NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 22, 2009 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 May 22, 2009.
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.


STUDENTS


8. Student Advisory Board. (SAB).
   a. Recognition of outgoing members and installation of incoming members of the Board. Page 3.
   b. Presentation of annual report with recommendations. Page 5. (Supplement)

FISCAL


11. EPSCoR.


12. **Purchases.**

   a. Approval of purchases in excess of $100,000.00 effective prior to June 26, 2009. Page 23.

   b. Approval of purchases in excess of $100,000.00 effective July 1, 2009. Page 25.

13. **Revenue Bond.** Review and approval for transmittal to the Attorney General, a modification to the structure of Oklahoma State University’s Student Housing Revenue Bond issuance Statement of Essential Facts. Page 27.


15. **Investments.** Posting of target asset allocation policy and one-time exception to the distribution percentage. Page 35.

16. **Master Lease.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2009A REAL Property Master Lease Program. Page 39.

**ACADEMIC**

17. **New Programs.** Southwestern Oklahoma State University. Approval of request to offer the Associate of Science in Wildland Firefighting, the Associate of Science in Hospitality, Restaurant and Gaming Management and the Master of Science in Community Counseling. Page 43.

18. **Program Deletions.** Approval of institutional requests for program deletions. Page 57.


20. **Policy – Institutional.** Consideration of request for additional out-of-state student policy exception for the Oklahoma State University Center for Veterinary Sciences. Page 69.

21. **Student Transfer.** Approval of the Faculty Transfer Curriculum Matrices for the 2009-2010 academic year. Page 71. (Supplement)

22. **Oklahoma Tuition Aid Grant.** Approval of award payment schedule for 2009-2010. Page 75.
EXECUTIVE

23. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 79.

24. **Executive Session.** Page 81.

   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 vice chancellor for legislative relations, communications, economic development and research, vice chancellor for information technology and telecommunications, director of purchasing and the vice chancellor for administration and director of technology planning and development 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.

25. **Personnel.** Discussion and possible action regarding the position of director of purchasing, director of technology planning and development and the vice chancellor for administration. Page 83.

CONSENT DOCKET

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

   a. **Programs.**
      (1) Approval of institutional requests for program modifications. Page 95.
      (2) Program Reinstatements. Approval of institutional request. Page 107.

   b. **Electronic Media.** Western Oklahoma State College. Approval of request to offer two existing degree programs via electronic delivery. Page 109.

   c. **Contract.** Approval of 2009-10 ACT Agreement. Page 111.


   e. **Supplemental Allocations.** Ratification of institutional budget revisions. Page 137.

   f. **Capital.** Ratification of capital allotments. Page 141.

   g. **Agency Operations.** Ratification of purchases in excess of $25,000 but not in excess of $100,000 and ratification of change orders over $100,000. Page 143.

   h. **Non-academic Degrees.**
      (1) Ratification of posthumous degree for the University of Oklahoma. Page 145.
      (2) Ratification of posthumous degree for East Central University. Page 147.
27. **Reports.** Acceptance of reports listed.

   a. Programs. Status report on program requests. Page 149. (Supplement)

   b. Reports.


      (8) Teacher Education Program Admission Study. Page 173.


      (10) Faculty Salary Report, FY2009. Page 181. (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.

   e. Investment Committee.

29. **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."

30. **Announcement of Next Regular Meeting— 9 a.m., Thursday, June 25, 2009, at the State Regents’ Offices.**

31. **Adjournment.**
AGENDA ITEM #7:

Chancellor Hans Brisch Scholarship Program Awards.

SUBJECT: FY 2010 Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2009-2010 academic year and ratify payment of the scholarship award.

BACKGROUND:

The Chancellor’s Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate $200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Glen D. Johnson continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 80 nominees for the FY 2010 award and identified the top four candidates. It is recommended that the State Regents approve the FY 2010 Chancellor’s Scholars recipients as follows:

Sara Collins (Oologah High School)
Cali Crissup (Timberlake High School)
Bridget Harkin (Alva High School)
Chelsey Kraft (Hooker High School)

(Supplement)
AGENDA ITEM #8-a:

Student Advisory Board.

*Not Available Electronically.*
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 22, 2009

AGENDA ITEM #8-b:

Student Advisory Board.

*Not Available Electronically.*
AGENDA ITEM #9:

E&G Budgets.

*Not Available Electronically.*
AGENDA ITEM #10:

Tuition.

SUBJECT: Approval of FY10 Tuition and Fee Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY10 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution’s tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY10 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents’ expectations concerning the process.

POLICY ISSUES:

The proposed FY10 Tuition and Fee Guidelines are consistent with Regents’ responsibilities and the State Regents’ tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of various parties in the establishment of tuition and fees; 2) the State Regents’ publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits, 4) State Regents’ communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. These core issues which the guidelines address remain unchanged from the previous four years with the exception that an additional requirement was added in FY06 requiring documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of nine percent (9%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following FY10 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.
Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students’ needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents’ proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards’ recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

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

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

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

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2009 fall semester, the hearing took place at the State Regents for Higher
Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of student to meet the cost of attendance;
4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
5) Detailed justification for all tuition and mandatory fee increases in excess of nine percent (9%); and
6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.
AGENDA ITEM #11-a:

EPSCOR.

SUBJECT: Approval of EPSCoR Grant Allocation.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of $500,000 in matching funds for the National Institutes of Health grant, “Oklahoma IDeA Network of Biomedical Research Excellence,” to participating universities.

BACKGROUND:

The Institutional Development Award (IDeA) is the designation for the National Institutes of Health’s EPSCoR Program. Twenty three states, including Oklahoma, participate in the IDeA Program. In April 2009, The University of Oklahoma Health Sciences Center was awarded a renewal grant for $18 million to continue the “Oklahoma IDeA Network of Biomedical Research Excellence” (INBRE). The INBRE application included a letter of endorsement from the Chancellor with a commitment of $500,000/year in matching funds upon funding by the NIH. The primary goal of INBRE is to establish a biomedical research network between selected primarily undergraduate and research-intensive institutions. INBRE funds research programs for faculty and students at six undergraduate campuses in Oklahoma: Northeastern State University, Southeastern Oklahoma State University, Langston University, the University of Central Oklahoma, Cameron University, and Southwestern Oklahoma State University. The INBRE also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at these campuses, following a blueprint developed by the National Academy of Sciences (“Bio2010”).

For FY 2009, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The INBRE Program has stimulated intense faculty and student interest on the participating campuses to the point that demand for initiatives such as research grants has greatly exceeded the funds available through the NIH grant. State Regents’ funds are requested for INBRE initiatives including support of one-year research grant and equipment grant applications, ranging from $15,000 to $50,000, submitted by faculty at the universities that currently participate in the INBRE. These applications are subjected to rigorous peer-review by a panel of biomedical research experts and only those judged to be highly meritorious are eligible for funding. These funds will extend State Regents’ support for INBRE activities for the 2009-2010 academic year.
State Regents’ funding is also requested to expand the INBRE network. While the six primarily undergraduate campuses cited above are included in the INBRE, five others have not participated. These include East Central University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and the University of Science and Arts of Oklahoma. The requested funding will permit inclusion of these five universities in INBRE activities, including competitive research and equipment grants, summer undergraduate student research, assistance in recruiting new science and math faculty with active research programs, and release time for Bio2010 curriculum development. State Regents’ funding will further enhance the research and scholarly endeavors at all of Oklahoma’s primarily undergraduate universities, improve the science curriculum offered to undergraduate students, and thereby encourage students to consider scientific careers.
AGENDA ITEM #11-b:

EPSCOR.

SUBJECT: Approval of Matching Funds for Department of Defense.

RECOMMENDATION:

It is recommended that the State Regents ratify the allocation of matching funds to the University of Oklahoma, Oklahoma State University and The University of Tulsa for a total amount of $263,315.

BACKGROUND:

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

For FY 2009, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The projects listed below received a letter of endorsement from the Chancellor with a commitment of matching funds upon funding by the federal EPSCoR agency. Historically, it has been the practice that institutions receiving matching funds for EPSCoR programs are funded at the beginning of the grant year. The projects listed were awarded by the Department of Defense DEPSCoR program. Over the three-year funding period for the five awards reflected here, the Department of Defense is providing $2,445,281, participating universities are providing $699,527 and the Regents are providing $589,756 in matching funds.

