultants to rate how closely each description and rubric was aligned to the INTASC standards. Faculty received results of the validity study and made recommended changes to assignments and rubrics based on evaluator feedback.

The director of assessment conducted meetings to improve the reliability of scoring various portfolio artifacts. Faculty scored samples of candidate work, and samples satisfying each scoring level were identified. If reviewers’ scores varied from the target, discussions were held to identify the reasons. The director of assessment coordinated multiple training sessions to improve consistency in the way artifacts and reflections were scored.
Minor revisions were made to the student teaching assessment instrument to clarify the dispositions. Student teaching grades were changed from Pass/Fail to letter grades. A content addendum was added to the student teaching evaluation instrument for each program.

**East Central University**
No significant changes were made in elementary education. Some changes were made to the portfolio process for undergraduate programs. Assessments for state competencies were shifted among the blocks and additional assessments were integrated for dispositions.

**Northeastern State University**
In cooperation with the College of Science and Health Professions, the Elementary Education program recommended changing the required Science class from a three hour class to a four hour class (SCI 4213 to SCI 4214). This was at the recommendation of the Science faculty to assure a more consistent and stronger science preparation for all Elementary, Early Childhood and Special Education teacher candidates. This would mean that most candidates satisfy their requirement for twelve hours in science by taking a four hour general physical science class, a four hour general biology class and then this expanded course, Science in the Elementary School, SCI 4214. Previously, candidates took SCI 4213 and then an assortment of one hour science electives to fulfill the requirement. The change also allowed faculty to develop some one hour electives for candidates to choose from to complete their major. From feedback from our previous candidates, analysis of our OSAT score data and the requirements of the specialized professional associations, several new one hour electives have been piloted. Those include Student Assessment, Teacher Induction, Great Expectations or CPR.

As funds have been available, we have tried to make sure that all of our faculty members who teach Social Studies to Elementary majors have had international experience and are infusing more global awareness and information into the course. This has been part of a shift to more emphasis on content.

While we do align our courses with the Oklahoma Priority Academic Student Skills objectives and the Oklahoma teacher competencies, we do recognize that many of our candidates go through our program on a part time basis or take a break between their general education preparation and their teacher education preparation. To assist, members of the faculty have made online study guides available and “help” sessions available for the Oklahoma General Education Tests (OGET) and Oklahoma Subject Area Test (OSAT). These sessions assist with review of content as well as general test taking tips.

**Northwestern Oklahoma State University**
Disposition protocol has been researched and recommended for implementation for the 2007-2008 school year. The creation of an evaluation tool will be implemented in Fall 2007.

**Oklahoma Panhandle State University**
- The Elementary Education program was modified by separating the Methods of Language Arts and Reading into two classes—Methods of Reading and Methods of Language Arts.
Modification of Math to align with NCTM standards.
Modification of English to align with NCTE standards.
Changing Internship (student teaching) to a full-semester course.
Creation of separate and specific classroom management and assessment classes for elementary and secondary candidates.

Oklahoma State University
Early childhood education added a semester of full-time internship to their program. As a result teacher candidates will complete one semester of internship in a pre-k program and one semester of internship in a 1st or 2nd grade classroom. This additional time in internship addresses the continuum of early childhood education’s teaching range.

Elementary education has made two changes in their field experience requirements. First, the three pre-internship field experiences completed by elementary teacher candidates were assigned to specific types of schools. The first experience, CIED 2450 August Experience will be completed in a rural setting, the second experience CIED 3430 All Day Wednesday will be completed in an urban setting, and the third experience CIED 3622 Middle Level will be completed in a suburban setting. This was done to guarantee that every teacher candidate had the opportunity to work with diverse teachers and students. Second, the student teaching internship semester has been lengthened by two weeks. Thus, elementary teacher candidates complete 14 weeks of student teaching instead of 12.

Southeastern Oklahoma State University
A number of changes have occurred at Southeastern to strengthen the elementary education program at all four (4) sites where a candidate may take all of the elementary education courses and complete a degree. In the past, full-time faculty have provided a majority of the coursework at two of the sites while at two other sites, more of the coursework has been provided by adjunct faculty and IETV sections. Based on the OSAT test scores, it appeared that the candidates at these sites were scoring lower than candidates at the other two sites, particularly in the subtest which assesses reading skills. Based on this information, the program was given permission to search for two Elementary Education faculty members and one additional faculty member if funding is available. One position has been filled, and they now have a full-time faculty member with a strong background in reading for one additional site. In addition, a professor on campus with a doctorate with an emphasis in reading has been appointed as an off-campus coordinator and is currently working with full-time and adjunct faculty to ensure that the academic rigor for the elementary education courses is uniform across all four sites.

An additional change that has occurred that will have an impact on the elementary education program was in ELED 4443/4981- Diagnosis and Remediation of Reading. In this class, candidates tutor an elementary student in a public school. Because of increasing number of candidates in the sections, the public schools were unable to accommodate such a large number of tutors at the same time. The administration has agreed to keep the sections of this class at 15.

Southwestern Oklahoma State University
During the last five years and in response to NCLB, undergraduate reading courses have included significant focus on the impact of NCLB in defining reading success, have
examined the new sanctions presented each year when schools do not achieve AYP, and have provided opportunities for students to engage in critical thinking activities during classroom and panel discussions on related and assigned topics.

The curriculum is constantly updated by faculty who are current in their knowledge of reading topics and strategies. Professional development opportunities are sought through various means. For example, one of our professors attended the National Council of Teachers of English National Convention in New York City in November 2007. The reading faculty maintains professional memberships in International Reading Association and National Council of Teachers of English, as well as state and local professional reading organizations.

University textbooks are constantly updated and used as a guide for the presentation and mastery of new reading topics and strategies. The *International Reading Association's Standards for Reading Professionals* are used as a guideline for curriculum development in reading courses. A much stronger Guided Reading component is now included in the Reading I course.

Through collaborative efforts, a senior faculty member and a junior faculty member made changes in the Reading I course and the Phonics and Penmanship course in order to better prepare our students for the classroom.

University of Central Oklahoma
In Spring 2006, faculty in the Department of Curriculum and Instruction formed a Student Teaching Task Force and made a proposal to the Dean regarding desired changes in the student teaching semester. This request was based on faculty observations and student anecdotal data which had been documented over the past few years. As a result, the Spring 2007 early childhood student teachers participated in a pilot student teaching program. Departmental faculty elected to pilot the program with early childhood student teachers since that program is smaller than ELED which would allow for a more appropriate number to pilot a new program. In the pilot, practicing teachers must apply to the program for the clinical adjunct position of mentor/coach, program faculty determine placements, mentor/coaches attend a one-hour graduate workshop which includes training on the UCO conceptual framework, teacher work samples, project approach, and mentoring/coaching. Mentor/coaches carried more of the supervision responsibilities but all students were observed two times by a full-time faculty member. Results from the student teaching pilot will influence future student teaching policy and procedure for the elementary education program also.