Year 2

Ranga Komanduri (OSU) “Mechanics of Granular Materials: Experimentation and Simulations for Determining the Compressive and Shear Behaviors at Granular and Meso Scales” (FY08-10) $61,210
Joseph Havlicek (OU) “Multiple Domain Particle Filters for Integrated Tracking and Recognition in IR Imagery” (FY08-10) $38,493

James Shaffer (OU) “Atomic and Molecular Physics: The Influence of Noise and Dissipation on Atom Chip Devices” (FY08-10) $14,316

Year 3

Dale Teeters (TU) “The Integration of Nanoscale Techniques for Improved Battery Technology” (FY07-FY09) $89,256

John Mintmire (OSU) “Nanoscale Modeling of Tribological Processes in Extreme Conditions” (FY07 – FY09) $60,040
AGENDA ITEM #11-c:

EPSCOR.

SUBJECT: Allocation of Funds.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of $30,000 to Northeastern State University for the 10th annual Regional University Research Day.

BACKGROUND:

Northeastern State University Broken Arrow campus is hosting the 2009 Regional University Research Day. The State Regents’ support enables students to attend the day-long poster display and symposium without cost. An estimated 800 students from regional universities will participate.

For FY 2009, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

Northeastern State University requests $30,000 in support for the tenth annual research exposition and symposium. This support provides display boards, flyers, program, expenses for speakers and judges and other meeting expenses. The State Regents along with several additional sponsors have agreed to host this annual event.
AGENDA ITEM #11-d:

EPSCOR.

SUBJECT: Approval of Contract/Agreement for Facilities.

RECOMMENDATION:

It is recommended that the State Regents ratify the FY 2010 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2009.

BACKGROUND:

The EPSCoR Director and staff are housed in the State Regents’ office facilities leased from the Presbyterian Health Foundation. The EPSCoR administration utilizes space designated for five EPSCoR offices. The purpose of this agreement is to expense the cost of the administrative facilities to the federal EPSCoR award for which the University of Oklahoma Health Sciences Center is the principal recipient.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

This request for ratification serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the OU Health Sciences Center on a quarterly basis and include square footage, modular furniture units and telecommunication services.
MEMORANDUM OF AGREEMENT
Between the Oklahoma State Regents for Higher Education and the
Board of Regents of the University of Oklahoma

This agreement, effective July 1, 2009, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

WHEREAS, OU and the OSRHE are partners in Oklahoma EPSCoR, an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education; and

WHEREAS, OU and the OSRHE both desire to provide adequate resources, including mutually convenient office space, to support Oklahoma EPSCoR and its related initiatives; and

WHEREAS, OU and the OSRHE have both committed significant staff resources to Oklahoma EPSCoR; and

WHEREAS, OU wishes to help defray some of the costs incurred in housing EPSCoR in exchange for continued opportunities to utilize space the OSRHE have dedicated to Oklahoma EPSCoR;

IN CONSIDERATION WHEREOF, the OSRHE and OU agree as follows:

1. The OSRHE will dedicate, from space it currently leases from the Presbyterian Health Foundation (PHF), five offices for EPSCoR use.

2. Five persons identified to the OSRHE by OU will have full access to the designated space for the conduct of EPSCoR business.

3. OU will pay to the OSRHE the amount of $1,262.08 per month as per the attached supplement.

4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and the PHF.

5. This Agreement will terminate June 30, 2010, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.

6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.
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Memorandum of Agreement Supplement
Between the University of Oklahoma Board of Regents
and the Oklahoma State Regents for Higher Education

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma EPSCoR according to the following schedule for the period of July 1, 2009 to June 30, 2010:

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AGENDA ITEM #12-a:

Purchases.

SUBJECT:  Approval of FY-2009 Purchases in excess of $100,000.00.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2009 purchases for amounts that are in excess of $100,000.00 that need to be effective prior to June 26, 2009.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents’ purchasing policy which requires State Regents’ approval of purchases in excess of $100,000.00.

ANALYSIS:

The two items below exceed $100,000.00 and requires State Regents’ approval prior to issuing a purchase order.

Purchases Over $100,000.00

Versatile Systems in the amount of $175,000.00 for network equipment purchases related to virtual infrastructure upgrades and expansion for Core, OneNet, and OGSLP.

Cameron University for $150,000.00 to engineer and purchase a generator, transfer switch, and redundant AC System for Disaster Recovery.
AGENDA ITEM #12-b:

Purchases.

SUBJECT: Approval of FY-2010 Purchases in excess of $100,000.00.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2010 purchases for amounts that are in excess of $100,000.00 that need to be effective July 1, 2009.

BACKGROUND:

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

POLICY ISSUES:

The recommended action is consistent with the State Regents’ purchasing policy which requires State Regents’ approval of purchases in excess of $100,000.00.

ANALYSIS:

A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, and postage must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Several of these purchases are in excess of $100,000.00 and require State Regents’ approval prior to issuing a purchase order.

Purchases Over $100,000.00

Nine of the twenty-nine (29) items in excess of $100,000.00 relate to Core. 1) U.S Postmaster for $110,000.00 for annual cost of postage, 2) Ebsco Publishing for $220,386.00 for annual subscription to PsyINFO databases, 3) Xerox Corporation for $218,463.00 for annual copier leases, 4) Presbyterian Health Foundation for $959,844.00 for annual office space lease, 5) ACT, Inc for $750,000.00 for Educational Planning and Assessment System (EPAS), 6) National Lambda Rail for $350,000.00 for annual membership dues, 7) University of Missouri for $180,500.00 for Internet 2 fees and GPN membership, 8) XAP Corporation for $643,334.00 for the Student Portal, and 9) XAP for $167,608.00 for the Job Seeker Portal.

Thirteen (13) of the twenty-nine (29) items in excess of $100,000.00 relate to OneNet. 1) AT&T for $5,275,000.00 for customer and network infrastructure circuits and long distance services, 2) Chickasaw Holding for $450,000.00 for customer and network infrastructure circuit cost, 3) Cox Communications for $1,000,000.00 for customer and network infrastructure circuit cost, 4) Indian Nations Fiber Optic for $160,000.00 for customer and network infrastructure circuit cost, 5) MBO Corporation for $270,000.00 for customer and network infrastructure circuit cost, 6) Windstream for $250,000.00 for customer and
network infrastructure circuit cost, 7) Oklahoma Western Telephone for $125,000.00 for customer and network infrastructure costs, 8) Vendor to be determined for $550,000.00 for maintenance of Cisco equipment, 9) Versatile Systems for $270,000.00 for maintenance of Sun equipment, 10) Qwest for $250,000.00 for Commodity Internet, 11) University of Oklahoma for $170,000.00 for 24/7 Help Desk Services, 12) Vendor to be determined for $300,000.00 for Professional Services to support the migration & configuration to a new Remedy Database software version, and 13) Office of State Finance for $450,000.00 to relocate fiber adjacent to HWY 33 near Guthrie for road widening project.

Seven (7) of the twenty-nine (29) items in excess of $100,000.00 relate to OGSLP. 1) U.S. Postmaster for $183,000.00 for annual postage charges, 2) OSI Education Services for $623,000.00 for services providing collection and remitting of defaulted loans, 3) Van Ru Credit Corp for $571,000.00 for services providing collection and remitting of defaulted loans, 4) Premiere Credit of North America, LLC for $616,000.00 for services providing collection and remitting of defaulted loans, 5) Sallie Mae Servicing for $2,350,000.00 for use of an integrated software system for administering student loans, 6) Student Assistance Corporation for $1,670,000.00 for default aversion services, and 7) OK Law Enforcement Retirement System for $428,798.00 for office space lease.
AGENDA ITEM #13:

Revenue Bond.

SUBJECT: Review of Statement of Essential Facts.

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Oklahoma State University’s General Revenue Bonds, Series 2009A in an amount not to exceed $225,000,000, is substantially accurate and certify a revised financing structure since the April 2, 2009, review and certification, of inclusion of a taxable portion of bonds or notes in short-term financing.

BACKGROUND:

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

At the April 2, 2009, meeting the State Regents reviewed and certified that the Statement of Essential Facts for this issuance, as presented, was substantially accurate. On or about April 16, 2009, Oklahoma State University received an opinion from special tax counsel that a portion of the bonds and notes should be issued as taxable bonds and notes through a short-term financing method. The termination of the old financing methods and restructuring the debt will result in significant savings.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2009A bonds and notes will be used to (a) to finance the acquisition of student housing and related dining facilities on the Stillwater campus and (b) to pay costs of issuance. The student housing facilities were originally financed through bond issuance of the Payne County Economic Development Authority Variable Rate Demand Student Housing Bonds and notes, Series 2002 and Series 2005. The facilities are being acquired by the University for the purpose of reducing the financing costs related to the previous issuances.

The bonds and notes are to be issued as fully registered bonds and notes will be payable on January 1 each of the years 2010 through 2038 with interest payments commencing on July 1, 2010, and semiannually each year thereafter. The bonds and notes are special obligations of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. These bonds and notes are being issued as the first series under their general obligation bond authority.
The University has pledged, as security for the bonds and notes all legally available revenues to the University, excluding appropriated tax dollars, including rents and fees collected through the Department of Residential Life. No reserve requirement will be established with respect to this series of bonds and notes. The pledged revenues as anticipated by the University’s Board will provide sufficient revenue to pay principal of and interest on the bonds and notes.

The Statement of Essential Facts has been updated since April 2, 2009, to include a taxable series for a short-term based upon advice from special tax counsel. The advice is predicated upon an Internal Revenue Service inquiry relating to the Payne County Economic Development Bonds, Series 1999, 2000 and 2002. The current financing plan will now include a taxable series for the short-term until the IRS completes its review of the “Information Document Request” submitted to Payne County earlier this year. After the IRS review has been completed, and assuming no significant findings, the short-term taxable bonds will be replaced with long-term tax-exempt bonds as the redemption periods are due. The financing plan will permit termination of the existing swap agreements and allow OSU to refund the outstanding bonds and notes to achieve a significant savings.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the housing facilities project has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements.

A copy of the Preliminary Official Statement is available for review.
AGENDA ITEM #14:

Policy.

SUBJECT: Approval of Changes to Endowment Policy.

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Endowment Policy which incorporate recent legislative changes to the level of state-matching funds to private donations received after July 1, 2008.

BACKGROUND:

The State Regents’ developed the endowed chairs program upon legislative authority in 1988. The program’s purpose is to enhance the overall cultural, business, scientific, and/or economic development of Oklahoma and serve as a way for our institutions to recruit high-quality faculty. The program has been very successful with private gifts to date that total over $500 million. The state has matched just over $170 million with approximately $365 million in the queue awaiting state-matching funds. There are over 600 fully-funded, state-matched accounts throughout 24 institutions within the State System.

POLICY ISSUES:

This item is consistent with the State Regents’ policy and procedures relating to the Administration of the Endowed Chairs Program.

ANALYSIS:

Senate Bill No. 1373 of the 2008 legislative session revised the state-matching commitments for private donations to the endowed chairs program received after July 1, 2008, from an across-the-board dollar for dollar match to a dollar for dollar match for private donations up to $250,000.00 and then 25 cents for every dollar $250,001.00 and above.

Attached is the policy reflecting appropriate changes for the endowed chairs program. It is recommended that the State Regents approve the posting of the proposed changes to the Endowed Chairs Program.
4.20 ADMINISTRATION OF THE REGENTS' ENDOWMENT FUND PROGRAM

4.20.1 Authority

A. House Bill No. 1581 of the 1988 Oklahoma Legislature appropriated $15 million to the Oklahoma State Regents for Higher Education for the purpose of establishing an endowment program to support the establishment of faculty chairs and professorships, and to carry out other related activities to improve the quality of instruction and research at colleges and universities of The Oklahoma State System of Higher Education. Examples of instruction-related projects eligible to participate in the endowment program upon approval of the State Regents are visiting professorships, artist in residence, lectureships and other such support activities. In 70 O.S. Supp. 1989 2008, Sections 3951, 3952, and 3954, the Oklahoma Legislature provides the statutory framework for the endowment program that includes the fiduciary responsibility of the trustees and permissible investments for the endowment.

4.20.3 Regents' Endowment Trust Fund

A. The Endowment Trust Fund shall be administered by the State Regents in their role as trustees. The Endowment Fund shall be a permanent fund and shall be used for the purposes of establishing and maintaining endowed chairs and professorships at institutions in The Oklahoma State System of Higher Education, and for any other related activities approved by the State Regents to improve the quality of higher education instruction at State System institutions.

B. Upon authorization of the State Regents, an endowment fund will be established in the State Regents' Agency Special Account or in a custodian bank or trust company to receive monies appropriated by the Legislature, as well as any monies or assets contributed from any source, public or private.

C. No earnings of the trust fund shall be used for the administrative expenses of the office of the State Regents for Higher Education; expenses incurred by the State Regents in the administration of the trust fund and of the endowment program shall be paid from monies appropriated for the general operating budget of the coordinating board.
1. Establishment and Operation of Endowment Accounts

a. Principal. The principal held in the Regents' Endowment Fund shall be used for the establishment of and allocated to endowment accounts within the Regents' Endowment Fund for the benefit of public institutions of higher education within the State of Oklahoma.

b. Investment Return. The investment return on the principal of the Regents' Endowment Fund shall be allocated for the benefit of individual institutions for which the accounts are respectively designated and shall be remitted to such institution for the support of endowed chairs and professorships approved by the State Regents, together with other activities approved by the State Regents to improve the quality of instruction and/or research at State System institutions. The investment income approved by the State Regents for distribution to an institution shall be deposited in the institution's operating revolving fund (Fund 290). Any investment income not designated for remittance to an institution shall become part of the principal of the Endowment Fund.

c. Account levels. The levels indicated for each category are the amounts of private donations required to establish an account. The private donation will be matched dollar for dollar with public monies for those private donations $250,000 or less and at 25 cents of public monies for every private dollar received at $250,001 and above.

i. Endowed chair accounts may be established at the comprehensive universities with a minimum private donation of $500,000; at other institutions, the minimum required is $250,000. Thus, when fully funded with both private and public matching monies, chairs at comprehensive universities will be endowed with a minimum of $1,000,000 and chairs at other institutions will be endowed with a minimum of $500,000.
ii. At the comprehensive universities, professorship accounts may be established with a minimum private donation of $250,000. At other institutions, professorships may be established with a minimum private donation of $125,000. Thus, when fully funded with both private and public matching monies, professorships at comprehensive universities will be endowed with a minimum of $500,000 and professorships at other institutions will be endowed with a minimum of $250,000.

iii. Lectureships, artist-in-residence, and similar accounts may be established with a minimum private donation of $25,000 only at regional and special purpose universities and two-year colleges. Thus, when fully funded with both private and public matching monies, said accounts will be endowed with a minimum of $50,000.

D. Initial Eligibility. To be initially eligible for an endowment account within the Regents' Endowment Fund, an institution must request an account and must have on deposit as provided in Section F of this policy an amount equal to at least one-half (50%) of the requested account with a written commitment that the balance will be contributed within a thirty-six (36) month period.

E. Time Limitations. The total matching requirements shall be equal to the amount of the requested endowment account in each instance and shall be deposited within a period of thirty-six (36) months from the date of approval of the account by the State Regents. Provided, an institution may deposit in an endowment account matching funds in an amount which exceeds the required matching amount. Any endowment account for which the institution fails to provide the full matching amount within the time established shall be available to be awarded to another public institution of higher education. No investment return shall be remitted to any institution from an endowment account before the institution has deposited the total required match for the endowment account as provided in Section F of this policy.