University of Oklahoma
The Faculty created a more in-depth assessment and math tutoring experience for elementary education students.

A faculty task force examined the program and presented two options to the Elementary Certification Committee. The options are (1) a revised extended program and (2) a four-year program.

Additionally, the faculty developed a plan to convert the portfolio from a “hard copy” portfolio requirement to an electronic portfolio requirement.
University of Science and Arts of Oklahoma
No major changes have taken place during this report period. A change took effect Fall 2006 that we feel strengthens all programs: changing student teaching from 4 to 4½ days each week, and reconfiguring two block classes to require a Classroom Management and Evaluation Theory class prior to student teaching with an Applied Professional Studies class during student teaching.

4. The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution. The 1995 External Review follow-up report stated that grade inflation trends existed at all levels of course work, and the field of teacher education led in the grade inflation trend, especially when ACT scores were considered.

| Percentages of “A” and “B” Grades Awarded in Selected Upper Division Courses at Public Universities |
|-------------------------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                                 | Fall 2005 | Fall 2006 | Change | 2005 Enrollment | 2006 Enrollment |
| Education*                                       | 75.5%     | 76.1%     | 0.6%   | 21,983          | 21,546          |
| Biological Sciences                              | 60.3%     | 63.0%     | 3.0%   | 6,276           | 6,421           |
| Business                                         | 61.8%     | 62.8%     | 1.0%   | 35,971          | 35,862          |
| Engineering                                      | 72.9%     | 75.0%     | 2.1%   | 6,931           | 6,845           |
| English                                          | 70.0%     | 71.9%     | 1.9%   | 8,415           | 8,277           |
| History                                          | 66.2%     | 65.7%     | -0.5%  | 15,797          | 15,395          |
| Mathematics                                      | 61.4%     | 60.1%     | -1.3%  | 2,885           | 2,827           |

Source: OSRHE Survey of 2006 Fall Enrollment and Grading Level of Courses  *Excludes physical education courses

- In 2006, the highest percentage of “A” and “B” grades was in Education (76.1 percent), 1.1 percentage points higher than the next highest discipline, Engineering (75.0 percent).

- In 2006, only history and mathematics grade points declined from 2005.

- In 2006, the percentage of “A” and “B” grades in Education (76.1 percent) was 0.6 percent more that in 2005 (75.5 percent).

- Since 1996, all education students must present a grade point average of 3.0 in liberal arts and sciences courses before admission to a teacher education program. If a candidate’s grade point average is below 3.0, passing scores on the OGET or the Pre-Professional Skills Test (PPST) must be attained.

- Only biological sciences showed an enrollment increase from 2005 to 2006.
5. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

In 1996-97, the State Regents funded more than $1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses and technology upgrades.

CU
Four classrooms received new technology including the installation of a desktop computer, an LCD projector and projection screen. Document cameras replaced overhead projectors. An upgrade to the ITV classroom included a new PolyCom interactive system, two new cameras, two new plasma television sets, the addition of an LCD projector and screen, a new document camera, and a new DVD-VHS player, all integrated into the remote system. All classrooms assigned to the education department now have updated technology and wireless internet access. Funding allotted to improving technology was over $49,000.

ECU
A total of $47,000 was spent on technology last year for the education unit. The Education Department equipment budget for technology included $7,700 (this amount includes a computer for the Dean’s Office). The Education Department Mac computer lab was upgraded with the purchase of 16 new iMac computers (8 from the Library Media Tech fee budget, 8 from the Office of Academic Affairs budget) at an expense of $22,400. Additionally, the Education Department Computer Lab expended a budget of $13,000 for the purchase of lab supplies. An additional $3,900 was allocated and spent for the Media lab which is also a part of the total expenditure.

NSU
Equipment purchased from the College of Education’s portion of the student technology fees, $130,580 included two Media Carts complete with ceiling kit and mounts, Sympodium, Security arm, Mitsubishi XD 490 U projector, Lumens document camera, Spectrum Cart, Wall Plates, Cables, Scaler, Closed caption decoder, Dalite Screen with brackets, Aten Splitter-video, Computer, DVD/VCR Player and Sound System.

Additional Purchases:
(3) HP Deskjet 5440 Printer
(1) HP Color Laserjet 3600N Printer
(1) Panasonic Fax/Copier
(8) Thinkpad R60 Laptop
(5) PC2-5300 CL5 NP DDR2SDRAM (memory)
(1) BeamPlus powerpoint remove w/laser pointer
(23) Flash drives
(21) Digital Voice Recorders
(1) Cordless keyboard and mouse
(1) ATI-TV Wonder 200 PCI Tuner Card
(10) Samsung DVD Camcorders

(1) HP Deskjet 9800 Printer
(9) HP Deskjet 6940 Printer
(1) Brother Intellifax 4750 E Fax
(3) Thinkpad T60 Laptops
(1) HO lasterjet 4250N Printer
(1) IBM ThinkCentre M55
(1) Cordless Mouse
(4) Targus Notebook Presenters
(1) Mitsubishi XD490U projector
(2) Smart Tech Interactive Whiteboard
(20) Headphones w/microphones
Program Specific Purchases:
(1) Polar Trifit 700 assessment system software
(1) Trifit manager software
(1) Portable Lactate Scout Analyzer test pack
(1) Dance Revolution Set software
(1) Health related Fitness tutorial and portfolio

NWOSU
$274,355 was used mainly for technology support but also for training with Livetext which houses the electronic portfolio.

OPSU
The OPSU administration continues to support the unit and members of the unit by providing the necessary funding to update technology both in the faculty offices and in the classrooms used by the members of the unit. Eight classrooms have now been equipped with SmartBoards allowing the presentations of PowerPoint along with the integration of Internet information, and more are planned for the Summer of 08. Candidates learn how to use the SmartBoard in EDUC 4333 Educational Technology and are integrating its use into the lessons they present to their peers in their methods classes. All members of the OPSU Teacher Education Program, and some unit members have had their computer and printer updated to newer equipment. The budget for technology continues to be adequate for the needs of the unit.

During the 2006-2007 school year, over $5,000 was spent from the education budget for technology including computers, printers, and projectors. All equipment is relatively new and in excellent working condition.

OSU
College of Education Administrative Applications - $82,080
The Administrative Applications area of College of Education (COE) Technology is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of COE administrative functions and in streamlining and automating day-to-day COE operations. This area also manages the collection of information, encompassing all COE activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the COE and its dissemination through the internet and other media, the development of online calendars for COE activities, and development and design of web pages to promote COE events and course offerings.

College of Education Computer Support - $241,350
The COE Technical Support area is responsible for support of COE hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The COE Technical Support area provides not only technology resources in terms of hardware and software, but also support for technology related problems and individualized training. Desktop computer support is provided for faculty
and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintains computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

**College of Education Instructional Support** - $600,553
College of Education Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students and with traditional media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday evenings, and on weekends during the Fall and Spring semesters; a reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the College of Education. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

**SOSU**
McCurtain County Branch Campus expended $68,137 for computers, projects and software for labs and six classrooms, and $90,015 at the Main Campus in Durant for infrastructure to support online classes and technology based supplies for a total of $158,152.

**SWOSU**
Distance Education spent approximately $239,175 on room upgrades in the Education Building over the past year. The bulk of the money was from the “bond fund”. New computers were also added to the computer lab in the Educational Building for an additional $19,360.

In addition, two video cameras were purchased for students’ use so that assessment and/or counseling sessions could be recorded and then later critiqued. Approximately $1,300 was spent last year on these items.
UCO

Purchases included equipment, software, infrastructure maintenance ($148,862), and Professional staff in ITC, network, lab ($131,722), and Student wages in the resource center, labs, e-portfolio ($55,915), and miscellaneous supplies ($27,834) for a total of $364,333.

OU

The College has expended $316,000 in addition to E&G money to improve technology. This funding has been spent on software, hardware, equipment and support services. Below are some specific examples of how this money was used:

a. To purchase 20 new Dell laptops to replace 3-year-old laptops for checkout.
b. To purchase AMP (Apple Maintenance Program) software for iLife for our lab and classroom computers.
c. To purchase SmartBoard Airliner tablets to be used with our SmartBoards in the classrooms.
d. To purchase 2 new duplex printers to replace our aging printers in the computer lab.
e. To purchase additional components for our server rack system.
f. To purchase an SSL Certificate for our web server.
g. To purchase a SmartBoard for room 325 along with whiteboards to place on each side of the SmartBoard.
h. To purchase Acronis software to automate the imaging of notebooks.
i. To upgrade our inDesign and Photoshop software for classroom and lab use.

Aside from these purchases, technology funding was used to purchase items to repair failed hardware components, supplies, tools, software for data recovery, and miscellaneous items as needed for daily operations.

USAQ

Please find listed below the expenditures for instructional technology benefiting the Division of Education and Speech-Language Pathology:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCT Software (still in conversion)</td>
<td>$12,814.84</td>
</tr>
<tr>
<td>Extreme Network Equipment (including the new wireless network)</td>
<td>$5,715.64</td>
</tr>
<tr>
<td>Telephone Equipment + Upgrade</td>
<td>$5,987.96</td>
</tr>
<tr>
<td>*TOTAL</td>
<td>$24,518.44</td>
</tr>
<tr>
<td>1 Software Training (J. Mather Excel Workshop)</td>
<td>$219.00</td>
</tr>
<tr>
<td>2 HP Scanjet 4370 Flatbed Scanners</td>
<td>$213.93</td>
</tr>
<tr>
<td>1 Acer TM4222 Notebook Computer + Case</td>
<td>$938.98</td>
</tr>
<tr>
<td>8 Dell Optiplex 745 Computers</td>
<td>$8,706.08</td>
</tr>
<tr>
<td>3 Hitachi CP-444 Projectors</td>
<td>$4,550.94</td>
</tr>
<tr>
<td>3 Projector Mounts</td>
<td>$305.32</td>
</tr>
<tr>
<td>4 OKI Data B4350 Laser Printers</td>
<td>$1,099.12</td>
</tr>
<tr>
<td>4 Gyro-Mice</td>
<td>$264.12</td>
</tr>
<tr>
<td>Education Lab Supplies (Paper &amp; Toner)</td>
<td>$1,460.00</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>$42,779.43</td>
</tr>
</tbody>
</table>

*Note: Number determined by total university cost shared among 5 divisions
6. Professional development should be focused on university faculty members’ ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.

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

CU
Dr. Clyde Herreid presented a faculty development workshop, Teaching with Case Studies. Faculty members attended meetings that modeled a variety of teaching styles including group discussion and collaborative learning.

ECU
Over one hundred hours of professional development have been made available to unit faculty through university programs such as the Center for Excellence in Teaching and Learning (CETL). Regular university sponsored professional development activities are provided on campus during the academic year. Additionally, all unit faculty have listed substantial individualized faculty development as part of the required reporting to the Education Faculty Development Committee, a standing committee of the university. In the Education Department alone, over 200 hours of professional activities were noted as professional activity and service to the community.

NSU
The NSU Center for Teaching and Learning coordinates periodic needs assessments of professional development and then schedules appropriate sessions. Teacher education faculty access these sessions as well as attend professional conferences in their specific disciplines.

The College of Education also offers professional development to our own faculty and opens that up to faculty in other colleges as well, especially teacher education faculty in the secondary areas. Several sessions on both campuses were offered, in cooperation with the Oklahoma Institute for Learning Styles to provide training on applying the Dunn and Dunn model of Learning Styles to the university classroom. This includes implementing a wider array of instructional strategies, fostering higher level thinking skills, engaging all students, and capitalizing on informal and formal assessments.