F. Private Sources of Matching Monies. Funds, which an institution
provides for matching purposes, must originate from monies contributed to the institution after July 1, 1988, from private sources specifically designated by the donor to be used for purposes specified in this program. Monies provided for matching purposes may not be drawn from regularly allocated funds from the Oklahoma State Regents for Higher Education, proceeds of fees or charges authorized by the State Regents of Higher Education, or from federal grants or reimbursements. In instances where the qualifications of all or a portion of the amount of matching monies are questionable, the institution shall request express approval of the State Regents to apply that amount toward the matching requirement. Monies for matching purposes may be contributed to and retained by a foundation for which the sole beneficiary is the respective institution. The foundation must demonstrate that the funds are being held on behalf of the institution as outlined in Section F of this policy; provided, monies contributed by a foundation whose sole beneficiary is an institution may qualify as private matching monies only if the monies are transferred from the foundation to the State Regents for deposit in the State Regents' Endowment Fund. Private matching monies contributed by the foundation may not be retained in that foundation, but must be deposited in the State Regents' Endowment Fund.

G. Deposit of Private Matching Monies. Any institution, which provides matching monies, shall deposit the matching funds to one of the following:

1. The State Regents' Endowment Fund
2. The institution's endowment matching fund
3. A fund of a foundation whose sole beneficiary is that institution. If such matching monies are not deposited in the Regents' Endowment Fund, the net investment return on matching monies shall be retained in the fund.

H. Ownership of Private Matching Monies. Ownership of private matching monies transferred by an institution to the State Regents' Endowment Fund for investment shall remain with the institution. Upon request, the monies may be returned to the institution for deposit in Item FG.2 above.
4.20.4 Report on Activities Supported by the State Regents' Endowment

Each participating institution shall submit an annual report as requested to the State Regents in which the investments of the matching funds, earned interest income (including capital gains and losses) and the costs of managing the investments are presented in detail. The report shall also include a full accounting of the expenditures of earnings of both the public monies and the private matching monies. Diminution of the original private matching amount may, at the discretion of the State Regents, constitute a forfeiture of the Regents' Endowment Funds, which the institutional monies were to match.

Adopted by the State Regents on October 17, 1988; Amended January 19, 1994, May 29, 2009.
AGENDA ITEM #15-a:

Investments.

SUBJECT: Posting of revisions to the investment policy target asset allocation.

RECOMMENDATION:

It is recommended that the State Regents approve the revised investment policy target asset allocation table and to approve an exception to the endowment distribution policy for the expected distribution in September 2009.

BACKGROUND:

The investment policy outlines the responsibility of the State Regents to determine a recommended asset allocation policy and approval of investment managers. In response to the current turbulence in the financial market environment, Hammond Associates has recommended that the target asset policy be shifted in favor of a more defensive position and a move to partial liquidity in cash for the short-term. In an effort to respond to the continued market instability Hammond is recommending the following additional shifts in target asset policy since the revisions approved at the February 2009 meeting.

Historically the endowment distribution policy has been 4.5 percent of the three-year average of the account values at June 30. This fiscal year, through March 31, 2009, we have experienced an approximate decline in the pooled asset value of 26 percent. In order to protect the corpus, as is statutorily prescribed, it is recommended that the State Regents approve a one-time exception to policy and distribute 2.5 percent of the three-year average at June 30, 2009, for the FY10 distribution cycle. The account values will continue to be monitored and should any significant changes occur during the last quarter of this fiscal year, further recommendations can be considered prior to the September distribution approval.

POLICY ISSUES:

This item is consistent with Regents’ practice on adoption of policy revisions.

ANALYSIS:

The following changes in TABLE B of the investment policy asset allocation targets are recommended to slightly shift the asset allocation targets to more defensive position by protecting a large share of the allocation in less volatile investments. It is recommended that the proposed changes be approved by the State Regents.
## TABLE B

### TARGET POLICY ASSET ALLOCATION AND ALLOWABLE RANGES

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Target Allocation</th>
<th>Minimum Allocation</th>
<th>Maximum Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROWTH ASSETS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Equity</td>
<td>15-12</td>
<td>15-12</td>
<td>45</td>
</tr>
<tr>
<td>International Equity</td>
<td>20-6</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Private Equity</td>
<td>15-8</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total, Growth Assets</strong></td>
<td>50-26</td>
<td>20</td>
<td>85</td>
</tr>
<tr>
<td><strong>RISK REDUCTION ASSETS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic/Fixed Income</td>
<td>10-21</td>
<td>5</td>
<td>25-30</td>
</tr>
<tr>
<td>International Fixed Income</td>
<td>5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Absolute Return (Hedge Funds)</td>
<td>20-18</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Cash</td>
<td>12</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total, Risk Reduction Assets</strong></td>
<td>35-56</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td><strong>INFLATION PROTECTED ASSETS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Inflation Protected Fixed</td>
<td>51-11</td>
<td>0</td>
<td>40-15</td>
</tr>
<tr>
<td>REITS/Real Assets</td>
<td>10-7</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total, Inflation Protected Assets</strong></td>
<td>45-18</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

**TOTAL:** 100
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AGENDA ITEM #16:

Master Lease.

SUBJECT: Master Lease Purchase Real Property Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2009 Real Property Master Lease Series. These projects from four institutions total to an amount of approximately $85.5 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000.00 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. During the 2008 legislative session, the law was updated to require the submission of projects to the legislature for review prior to consideration of financing through the Master Lease Real Property program.

The State Regents’ office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards have given prior approval of all projects submitted under this program.

POLICY ISSUES:

The recommendation is consistent with the current State Regents’ policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution’s fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.
The only 2009 series for real property includes four system institutions with an estimated total of approximately $85.5 million for 10 projects. As required by statute, the list of projects was submitted to the legislature and governor for review on February 3, 2009, for review and/or disapproval. None of the projects received disapproval during the 45-day review period, and thus are considered approved. The following table summarizes this series of project totals with project descriptions provided by the institution following.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in July Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$71,850,000</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>2,052,000</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>10,750,000</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>850,000</td>
</tr>
<tr>
<td><strong>Total for July Issue</strong></td>
<td><strong>$85,502,000</strong></td>
</tr>
</tbody>
</table>

Oklahoma State University – Student Union Renovation $50,000,000

This project includes renovation and minor expansion of the historic Student Union on the Stillwater campus. The project will include repair, upgrade or replacement of aging mechanical, electrical and fire protection systems; update and expansion of the dining facilities and bookstore; relocation and upgrade of the spaces utilized by student government and consolidation of meeting and event spaces for more customer-friendly access.

Oklahoma State University – Cowboy Mall Purchase $1,550,000

The University will purchase Cowboy Mall from the Center for Innovation and Economic Development for possible future expansion. The property is located at the corner of Monroe and Hall of Fame and is surrounded by the University.

Oklahoma State University – Campus Wide Raw Water Irrigation System $5,500,000

This project provides for the design and construction of a new distribution, storage and irrigation system for the use of the raw water to provide cooling water for the utility plants, irrigation of the campus and maintain water quality in the Theta Pond. Currently, treated water is used for these purposes.

Oklahoma State University – Agriculture Biosciences Facility, Ardmore, OK $2,800,000

The Biosciences Facility in Ardmore is being built with $10,000,000 from Senate Bill No. 90 XX funding. This project adds an additional wing (6,000 square feet) of shelled space to the original building. The wind will contain offices and laboratory space for faculty and graduate students. Remaining funds will be utilized to add greenhouses and field research laboratories.
Construction of a Forensic Science Laboratory estimated to be a total of $40,000,000 will include both laboratory and classroom facilities. The accreditation of the program is dependent upon the addition of these facilities. The City of Tulsa will be contributing $16,000,000 towards the construction of the building and will own and occupy a portion of the building. The remaining $12,000,000 was previously funded through the Master Lease Real Property 2007B issuance.

This project will replace electrical main distribution panels in fifteen buildings on the Panhandle campus. The project will include replacement of roofs and water-proofing the exterior of the Haynes Power Plant. This project is part of electrical audit has noted that these projects are necessary for life and safety issues.

This project will include roof replacement, repairs and water-proofing the exterior of the Student Union building. The project will include capstone and structural repair to allow for proper drainage and prevention of further damage.

This project is the acquisition of the apartment-style student housing adjacent to the College campus. Currently this apartment is privately-owned. The facility will add student housing options for the future.