NWOSU
The Teacher Education Committee has a professional development sub-committee that oversees the activities of the faculty. The faculty turn in the professional development training they received during the past year. Those trainings included:

a. Conference attendance at: Oklahoma Association of Colleges of Teacher Education (OACTE); American Association of Colleges for Teacher Education (AACTE); Oklahoma Reading Association; Rising Star (OELA); Oklahoma Association for Health, Physical Education, Recreation and Dance; National American Alliance for Health; Safe Schools Conference; Council for Children with Behavioral Disorders; National Association of Schools of Music; Oklahoma Music Educators Association; National Science Teacher Education; LiveText;
Phi Beta Lambda Leadership; state conference for Oklahoma Federation for Council for Exceptional Children (OFCEC) and National Business Education Association.

b. “30 Ways to Improve Student Learning”
c. “Writing Across the Curriculum”
d. Reading Council meetings
e. Education Committee of Enid Chamber of Commerce
f. Education Representative on Leonardo’s Museum Board of Directors
g. Organization of Rural Oklahoma Schools
h. Autry Tech Business Day
i. Career Day speaker at Monroe Elementary
j. Teacher/Professor Switch Day at Glenwood Elementary
k. Reader at Adams Elementary
l. Science Fair Judge at Pioneer Elementary
m. Oklahoma Special Olympics Event Coordinator
n. Student Oklahoma Education Association (SOEA) state conference
o. Association of Early Childhood Educators International
p. Toured Early Childhood facilities in Mexico City
q. National Student National Education Association conference
r. Ed-Media World Conference on Educational Multimedia
s. OFCEC State Convention
t. Language Development in Young Children at Association of Early Childhood Educators International in Morelia, Mexico (Invited Guest Speaker)
u. Using Technology to Recruit and Prepare Special Educators at Ed-Media World Conference on Educational Multimedia
v. BOE training
w. Monthly OACTE meetings
x. Presented at state SOEA conference - title of presentation: "Dealing with Aggressive and Disruptive Students in the Classroom"
y. Roundtable Discussion with the Assistant Secretary U.S. Dept of Education
z. CTQ Symposium on Co-Teaching/Collaboration
bb. Northwest Area Administrators meeting
c. Educator’s Leadership Academy
dd. NWOCI – Kidprov.

OPSU
Almost all members of the OPSU Teacher Education Council attend the OACTE state conference. Members of the unit have published articles and presented at national meetings including AACTE, NRA (National Rural Associations of Schools), National Council of Teachers of English (NCTE) and others. The Dean, Department Heads, and faculty members continue to be active members in the Tri-County Teachers Association and take an active role in the professional development activities provided by this organization.

Multiple professional development activities have been provided by members of the unit to area public schools during the past summer and the beginning of the current school year. These professional development presentations have been in the areas of reading, mathematics, and science. A math seminar directed primarily for Oklahoma mathematics teachers for grades P-12 showing the relationship between technology, reading
proficiency and math proficiency was presented during the Summer of 2007. This seminar provided professional development training for 25 area math teachers, and was conducted totally by members of the unit. Another similar seminar is planned for the Summer of 2008.

Members of the unit attended and presented at the annual Oklahoma Association of Teacher Educators conference, the Oklahoma Association of Colleges of Teacher Education conference and American Association of Colleges of Teacher Education during the 2006-2007 year, with more presentations scheduled for July 2008.

OSU
Since the 2006 site visit, Oklahoma State University has implemented a strong professional development program for improving faculty performance across the domains. The following are a list of professional development workshops on the OSU campus: Exploring Opportunities for International Research and Teaching; Disruptions In the Classroom: Signs, Responses and Resources; Classroom Response Systems: Clickers; Grading Practices for Students Writing Assignments, etc. In addition, the Institute for Teaching and Learning Excellence provides consultation support in the areas of teaching, technology, and materials development for faculty and staff.

SOSU
Dr. Brad Ludrick in the Science Education Department received a *No Child Left Behind* research grant for $91,465. The objectives of this grant were to provide a constructivist approach to professionally develop and measurably improve scientific reasoning and inquiry skills of secondary science teachers as scientists through active participation in scientific research, thus translating into improved secondary science student performance.
The faculty was asked what professional development opportunities they attended from June 2006 to June, 2007 that enabled them to model specific teaching styles. The table below summarizes the faculty’s responses.

<table>
<thead>
<tr>
<th>Teaching Style Emphasized</th>
<th>Number of Faculty N=19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Indirect Instruction</td>
<td>4</td>
</tr>
<tr>
<td>Self Directed Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Higher Order Thinking Instruction</td>
<td>1</td>
</tr>
<tr>
<td>Alternative Assessment Instruction</td>
<td>1</td>
</tr>
<tr>
<td>Collaborative Instruction</td>
<td>9</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>3</td>
</tr>
<tr>
<td>Simulation Instruction</td>
<td>1</td>
</tr>
<tr>
<td>Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>Group Discussion Instruction</td>
<td>5</td>
</tr>
<tr>
<td>Inquiry</td>
<td>4</td>
</tr>
<tr>
<td>Reflective Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Co-Teaching Instruction</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Beginning in 1998, UCO established a Faculty Enhancement Center. The initial impetus for the creation of the center came from the Faculty Senate and faculty members who saw a need to assist professors to strengthen their teaching and maximize student learning. This center provides professional development opportunities in many areas including technology, assessment, class organization, various instructional strategies, student learning, transformational learning, and other emerging, relevant topics. In 2006, Dr. Mark Taylor presented on the topic of Generation Next, which focused on the current generation of college students and how to meet their needs. Unit faculty have taken a leadership role in these efforts. The director of the Faculty Enhancement Center was reassigned from a full-time, tenured position in the college. Many unit faculty have shared their expertise with colleagues in all colleges by presenting a concurrent presentation during Faculty Enhancement Day, as well as offering faculty gatherings (brown bags, etc) throughout the year on issues such as cooperative learning, developing course syllabi, developing a web page, infusing technology into the curriculum, and other relevant issues.

Faculty members model instructional strategies aligned with the unit’s conceptual framework of being a reflective, responsive, resourceful professional. Faculty demonstrate and incorporate technology enhanced instruction, case studies, role-playing activities, cooperative learning, small group activities, hands-on activities, field-based activities, and reflective activities. Faculty members assess their own effectiveness as
teachers through various measures: 1) a yearly self-assessment during the evaluation process; 2) feedback from annual student evaluations of faculty; 3) periodic and systematic review of students’ success on state exams; and 4) analysis of rubrics from selected artifacts.

A list of specific professional development activities is included in the Oklahoma Report 2007.

OU
Many of our faculty members are national and international experts on teaching styles and several have built research agendas that focus on effective teaching styles and understanding learning styles.

For all College of Education faculty, we conduct a yearly retreat where faculty share their expertise on a topic in small and large group settings. COE faculty model effective teaching styles and develop capacity in others at these sessions.

COE faculty also engage in several book studies each academic year. The format encourages creative and effective teaching styles.

USAO
A summary of professional development opportunities offered on campus to unit faculty members is provided below. It does not include participation in professional meetings or organizations outside the state or subject matter professional meetings inside Oklahoma. Activities focusing on effective teaching styles are marked with an asterisk (*).

Student National Education Association sponsored:
Various programs including *humor in the classroom, *comprehension reading strategies, *Ag in the Classroom, and *OERB Classroom Resources.