This project will include the re-structuring of the current purchase loan and will provide funds to complete a portion of the Royse Ranch master plan. Funds will be used for debt service, maintenance and repairs.

This project is the purchase of land to be used for parking and future development. Currently TCC is experiencing about a 5 percent growth in full-time student enrollment and this parcel of land will help to remediate immediate parking needs and allow for future expansion.
AGENDA ITEM #17:

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval of request to offer the Associate in Science in Wildland Firefighting, the Associate in Science in Hospitality, Restaurant and Gaming Management and the Master of Science in Community Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University’s (SWOSU) request to offer the Associate in Science in Wildland Firefighting, the Associate in Science in Hospitality, Restaurant and Gaming Management and the Master of Science in Community Counseling with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

• **Associate in Science in Wildland Firefighting.** Continuation beyond Fall 2013 will depend upon:
  Majors enrolled: a minimum of 30 students in Fall 2012; and

• **Associate in Science in Hospitality, Restaurant and Gaming Management.** Continuation beyond Fall 2012 will depend upon:
  Majors enrolled: a minimum of 25 students in Fall 2011; and
  Graduates: a minimum of 7 students in 2011-12.

• **Master of Science in Community Counseling.** Continuation beyond Fall 2012 will depend upon:
  Majors enrolled: a minimum of 36 students in Fall 2011; and
  Graduates: a minimum of 30 students in 2011-12.

BACKGROUND:

Academic Plan

SWOSU’s Academic Plan lists the following institutional priorities:

• Train trainers for Desire2Learn in Spring 2008 and begin training faculty for implementation by Summer 2008. All faculty must be trained by Fall 2008.
• Complete laboratory instrumentation upgrades using capital bond funds.
• Complete program development and prepare new program proposal for the Master of Science degree in Management.
• Acquire approval for an online RN to BSN from the Higher Learning Commission.
• Increase online course offerings.
• Implement the Oklahoma State Park Manager Training Program.
• Expand the Wildland Fire Management program.
• Collaborate with the Cheyenne-Arapaho Tribal College (CATC) in identifying and establishing degree programs for CATC.
• Prepare for the Accreditation Council for Pharmacy Education accreditation site visit for the Doctor of Pharmacy program.

APRA Implementation

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

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

| Degrees and/or certificate programs deleted | 52 |
| Degrees and/or certificate programs added   | 24 |

Program Review

SWOSU offers 66 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>0</td>
</tr>
<tr>
<td>Associate of Arts or Sciences Degrees</td>
<td>5</td>
</tr>
<tr>
<td>Associate of Applied Science Degrees</td>
<td>5</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>42</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>13</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>0</td>
</tr>
<tr>
<td>First Professional Degrees</td>
<td>1</td>
</tr>
</tbody>
</table>

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with SWOSU’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

SWOSU faculty developed the proposals, which were reviewed and approved by institutional officials and SWOSU’s governing board.

POLICY ISSUES:

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

Associate in Science in Wildland Firefighting

Program purpose. The proposed degree program is designed to prepare students for employment in a variety of natural resource management agencies.

Program rationale and background. The proposed degree program is designed to provide graduates with the expertise to gain employment in agencies such as the Bureau of Indian Affairs, the Bureau of Land Management, the National Park Service, the United States (U.S.) Fish and Wildlife Service and the United States Forest Service. The proposed degree program will be housed on the SWOSU-Sayre campus. Telephone and e-mail interviews were conducted with these agencies and revealed a need for degree programs in wildland fire management. Informal interviews were also conducted by U.S. Parks and Recreation Management department faculty members and students indicated a high level of interest and support for the proposed program. A part of a position description for Forest Fire Fighters, posted by the U.S. Department of Labor, Bureau of Labor Statistics, stated that the completion of an associate degree in fire science may improve an applicant’s chances for a job.

Employment opportunities. SWOSU indicates that program graduates will be in high demand. Agencies are experiencing difficulty in hiring qualified wildland fire personnel. In addition to impending retirements, ecological conditions are contributing to an ever-expanding need for wildland fire professionals. Graduates of the proposed program will be fully qualified to work in the field of prescribed fire. There are a number of wildland fire federal and state related agencies that operate in the state of Oklahoma. These include: U.S. Forest Service (Blackland Kettle Grasslands and the Quachita National Forest), National Park Service (Chickasaw National Recreation Area), U.S. Fish and Wildlife Service (Wichita Mountains National Wildlife Refuge), Bureau of Indian Affairs (numerous fire units throughout the state, including three locally within the Cheyenne-Arapaho Nation), and one state-wide fire crew within the Oklahoma Department of Agriculture. SWOSU is confident there will be sufficient employment opportunities for program graduates.

Student demand. The new program is expected to meet the following enrollment and graduate standards by the established deadline prior to final approval by the State Regents:

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program:</td>
<td>30</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Minimum Graduates from the program:</td>
<td>15</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

Duplication and impact on existing programs. Several institutions offer associate or bachelor degree programs in Fire and Emergency Management and Fire Protection. There are no programs offered in Oklahoma in Wildland Fire Management. Due to the difference in foci and increasing student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 60 total credit hours from the following areas:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>44</td>
</tr>
<tr>
<td>Core Courses</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Five new courses will be added and are asterisked on the attached curriculum (Attachment A).
Faculty and staff. Existing faculty will teach the proposed degree program. One additional faculty member will be hired from reallocation of funds. No additional faculty resources are requested.

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

Financing. There will be a reallocation in the amount of $68,000 from the College of Professional and Graduate Studies at SWOSU. This amount will fund the salary/benefit package of a new faculty member to be hired. No additional funding is requested from the State Regents for this program.

Program Resource Requirements

A. Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>1st Year Of Program</th>
<th>2nd Year Of Program</th>
<th>3rd Year Of Program</th>
<th>4th Year Of Program</th>
<th>5th Year Of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$17,000</td>
<td>$17,000</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$17,920</td>
<td>$35,840</td>
<td>$44,800</td>
<td>$53,760</td>
<td>$62,720</td>
</tr>
<tr>
<td>Salaries and operating costs currently committed to program:</td>
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<td></td>
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</tr>
<tr>
<td>State Resources Available through</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internal Allocation and reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Salaries</td>
<td>$2,800</td>
<td>$2,884</td>
<td>$2,970</td>
<td>$3,060</td>
<td>$3,150</td>
</tr>
<tr>
<td>Faculty</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$500</td>
<td>$800</td>
<td>$900</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Library</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th></th>
<th>1st Year Of Program</th>
<th>2nd Year Of Program</th>
<th>3rd Year Of Program</th>
<th>4th Year Of Program</th>
<th>5th Year Of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Other Professional</td>
<td>$2,800</td>
<td>$2,884</td>
<td>$2,970</td>
<td>$3,060</td>
<td>$3,150</td>
</tr>
<tr>
<td>Faculty</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
<td>$13,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$500</td>
<td>$800</td>
<td>$900</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Library</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Narrative Explanation/Justification

Cost of administrative assistant with 3% increase per year.
Adjuncts salary for faculty costs.
Student employees needed to photocopy and assist in field courses.
Equipment and Instructional Materials—Estimated expenditures and will expand due to enrollment.
Library—Digital journals for program
**Program purpose.** The proposed degree program is designed to provide a basic level of training in hospitality issues and general education to better professionalize the hospitality profession in Oklahoma.

**Program rationale and background.** The proposed degree program is designed to provide graduates with the expertise to serve in a supervisory position in a restaurant atmosphere, obtain a solid background into lodging, office skills, legal issues relating to hospitality and customer service, and/or to obtain a career in the gaming industry. The proposed degree program will be housed on the SWOSU-Sayre campus. According to the Oklahoma State Workforce Report for 2008, Beckham County has the second highest job growth rate of 10.2 percent in southwestern Oklahoma. The report also contained statistics reflecting that the Leisure and Hospitality industry is expected to grow more than 21,000 jobs during the years of 2006-2016. The accommodation and food services industry will provide more than four out of every five jobs gained during the projection period, driven almost entirely by food and beverage services. Amusement, gambling and recreation industries will contribute much of the remainder of the expansion in leisure and hospitality. The continued growth of tribal casinos and resorts is expected to be a driving force for this sector. The curriculum for the proposed degree program will include three options: Hospitality, Restaurant Management and Gaming. It will meet the objectives of providing a well-rounded program for graduates. The introductory course will include topics on relationships between the travel and hospitality industry, the study of hotel, restaurant and gaming operations, including the development of technology and its impact on the industry, trade associations and career opportunities. Each of the options has an internship or work experience included.