Teacher Education Sponsored:
*Harry Wong video and discussion, Cooperative Learning and Culture
*Video and discussion, Differentiating Instruction

University sponsored:
*SmartBoard training
*Turnitin training
DVD showing of National Geographic special on Guns, Germs, and Steel.
Liberal Arts symposium and presentation featuring Jarrod Diamond, author of Guns, Germs, and Steel.

Grady County Reading Council sponsored:
*Great Expectations
*CRT Testing and teaching Reading

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

The 1996 State Regents’ emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools
of arts and sciences, because many entities contribute to the success of teacher education programs. In 2000, NCATE required that teacher candidates have in-depth knowledge of the subject matter that they plan to teach which is assessed with the OGET and the OSAT. Since academic core course work in elementary, early childhood and special education and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. The 2008 NCLB grants provide models of arts and science faculty, teacher education faculty and K-12 teacher collaborations.

CU
Eight new initial preparation programs in biology, chemistry, early childhood, English, math, physical education, romance language and social studies received Regent's approval for Fall 2007. Arts and Science faculty in each applicable area were involved in the design of the program and met monthly for months before the programs were submitted to determine course requirements for each major, align program standards to the conceptual framework, discuss advisement, create content-specific student teaching assessments, etc. Arts and Science faculty also serve on Teacher Education Council and analyze data for program improvement.

ECU
All teacher education candidates take classes in the arts and sciences area during their first two years of general education preparation. In addition, all Elementary, Early Childhood and Special Education teacher candidates take classes from arts and sciences faculty beyond general education requirements including 3 additional math courses and 1 additional science class. All secondary majors take the majority of their major from faculty in the College of Liberal Arts and Social Sciences or the College of Health and Sciences. Arts and Science faculty are included as members of the Teacher Education Committee and all secondary education majors are heavily involved with their respective Arts and Science faculty. In addition, the Arts and Science faculty serve as university supervisors during the student teaching semester.

NSU
All teacher education candidates take classes in the arts and sciences area during their first two years of general education preparation. In addition, all Elementary, Early Childhood and Special Education teacher candidates take classes from arts and sciences faculty in their major. These would include 3 math courses and 1 science class. All secondary majors take the majority of their major from faculty in the College of Liberal Arts or the College of Science and Health Professions.

Arts and Science faculty serve as teacher education faculty, advise candidates, and participate on Teacher Education Council which oversees any curricular changes to the programs. In addition faculty from the arts and sciences serve on committees within the Teacher Education unit and are included in social gatherings as well as professional meetings. They also participate in professional interviews for new teacher education candidates. The College of Education provides funding for them to attend training in their specialized professional associations, to become reviewers, to observe their candidates in the field or to travel with candidates to make presentations at professional conferences.

Significant collaborations from the past year include working together on the Task Force to look at equitable supervision of all candidates in the field and sharing how different
programs were achieving that goal. It was through collaboration with science education faculty that the elementary education program changed the Science in the Elementary class from 3 hours to 4.

**NWOSU**
Arts and Science faculty have been included as a part of the Teacher Education Committee, the governing body for NWOSU’s Unit. The Teacher Education Committee (TEC) meets monthly to address a variety of issues, including collaboration efforts. Our secondary education majors are heavily involved with their respective Arts and Science faculty. In addition, our Arts and Science faculty serve on interview teams for: candidate admission into Teacher Education, Benchmark reviews, Portfolio reviews and Student Teaching/ Graduation interviews. The Arts and Science faculty also serve as evaluators during the student teaching semester.

**OPSU**
OPSU Arts and Science faculty are represented on the Teacher Education Council and constantly work to make sure the education program located there are in alignment with the national Specialized Professional Associations. These Council members are also very active in the monthly TEC meetings, supervision of student teachers, supervision of RYT, and in preparation of program reviews for our next NCATE site visit in Fall 2008.

**OSU**
OSU Arts and Sciences faculty collaborate with the College of Education in many ways: they serve on the Professional Education Council that provides coordination of all of the teacher education programs on campus, they are participants in all teacher education policy and procedure decisions, and they have worked together to submit state and federal grant applications in the areas of math and science education. This past year, A&S faculty served on several faculty search committees for teacher education positions in math and science education.

In elementary education, an engineering faculty co-taught a science methods course with an elementary education faculty.

**SOSU**
At Southeastern the arts and science and the education faculty are equal partners in providing education to our pre-service teachers. The Teacher Education Council, the governing body of our Unit, is comprised of a representative from each of the education programs. All standing committees have equal representation from education and arts and sciences, and the NCATE working committees are established to provide a balance between the faculty of both schools.

During Summer 2007, the arts and science and education faculty had a consultant every Monday in July to support the Unit in reviewing and revising the conceptual framework. In September, 2007, the arts and science and education faculty had a joint professional development training on writing the program reports for national recognition through NCATE accreditation.

**SWOSU**
During the last five years and in response to NCLB, undergraduate reading courses have included significant focus on the impact of NCLB in defining reading success, have
examined the new sanctions presented each year when schools do not achieve AYP, and have provided opportunities for students to engage in critical thinking activities during classroom and panel discussions on related and assigned topics.

The curriculum is constantly updated by faculty who are current in their knowledge of reading topics and strategies. Professional development opportunities are sought through various means. For example, one of SWOSU’s professors attended the National Council of Teachers of English National Convention in New York City in November 2007. The reading faculty maintains professional memberships in International Reading Association and National Council of Teachers of English, as well as state and local professional reading organizations.

University textbooks are constantly updated and used as a guide for the presentation and mastery of new reading topics and strategies. The International Reading Association’s Standards for Reading Professionals are used as a guideline for curriculum development in reading courses. A much stronger Guided Reading component is now included in the Reading I course.

Through collaborative efforts, a senior faculty member and a junior faculty member made changes in the Reading I course and the Phonics and Penmanship course in order to better prepare our students for the classroom.

UCO
Arts and science faculty are deeply involved in educating pre-service teachers. They are members of the unit’s Teacher Education Faculty Committee (TEFAC), meaning that they are equal and active partners in the decision-making process of the unit.

Since these faculty members are considered part of the TEFAC, collaboration is very natural as seen through a recent No Child Left Behind Improving Teacher Quality Grants administered through the Oklahoma State Regents for Higher Education. This project will be assisting the Crescent, Crooked Oak and Guthrie School Districts in improving student learning in the area of Mathematics. The project represents a high level of collaboration between the College of Mathematics and Science and UCO. Dr. Darlinda Cassel (College of Education and Professional Studies) and Dr. Carol Lucas (College of Mathematics and Science) were awarded the grant of $85,192.

OU
All of the program area certification committees are structured to include appropriate arts and sciences faculty.