**Employment opportunities.** SWOSU indicates that program graduates will be in high demand. Numerous hotel chains and casinos are located in southwestern Oklahoma, with more being added regularly. Businesses include Holiday Inn, Holiday Inn Express, Comfort Inn, Ramada Inn, Days Inn, Quartz Mountain State Lodge, Feather Warrior Casino, Winstar Casino and Lucky Star Casinos. SWOSU sent a survey to prospective employers in the hotel, restaurant and recreation industry in their service area. The survey indicated that the proposed degree program would be beneficial to their employees and/or to the employers, themselves. SWOSU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program:</td>
<td>25</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Minimum Graduates from the program:</td>
<td>7</td>
<td>2011-2012</td>
</tr>
</tbody>
</table>
Duplication and impact on existing programs. The proposed degree program would duplicate the following existing programs:

<table>
<thead>
<tr>
<th>Existing Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University-Oklahoma City - Associate in Applied Science in Restaurant Management (107).</td>
</tr>
<tr>
<td>Carl Albert State College - Associate in Applied Science in Hotel, Restaurant and Tourism Management (059) and Associate in Art in Hotel, Restaurant and Tourism Management (042).</td>
</tr>
<tr>
<td>Oklahoma State University Institute of Technology-Okmulgee - Associate in Applied Science in Gaming (099).</td>
</tr>
<tr>
<td>Eastern Oklahoma State College - Associate in Applied Science in Business Services (074) with an option in Hospitality and Gaming and Certificate in Hospitality and Gaming Services (075).</td>
</tr>
<tr>
<td>Tulsa Community College - Associate in Science in Business Administration (003) with an option in Hospitality and Gaming Operations, Associate in Applied Science in Business (153) with an option in Hospitality and Gaming Operations and Certificate in Hospitality and Gaming Operations (257).</td>
</tr>
</tbody>
</table>

Requests for copies of the program proposals were received from two institutions and were sent to them from the Chancellor’s office. No institution notified the State Regents’ office of a protest to the proposed program. Due to the distance between institutions, increasing student demand, and dedication to the effort by SWOSU, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 65-66 total credit hours from the following areas:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>44-45</td>
</tr>
<tr>
<td>Core Courses</td>
<td>6</td>
</tr>
<tr>
<td>Option Courses</td>
<td>12</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65-66</strong></td>
</tr>
</tbody>
</table>

Thirteen new courses will be added and are asterisked on the attached curriculum (Attachment B).

Faculty and staff. Existing faculty will teach the proposed degree program. One additional faculty member will be hired from reallocation of funds. No additional faculty resources are requested.

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

Financing. The cost of the program will be covered through reallocation of resources (one faculty position moved from the General Education division to this program) and additional tuition revenue generated by the proposed program. No additional funding is required for this program.

Program Resource Requirements

<table>
<thead>
<tr>
<th>A. Funding Sources</th>
<th>1st Year Of Program</th>
<th>2nd Year Of Program</th>
<th>3rd Year Of Program</th>
<th>4th Year Of Program</th>
<th>5th Year Of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Narrative Explanation/Justification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Resources Available from</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Other Non-State Sources

**Narrative Explanation/Justification**

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing State Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Narrative Explanation/Justification

- **State Resources Available through Internal Allocation and reallocation**
  
<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$42,000</td>
<td>$42,000</td>
<td>$42,000</td>
<td>$42,000</td>
<td>$42,000</td>
<td>$42,000</td>
</tr>
</tbody>
</table>

**Narrative Explanation/Justification**

- **Reallocation of an existing position**

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Tuition</td>
<td>$33,600</td>
<td>$50,400</td>
<td>$67,200</td>
<td>$77,280</td>
<td>$84,000</td>
</tr>
</tbody>
</table>

**Narrative Explanation/Justification**

Year 1 = 10 students, Year 2 = 15 students, Year 3 = 20 students, etc., at the current rate of $137.

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,600</td>
<td>$92,400</td>
<td>$109,200</td>
<td>$119,280</td>
<td>$126,000</td>
<td></td>
</tr>
</tbody>
</table>

### B. Breakdown of Budget

#### Expenses/Requirements

<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Other Professional</td>
<td>$36,000</td>
<td>$37,080</td>
<td>$38,192</td>
<td>$39,338</td>
<td>$40,518</td>
</tr>
<tr>
<td>Faculty</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>Existing</td>
<td>Existing</td>
<td>Existing</td>
<td>Existing</td>
<td>Existing</td>
</tr>
</tbody>
</table>

**Narrative Explanation/Justification:**

Will use existing personnel for administrative position and 1 adjunct faculty with 3% increase due to COLA and Health Care.

<table>
<thead>
<tr>
<th>Equipment and Instructional Materials</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
</tbody>
</table>

**Narrative Explanation/Justification:**

To purchase reference materials and classroom support materials Replacement cost estimated for interactive equipment.

| Library | 0 | 0 | 0 | 0 | 0 |

**Narrative Explanation/Justification**

| Contractual Services | 0 | 0 | 0 | 0 | 0 |

**Narrative Explanation/Justification**

<table>
<thead>
<tr>
<th>Other Support Services:</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commodities</td>
<td>0</td>
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<tr>
<td>Printing</td>
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<td>$200</td>
<td>$200</td>
<td>$200</td>
<td>$200</td>
</tr>
<tr>
<td>Telecommunications</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Travel</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
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</tr>
<tr>
<td>Awards and Grants</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
</tr>
</tbody>
</table>

**Narrative Explanation/Justification**

Photocopy, handouts, and exams, plus travel for faculty continuing education and practicum/internship visits.

**TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$43,200</td>
<td>$44,280</td>
<td>$45,392</td>
<td>$46,538</td>
<td>$47,718</td>
<td></td>
</tr>
</tbody>
</table>

### Master of Science in Community Counseling

**Program purpose.** The proposed degree program is designed to prepare students for employment in the high demand fields of counseling and mental health professions.

**Program rationale and background.** The proposed degree program is designed to provide quality education and training to a broad cross-section of students for placement in the fields of counseling and mental health professions. The proposed program’s content currently exists as an option in the Master of
Education in School Counseling (079) degree program. The community counseling coursework, which consist of 33 credit hours, has been approved by the Oklahoma State Licensed Professional Counseling (LPC) Board and fulfills a portion of the licensure requirements for a LPC, which is the accrediting body for the degree. LPC licensure coursework is specific to mental health service providers rather than school counselors, as found in the existing degree program. Due to the differences in preparation for these two types of counseling fields, two separate degrees are needed to provide appropriate professional preparation. The proposed program will meet the needs for mental health service counseling and replace the existing option, while leaving the existing program to meet needs for school counselors. The proposed program will also prepare students for doctoral level training in professional mental health counseling.

**Employment opportunities.** SWOSU indicates that program graduates will be in high demand. Currently, students are placed in a variety of jobs, both in Oklahoma and out of state. Most of the students are employed in western Oklahoma mental health facilities. Agencies are experiencing difficulty in hiring highly qualified counselors and the proposed degree program will assist in that effort. SWOSU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program:</td>
<td>36</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Minimum Graduates from the program:</td>
<td>30</td>
<td>2011-2012</td>
</tr>
</tbody>
</table>

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

- University of Oklahoma. Master of Education in Community Counseling (248).
- Southeastern Oklahoma State University. Master of Behavioral Studies in Community Counseling (078)
- Oklahoma State University. Master of Science in Counseling (194) with an option in Community Counseling.
- University of Central Oklahoma. Master of Science in Family and Child Studies (181) with an option in Family and Child Studies-Licensed Marriage and Family Therapist.
- East Central University. Master of Science in Human Resources in Human Resources (089)
- Northeastern State University. Master of Science in Counseling Psychology (019)
- Northwestern Oklahoma State University. Master of Counseling Psychology in Counseling Psychology (043)
- Langston University. Master of Science in Rehabilitation Counseling (057)

A request for copies of the program proposal was received from one institution and was sent to them from the Chancellor’s office. No institution notified the State Regents office of a protest to the proposed program. Due to the distance between institutions, increasing student demand, and dedication to the effort by SWOSU, approval will not constitute unnecessary duplication.
Curriculum. The proposed program will consist of 33 total credit hours from the following areas:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education Core Courses</td>
<td>15</td>
</tr>
<tr>
<td>Counseling Specialization Courses</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

The curriculum is found in Attachment C.

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

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

Financing. The existing Master of Education in School Counseling (079) option “Community Counseling” will be deleted and funds will be redistributed to the new proposed program. No additional funding is required for this program.

Program Resource Requirements

A. Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>1st Year Of Program</th>
<th>2nd Year Of Program</th>
<th>3rd Year Of Program</th>
<th>4th Year Of Program</th>
<th>5th Year Of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Available from Federal Sources</td>
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<td>0</td>
</tr>
<tr>
<td>Narrative Explanation/Justification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Available from Other Non-State Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Explanation/Justification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
</tr>
<tr>
<td>Narrative Explanation/Justification-One faculty position</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Available through Internal Allocation and reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Explanation/Justification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$85,000</td>
<td>$89,050</td>
<td>$92,475</td>
<td>$98,000</td>
<td>$98,000</td>
</tr>
<tr>
<td>Narrative Explanation/Justification</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Narrative Explanation/Justification:

25 students for 1st year, 26 students for 2nd year, 27 students for 3rd year and 28 students for years 4 and 5, multiplied by 25 hours per year. Then multiply by $137 (first 3 years) and $140 (years 4 & 5) for tuition.

TOTAL $165,000 $169,050 $172,475 $178,000 $178,000

B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th></th>
<th>1st Year Of Program</th>
<th>2nd Year Of Program</th>
<th>3rd Year Of Program</th>
<th>4th Year Of Program</th>
<th>5th Year Of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative/Other Professional</td>
<td>$5000</td>
<td>$5150</td>
<td>$5304</td>
<td>$5464</td>
<td>$5628</td>
</tr>
<tr>
<td>Faculty</td>
<td>$800</td>
<td>$82,400</td>
<td>$84,872</td>
<td>$87,418</td>
<td>$90,040</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Student Employees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Narrative Explanation/Justification-Staff costs are 20% of total administrative costs and includes COLA; no student employees anticipated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Narrative Explanation/Justification- Replacement cost estimated for interactive equipment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
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51
### Narrative Explanation/Justification - Additional journals and electronic reference expenses

<table>
<thead>
<tr>
<th>Contractual Services</th>
<th>None anticipated</th>
<th>None anticipated</th>
<th>None anticipated</th>
<th>None anticipated</th>
<th>None anticipated</th>
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### Narrative Explanation/Justification - Other Support Services:

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Printing</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
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<tr>
<td>Telecommunications</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
<td>$1000</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
<td>None anticipated</td>
</tr>
</tbody>
</table>

Narrative Explanation/Justification - Materials for testing, copying, and travel for faculty continuing education and practicum/internship visits.

**TOTAL**

|         | $107,500 | $110,050 | $112,676 | $115,382 | $118,168 |

#### ATTACHMENT A

**SOUTHWESTERN OKLAHOMA STATE UNIVERSITY - SAYRE**

**ASSOCIATE IN SCIENCE IN WILDLAND FIREFIGHTING**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>44</td>
</tr>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra OR MATH 1143</td>
<td>3</td>
</tr>
<tr>
<td>COMSC 1023 Computers and Info Access</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 1003 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINES 1133 Wellness Concepts and Exercise Applications</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1004 Biological Concepts (Required)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 1514 Concepts of Physical Science OR ASTRO 1904 Astronomy OR CHEM 1004 General Chemistry OR GEOL 1934 Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ART 1223 Art Survey OR LIT 2413 Introduction to Literature OR MUSIC 1013 Introduction to Music OR PHILO 1453 Introduction to Philosophy OR COMM 1313 Introduction to Public Speaking</td>
<td>6</td>
</tr>
<tr>
<td>HIST 1063 U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>POLSC 1103 American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1033 World History OR GEOG 1103 World Cultural Geography OR ECON 2263 Introduction to Macroeconomics OR ECON 2363 Introduction to Microeconomics</td>
<td>6</td>
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</table>

**Core Courses**

16
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>*NRM 2103</td>
<td>Wildland Fire Management</td>
<td>3</td>
</tr>
<tr>
<td>*NRM 2112</td>
<td>Advanced Firefighting Methods</td>
<td>2</td>
</tr>
<tr>
<td>*NRM 2122</td>
<td>Ignition Operations</td>
<td>2</td>
</tr>
<tr>
<td>*NRM 2132</td>
<td>Fireline Leadership and ICS</td>
<td>2</td>
</tr>
<tr>
<td>KINES 2212</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>*NRM 2995</td>
<td>Internship in Wildland Fire Management (200 hours)</td>
<td>5</td>
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</tbody>
</table>

**Total Credit Hours:** 60

*Asterisks denote new courses.*
SOUTHWESTERN OKLAHOMA STATE UNIVERSITY-SAYRE
ASSOCIATE IN SCIENCE IN HOSPITAL, RESTAURANT,
AND GAMING MANAGEMENT

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td><strong>44-45</strong></td>
</tr>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra OR MATH 1143 Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COMSC 1023 Computers and Information Access</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1004 Biological Concepts (required)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1004 General Chemistry OR ASTRO 1904 Astronomy OR GEOL 1934 Physical Geology OR SCI 1514 Concepts of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>Choose 6 credit hours from the following:</td>
<td>6</td>
</tr>
<tr>
<td>PHILO 1453 Introduction to Philosophy</td>
<td></td>
</tr>
<tr>
<td>COMM 1313 Introduction to Public Speaking</td>
<td></td>
</tr>
<tr>
<td>AMIS 2103 American Indians Today</td>
<td></td>
</tr>
<tr>
<td>ART 1223 Art Survey</td>
<td></td>
</tr>
<tr>
<td>LIT 2413 Introduction to Literature</td>
<td></td>
</tr>
<tr>
<td>MUSIC 1013 Introduction to Music</td>
<td></td>
</tr>
<tr>
<td>HIST 1063 U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>Choose 6 credit hours from the following:</td>
<td>6</td>
</tr>
<tr>
<td>HIST 1033 World History</td>
<td></td>
</tr>
<tr>
<td>GEOG 1103 World Cultural Geography</td>
<td></td>
</tr>
<tr>
<td>ECONO 2263 Introduction to Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECONO 2363 Introduction to Microeconomics</td>
<td></td>
</tr>
<tr>
<td>Choose 6-7 credit hours from the following:</td>
<td>6-7</td>
</tr>
<tr>
<td>PSYCH 1003 General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOCIO 1003 Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SPAN 1054 Elementary Spanish I</td>
<td></td>
</tr>
<tr>
<td>COM 2014 Sign Language</td>
<td></td>
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<tr>
<td><strong>Core Courses</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>Choose 3 hours from the following:</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2213 Principles of Accounting I</td>
<td></td>
</tr>
<tr>
<td>GEBUS 2253 Business Communications</td>
<td></td>
</tr>
<tr>
<td>GEBUS 2273 Business Mathematics-Office Machines</td>
<td></td>
</tr>
<tr>
<td>*HOSP 1003 Introduction to Hotel, Restaurant and Gaming Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Options and Electives</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Choose one of the following options:

**Option 1: Hospitality**

*HOSP 2103 Guest Relations and Customer Service | 3 |
### Degree Requirements

<table>
<thead>
<tr>
<th>Professional Education and Psychology Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 5113 Introduction to Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5893 Ethical, Legal/Professional Standards</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5593 Advanced Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5513 Introduction to Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDPSY 5743 Life Span Development</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Counseling Specialization Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 5013 Seminar in Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5213 Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5373 Theories/Techniques Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5543 Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5553 Theories/Techniques Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5563 Practicum in Counseling (150 clock hours)</td>
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</table>

<table>
<thead>
<tr>
<th>Capstone Experience</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 5950 Graduate Capstone Experience (must be completed during final semester)</td>
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Total Credit Hours: 33
AGENDA ITEM #18:

Program Deletions.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the Master of Science in Human Resources and Adult Education (204) and the Doctor of Education in Human Resources and Adult Education (206).