There is a major collaboration developing with the college of engineering and the college of education to develop a STEM master’s degree. The degree would be focused on developing content and pedagogical skills for teachers of math, science, technology, and engineering at K-12 and university levels.

There are also collaborations on various research projects between faculty in the college of education and arts and science faculty including
   a. Working with mathematics faculty;
   b. Collaborating on the Darwin project for pre-service teachers; and
   c. Sponsoring a Holocaust conference for education and A&S faculty and students.
USAO
All faculty have been involved in various self-study committees as the university prepares for Spring 2009 Higher Learning Council accreditation. Education faculty is included in each of committees. Summer preparation of Program Reports involved not only the program compiler but resources within each program, often including arts and science faculty. Arts and science faculty continue to be active members of the Teacher Education Committee and they assist with Portfolio evaluations. All faculty collaborate on various Faculty Association and University committees.
AGENDA ITEM #20-b (3):

Annual Reports.


RECOMMENDATION:

It is recommended that the State Regents receive the Spring 2008 Preliminary Enrollment Report.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester. The purpose of this report is to summarize the spring 2008 preliminary enrollments and to compare spring 2008 preliminary enrollments to the previous year.

POLICY ISSUES:

This activity is consistent with the State Regents’ reporting responsibilities.

ANALYSIS:

• The headcount enrollment at Oklahoma public colleges and universities decreased by 0.7 percent from 166,850 in spring 2007 to 165,632 in spring 2008. Decreases occurred at all tiers: research universities decreased 0.2 percent from 51,055 to 50,977; regional universities decreased 1.6 percent from 51,600 to 50,750; and community colleges decreased 0.5 percent from 64,195 to 63,905 (Table 1).

• The semester FTE enrollment at public institutions increased 0.5 percent from 120,757 in spring 2007 to 121,317 in spring 2008 (Table 2).

• The semester FTE enrollment at private institutions was 17,815 in spring 2008, essentially unchanged from 17,824 in spring 2007 (Table 2).

• The number of first-time freshmen increased 1.3 percent from 8,057 in spring 2007 to 8,165 in spring 2008 at Oklahoma public institutions. The research universities decreased 8.5 percent from 153 to 140. The regional universities decreased 2.7 percent from 1,329 to 1,293. The community colleges, however, increased 2.4 percent from 6,575 to 6,732 (Table 3).
• The number of first-time freshmen decreased 42.6 percent from 326 to 187 at the private institutions (Table 3). It should be noted that one institution (Oral Roberts University) revised its reporting procedure significantly. Excluding that institution, the number of first-time freshmen at private institutions actually increased 36.4 percent compared to spring 2007.

• Spring 2008 headcount enrollment, student credit hours, and annualized FTE enrollment by division are reported in Table 4.

The full report is provided as a supplement to the agenda.
AGENDA ITEM #20-b (4):

Annual Reports.

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

RECOMMENDATION:

It is recommended that the State Regents accept the reports of the High School Indicators Project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education, but also required that the individual schools and districts be notified of these evaluations, and that the general public also be advised as to the "effectiveness" of individual schools or districts.

POLICY ISSUES:

These reports are consistent with States Regents’ policy.

ANALYSIS:

In response to the directive of SB 183, the State Regents will be providing four reports; (1) High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; (2) Headcount, Semester Hours, and GPA Report; (3) Mean ACT Scores by Oklahoma High School Site; and (4) Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education (beginning in 1995). Two of the four reports (Mean ACT Scores by Oklahoma High School Site and Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education) are contained within this agenda. The remaining reports (High School to College-Going Rate Report and Headcount, Semester Hours, and Grade Point Average of First-Time Freshmen Report) will be presented at the April 10, 2008, State Regents’ meeting.

Mean ACT Scores by Oklahoma High School Site

The mean ACT scores report lists the computed mean subject and composite scores for the 2007 Oklahoma high school graduates taking the ACT and the number of high school graduates taking the exam by county, district, and high school site.
Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education

This report describes 2006 Oklahoma high school graduates who entered an Oklahoma public college or university as first-time entering freshmen in fall 2006. The report identifies remediation activity of students who took at least one remedial course. Listed are the freshmen student headcount and percentage for each of the four subject areas of remedial courses: science, English, mathematics, and reading. An unduplicated headcount and percentage is also provided for students who could have been remediated in more than one subject area but counted only once in the unduplicated total. Headcounts and percentages are grouped by county, district and high school site.

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

Supplement
AGENDA ITEM #20-b (5):

Report.

SUBJECT: Annual Student Remediation Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

• In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in Fall 1994. This is the 16th annual student remediation report.

• Remedial education is not a recent phenomenon in higher education. As early as the 17th century, Harvard College provided remedial instruction for inadequately prepared students. In 1849, the University of Wisconsin established the first preparatory program for students with inadequate preparation. Remedial education was needed when World War II veterans came to college, and for first-generation college students who gained access to higher education due to the Civil Rights Act of 1964.

• Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.

• The widespread need for college remediation has brought about efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher remediation rates.

• Nationally, little change in the number of students enrolled in remedial courses has taken place in the last few years. Community colleges report the greatest percentage of remediation, with mathematics being the most cited area of deficiency.

• Current debate about remedial education incorrectly assumes that remediation is proportionately taught among all colleges and universities. In fact, 60 percent of all remediation is conducted by community colleges nationally. Oklahoma community colleges have over 80 percent of the State System’s remedial enrollments.

• Financial costs of remediation are being addressed in different ways by various states, with some requiring additional fees from the remediated student. Others have proposed that the remediation costs be borne by the secondary schools that graduated the student needing remediation. Nationally, remediation costs are less than 1 percent of the total public higher education budget.

• Oklahoma students pay more for remedial courses at State System institutions. Those remedial fees, set by the individual institution, generated $2.3 million in 2006-07.
OKLAHOMA INITIATIVES:

- The State Regents, in addition to managing the costs of remedial education, have taken multiple initiatives to reduce remediation, among them: 1) enhancing teacher preparation, 2) increasing standards for college preparation, 3) establishing better communication with and feedback to Oklahoma high schools and 4) facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

- Legislation, passed in 2005, established a college preparatory track with strengthened graduation requirements and made it the default curriculum. It also created the Achieving Classroom Excellence Task Force to study testing requirements for 8th-graders and high school students.

- Reports by Education Week and the National Center for Public Policy and Higher Education cited Oklahoma for efforts to improve teacher quality, standards and accountability, policy alignment and resource equity.

- Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

FINDINGS:

- 39,550 students enrolled in remedial courses in 2006-07: 2.7 percent (1,085 students) at the research universities, 16.8 percent (6,329 students) at the regional universities, and 80.5 percent (31,836 students) at the community colleges.

- Of Fall 2006 first-time freshmen, 36.5 percent enrolled in remedial courses.

- Of Fall 2006 first-time freshmen who did not meet the State Regents’ 15-unit high school core curriculum, 41.7 percent enrolled in remedial courses, compared to 21.6 percent of freshmen who completed the high school core curriculum.

- Remediation by subject for Fall 2006 first-time freshmen was as follows: 31.8 percent mathematics, 17.0 percent English, 4.4 percent reading, and 1.9 percent science.

- From Fall 1996 to Fall 2006, the percentage of freshmen with an ACT score below 19 decreased in English, from 22.4 to 17.2 percent, and in Science, from 17.3 to 13.0 percent.

- From Fall 1996 to Fall 2006, the percentage of freshmen with an ACT score below 19 increased in mathematics, from 26.7 to 22.3 percent, and in Reading, from 18.6 to 15.4 percent.

- From 1996-97 to 2006-07, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 37.3 percent to 35.0 percent. The 2006-07 rate of 35.0 percent is lower than the 36.5 percent for all first-time freshmen.

- Older freshmen require more remediation. During the 2006-07 academic year, a higher percentage of first-time freshmen 21 years of age and older (38.3 percent) enrolled in remedial courses than freshmen less than 21 years of age (32.6 percent).

- A study of four cohorts of first-time freshmen indicates that math remediation increases the chances of success in college algebra.

- In 2006-07, Oklahoma State System institutions generated $2.3 million from student-paid remedial course fees.

CONCLUSIONS:

- Community colleges continue to be the primary source of remediation in the State System. This is consistent with the community college’s mission.
• Students enrolling soon after high school (17 to 20 year-olds) are less likely to need remediation than older students (33.5 and 38.5 percent, respectively). Those students graduating directly from Oklahoma high schools (17, 18 and 19 year-olds) have a remediation rate of 35.0 percent.

• Colleges and universities are encouraged to continue monitoring the relationship between cut-scores for course placement, remediation effectiveness and the academic success of the remedial student.

• The financial costs associated with remediation are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from Falling levels of degree attainment to employment in low paying jobs.

• Remedial coursework enables underprepared high school students to learn the value of achievement while acquiring the skills necessary to succeed in college-level work and benefits adult students who seek retraining at colleges and universities in their local communities.

Supplement available at www.okhighered.org/studies-reports or upon request.
Minutes of the Six Hundred Eighty-Fifth Meeting of the Oklahoma State Regents for Higher Education
February 7, 2008

1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State Regents for Higher Education held their regular meeting at 9 a.m. on Thursday, February 7, 2008, at the Sam Noble Oklahoma Museum of Natural History in Norman, Oklahoma. Notice of the meeting had been filed with the Secretary of State on October 30, 2007, and revised on January 23, 2008. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. CALL TO ORDER. Regent Burgess called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Julie Carson, Ike Glass, Jimmy Harrel, Cheryl Hunter, and John Massey. State Regent Jody Parker was unable to attend the meeting.

3. MINUTES OF THE PREVIOUS MEETING. Regent Massey made a motion, seconded by Regent Price, to approve the minutes of the State Regents’ Special Meeting on November 29, 2007, and the State Regents’ Regular Meeting on November 30, 2007. Voting for the motion were Regents White, Price, Carson, Glass, Harrel, Hunter, Massey, and Burgess. Voting against the motion were none.

4. REPORT OF THE CHAIRMAN. Chairman Burgess held his comments for the special presentation later in the meeting.

5. REPORT OF THE CHANCELLOR. Chancellor Glen D. Johnson updated the Regents on the presentations of the State Regents’ legislative agenda given to the Senate Appropriations Subcommittee in December and during the House Performance Review in January. Chancellor
Johnson also noted that he and his staff had completed the last of 16 regional tours across the state, which provided institutions, businesses, and local legislators an opportunity to learn more about the State Regents’ legislative agenda.

6. **COMMENTS FROM THE PRESIDENT.** Chairman Burgess stated that Dr. David Boren, President of the University of Oklahoma, could not attend the meeting due to a conflict of schedule. President Boren met with the State Regents at their Committee-of-the-Whole meeting on February 6, 2008.

7. **SPECIAL PRESENTATION.** Chairman Burgess presented a resolution passed by the State Regents at their November 2007 meeting honoring the life of Andrew Hawkins. Mr. Hawkins had been honored by the State Regents in 2006 for his work in creating a financial literacy program for the homeless in Oklahoma. Mr. Hawkins died unexpectedly in November 2007. His parents and fiancée were present to accept the resolution.

8. **NEW PROGRAMS.** Regent Glass made a motion, seconded by Regent Massey, to approve the request from Oklahoma State University to offer the Bachelor of Science in Computer Engineering and the Certificate in University Faculty Preparation. Voting for the motion were Regents Price, Carson, Glass, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

9. **PROGRAM DELETIONS.** Regent Hunter made a motion, seconded by Regent Glass, to approve the request from Langston University to delete the Associate in Science in Horticulture. Voting for the motion were Regents Carson, Glass, Harrel, Hunter, Massey, Burgess, White, and Price. Voting against the motion were none.

10. **ADMISSION STANDARDS.** Oklahoma State University requested to change admission standards for first-time freshman. The change would allow students whose academic profiles fall between the State Regents’ minimum standard and the university’s current minimum standard to
be granted admission after successfully completing an admissions review process. This item was for posting and did not require action.

11. **GRANT.** Regent Hunter made a motion, seconded by Regent Massey, to accept grant funds in the amount of $9,775 for the Single Mother Academic Resource Team (SMART) program. Chancellor Johnson noted that his wife, Melinda, served on the board of the Women’s Foundation of Oklahoma, the endowment agency for the grant, but that she had not participated in the vote for this grant. Voting for the motion were Regents Glass, Harrel, Hunter, Massey, Burgess, White, Price, and Carson. Voting against the motion were none.

12. **TEACHER SHORTAGE EMPLOYMENT INCENTIVE PROGRAM (TSEIP).** Regent Hunter made a motion, seconded by Regent Massey, to approve the TSEIP benefit of $12,168 for each teacher eligible by December 2008. Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Carson, and Glass. Voting against the motion were none.

13. **POLICY.**

a. Posting of the *Faculty Advisory Council* policy. The Faculty Advisory Council recommended changes to their policy which will increase the membership from 7 to 14 members and will allow the Faculty Senate President of each campus to appoint a designee to attend the annual Faculty Assembly, which will then allow that designee to be eligible to serve on the Faculty Advisory Council. This item was for posting and did not require action.

b. Deletion of the *Technical-Occupational Program Evaluation* policy and withdrawal as an accreditation agency from the United States Department of Education. Dr. Houston Davis, Vice Chancellor for Academic Affairs, noted that since all institutions are fully accredited by the Higher Learning Commission, the recognition from the Department of Education and related policy were no longer necessary. He stressed that these programs would continue to be evaluated through the State Regents’ *Academic Program Review*
policy. Regent Hunter made a motion, seconded by Regent Massey, to approve the deletion of the policy as described above. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Carson, Glass, and Harrel. Voting against the motion were none.

c. Approval of the *Academic Program Approval* policy. The recommended changes are designed to better inform State System institutions on new program requests and provide consistent practices and timelines regarding comments, questions, and protests of new programs. Regent Hunter made a motion, seconded by Regent Massey, to approve the revisions to the *Academic Program Approval* policy. Voting for the motion were Regents Massey, Burgess, White, Price, Carson, Glass, Harrel, and Hunter. Voting against the motion were none.

d. Oklahoma State University grading policy exception. Oklahoma State University requested to use additional grading terms for graduate students completing thesis and dissertation hours. The requested grading terms are Satisfactory Research (SR) or Unsatisfactory Research (UR) and would replace the current temporary grade of “R”, which signifies research in progress. Regent Massey made a motion, seconded by Regent Glass, to approve the recommended change in grading policy. Voting for the motion were Regents Burgess, White, Price, Carson, Glass, Harrel, Hunter, and Massey. Voting against the motion were none.

e. Teacher Shortage Employment Incentive Program (TSEIP). The recommended emergency rule revisions for TSEIP would allow a participant who, through no fault of his or her own, lost their teaching position before completing the mandatory 5-year agreement to resume the remainder of their agreement within 18 months and remain eligible for the benefit. Regent Hunter made a motion, seconded by Regent Price, to approve the emergency rule revisions and initiate the process for adoption. Voting for the
motion were Regents White, Price, Carson, Glass, Harrel, Hunter, Massey, and Burgess. Voting against the motion were none.

14. **E&G BUDGET ALLOCATIONS.**

a. Regent White made a motion, seconded by Regent Hunter, to approve the allocation of $2,480,094.18 each to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Price, Carson, Glass, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

b. Regent Massey made a motion, seconded by Regent White, to approve the grant in the amount of $5,000 to Eastern Oklahoma State College to support a matching grant from the Oklahoma Department of Commerce for the Southeast Oklahoma Center of Excellence for Advanced Manufacturing planning. Voting for the motion were Regents Carson, Glass, Harrel, Hunter, Massey, Burgess, White, and Price. Voting against the motion were none.

c. Regent Massey made a motion, seconded by Regent Hunter, to approve the 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 Fall 2007 term totaling $57,568. Voting for the motion were Regents Glass, Harrel, Hunter, Massey, Burgess, White, Price, and Carson. Voting against the motion were none.

d. Regent Massey made a motion, seconded by Regent Price, to approve the System-wide Economic Impact Study to be conducted by Regional Economic Models, Inc. (REMI) and to provide funding for one-half of the total award in the amount of $40,250. Voting
for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Carson, and Glass. Voting against the motion were none.

15. **EPSCOR.** Regent White made a motion, seconded by Regent Hunter, made a motion to accept the 2007 Oklahoma EPSCoR Advisory Committee annual report. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Carson, Glass, and Harrel. Voting against the motion were none. Dr. Frank Waxman, EPSCoR State Program Director, thanked the State Regents for their support of EPSCoR.

16. **COMMENDATIONS.** Regent Harrel made a motion, seconded by Regent Hunter, to recognize State Regents’ staff for service and recognitions on state and national projects. Voting for the motion were Regents Massey, Burgess, White, Price, Carson, Glass, Harrel, and Hunter. Voting against the motion were none.

17. **EXECUTIVE SESSION.** Regent Massey made a motion, seconded by Regent White, that the State Regents go into executive session for confidential discussion of personnel issues and communications with the State Regents’ General Council. Voting for the motion were Regents Burgess, White, Price, Carson, Glass, Harrel, Hunter, and Massey. Voting against the motion were none.

Following the Executive Session, Regent White made a motion, seconded by Regent Hunter, that the State Regents return to open session. Voting for the motion were Regents White, Price, Carson, Glass, Harrel, Hunter, Massey, and Burgess. Voting against the motion were none.

18. **PERSONNEL.** Regent Hunter made a motion, seconded by Regent White, to ratify the appointment of Hollye Hunt to the position of Assistant Vice Chancellor for Governmental Relations. Voting for the motion were Regents Price, Carson, Glass, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

19. **CONSENT DOCKET.** Regent Harrel made a motion, seconded by Regent White, to approve consent docket items a-e and g:
a. Programs.
   (1) Program Modifications.
   (2) Program Suspensions.
b. Cooperative Agreements.
c. Post Audit.
d. Capital.
e. Agency Operations.
f. Contracts.
g. Nonacademic Degrees.

Voting for the motion were Regents Carson, Glass, Harrel, Hunter, Massey, Burgess, White, and Price. Voting against the motion were none.

Chairman Burgess requested a roll call for item 19-f. Voting for the motion were Regents Glass, Harrel, Massey, Burgess, and White. Voting against the motion were Regents Hunter, Price, and Carson. Item 19-f passed by a majority vote.

20. REPORTS. Regent Hunter made a motion, seconded by Regent White, to accept the following reports:
   a. Status report on program requests.

Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Carson, and Glass. Voting against the motion were none.

21. REPORT OF THE COMMITTEES.
a. Academic Affairs and Social Justice and Student Services Committees. Regent Hunter reported that the committee received an update on the “Achieving the Dream: Community College Count” initiative.

b. Budget and Audit Committee. Regent White stated that all of the committee’s items had been acted on.

c. Strategic Planning and Personnel Committee. Regent Price reported that the committee had no additional items to discuss.

d. Technology Committee. Regent White stated that the committee did not have any items to bring before the board.

e. Investment Committee. Regent Carson reported that the committee received an update on the National Lambda Rail, operational updates, and a brief budget forecast.

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

23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Burgess announced that the next regular meeting of the State Regents would be held at 9 a.m. on Thursday, March 13, 2008, in Lawton, Oklahoma.

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

**ATTEST:**

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Bill Burgess, Chairman                        Stuart Price, Secretary