OSU-Center for Health Sciences (OSU-CHS) requests authorization to delete the Master of Forensic Science Administration in Forensic Science Administration (003).

OSU-Oklahoma City (OSU-OKC) requests authorization to delete the Certificate in Montessori Teacher Education (101).

Oklahoma City Community College (OCCC) requests authorization to delete Certificate in Real Estate Applied (075).

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Master of Science in Human Resources and Adult Education (204). This program area is no longer a priority. Ten courses will be deleted, no students are enrolled in the program and there are no funds available for reallocation.

OSU requests authorization to delete the Doctor of Education in Human Resources and Adult Education (206). This program area is no longer a priority. Six courses will be deleted. Twelve students are enrolled in the program and are scheduled for graduation Summer 2010. There are no funds for reallocation.

OSU-CHS requests authorization to delete the Master of Forensic Science Administration in Forensic Science Administration (003). The program is not meeting productivity numbers. There are 14 students still enrolled in the program, with an expected graduation date of Spring 2012. No courses will be deleted. There are no funds available for reallocation.
OSU-OKC requests authorization to delete the Certificate in Montessori Teacher Education (101). Despite efforts to increase enrollment, student interest and class enrollment remain low, resulting in class cancellations for the past six semesters. No courses will be deleted. There are no students enrolled in the program. There are no funds available for reallocation.

OCCC requests authorization to delete the Certificate in Real Estate Applied (075). The request is due to lack of student interest. The certificate program does not qualify students to take state license exams. Real Estate companies are offering courses for licensing. Six courses will be deleted. There are no students enrolled in the program and there are no funds available for reallocation.
AGENDA ITEM #19:

Policy.

SUBJECT: Approval of revisions to the State Regents’ Intensive English Program Approval and Review policy.

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Intensive English Program Approval and Review policy, as described below.

BACKGROUND:

Approving English language centers has been part of the State Regents’ Policy Statement on Admissions of Students for Whom English is a Second Language since 1980. Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents’ staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997.

In May 2003, The Intensive English Program Approval Process section of the State Regents’ Policy Statement on Admissions of Students for Whom English is a Second Language was separated from the admission section to create a stand alone State Regents’ Intensive English Program Approval and Review policy. The admissions section of students for whom English is a second language is now in the Institutional Admission and Retention policy.

POLICY ISSUES:

The revisions of the Intensive English Program Approval and Review policy were incorporated to strengthen the approval and review process, expand the Intensive English Program (IEP) evaluation team’s recommendation options and the institution’s response, and strengthen and clarify the appeals process. The original intent of the policy has not been changed. The revised policy is attached.

ANALYSIS:

The purpose of this policy is to specify criteria for approval and review of IEP programs available to non-native speakers of English to ensure adequate preparation for college level academic work at an Oklahoma institution of higher education. The academic discipline and teaching methodologies for IEP students has evolved over time, along with industry standards for IEP programs.
Revisions to the policy were developed by the Council on Instruction (COI) Admission/Retention/Transfer Committee. Academic officers with expertise or with IEPs on their campus were invited to participate in the policy review. Also participating in the policy review were content specialists recommended by State System Academic Vice Presidents. The revised policy was passed by COI February 2009. The Council of Presidents reviewed and approved the policy changes in March 2009. A copy of the final draft is attached. Highlights of the revised policy are summarized below.

- **3.5.2 Definitions**
  - Added definitions for “English for Speakers of Other Languages,” “NAFSA: Association of International Educators,” and “American Association of Intensive English Programs.”
  - Updated the definition for “Teaching English to Speakers of Other Languages.”

- **3.5.3 IEP Approval Process**
  - Title for subsection 3.5.3.D was changed from “Site Visit” to “On-Site Evaluation”.
    - Language was added to include evaluation team selection criteria, length of the on-site evaluation and the inclusion of on-site interviews.
  - Title for subsection 3.5.3.E was changed from “Evaluation Team Report and Recommendation” to “Evaluation Report”.
  - Deleted policy language that limits evaluation team recommendation options of giving an IEP either “full accreditation” or “provisional accreditation” recommendation.
  - Expanded the team recommendation language to allow programs with minor deficiencies to report on progress toward correction of the deficiencies as well as a detailed description of what will be included in the team report.
  - Added language allowing for an Institutional Response to the team report.
  - Added language to Subsection 3.5.3.F standardizing the steps that will be undertaken in the event of an appeal request by an IEP.

- **3.5.4 IEP Standards**
  - If an IEP is promoting an association with an Oklahoma institution, the IEP must provide evidence of cooperation and support with the institution.
  - Strengthened the Record Keeping requirements to include immigration documentation if applicable, personnel data and student performance in the program.

Attachment
3.5 Intensive English Program Approval and Review

3.5.1 Purpose

The State Regents’ Admission Policy requires students who are non-native speakers of English to present evidence of proficiency in the English language prior to admission. One of the four options for admission allows students who score above a certain level on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination, but below the score required for regular admission, to be admitted following successful completion of a minimum of 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents, with at least two-thirds of the 12 weeks of instruction at the advanced level. This policy specifies the criteria for approval and review of Intensive English Programs for this admission option.

3.5.2 Definitions for the purposes of this policy

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

“Intensive English Program (IEP)” is a program designed to provide English instruction for non-native speakers to adequately prepare them for collegiate level instruction in a short period of time.

“English for Speakers of Other Languages (ESOL)” is an academic discipline describing the language of, or instruction targeted to, non-native speakers of English.

“International English Language Testing System (IELTS)” is the British Council’s English language assessment primarily used by those seeking international education, professional recognition, benchmarking to international standards and global mobility.

“Teaching English as a Second to Speakers of Other Languages (TESOL)” is an academic discipline for preparation of teachers who will teach English to non-native English speakers, including Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL).

“Test of English as a Foreign Language (TOEFL)” is the Educational Testing System’s exam that measures the ability of non-native speakers of English to use and understand North American English as it is spoken, written, and heard in college and university settings.

“NAFSA: Association of International Educators” is a member organization promoting international education and providing professional development opportunities to the field. NAFSA serves international educators and their institutions by setting standards of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.
“American Association of Intensive English Programs (AAIEP)” is a professional organization that supports ethical and professional standards for intensive English programs and promotes the well-being and educational success of English language students.

3.5.3 IEP Approval Process

To certify students who are non-native speakers of English for admission an IEP must be approved by the State Regents. The program’s institution or IEP administrator must initiate the approval process with a formal request to the Chancellor for a program evaluation. IEP programs scheduled for reevaluation will be notified of subsequent reviews by the State Regents. Evaluations will be conducted according to State Regents’ IEP Standards and Self-Study Guidelines (in the State Regents’ Academic Affairs Procedures Handbook and available upon request) which emphasize the development of student language competencies that facilitate a successful transition to college academic work. The process for IEP approval is described below.

A. Approval Funding

The IEP or the institution will pay for the evaluation including evaluation team members’ honoraria, travel, lodging, and food in accordance with Oklahoma travel laws.

B. Formal Request for Approval

Upon receipt of a formal letter of application to the Chancellor requesting a State Regents’ program evaluation, the State Regents’ staff will provide a copy of this policy and work with the IEP administrator to develop a time line.

C. Institutional Self-Study

Using the State Regents’ IEP Standards and Self-Study Guidelines as a reference, the program’s director or institutional president will submit the IEP self-study document to the State Regents one month prior to the date of the site visit.

D. On-Site Visit Evaluation

1. Team Selection

The Chancellor will appoint an out-of-state evaluation team of at least two (2) qualified ESOL professionals who possess the necessary expertise for the program under review. One member of the evaluation team will be designated as team chairman and will assume responsibility for leadership in conducting the evaluation and in preparing the team's report. Team members will be required to sign a conflict of interest form provided by the State Regents’ office. This form verifies that the individual team member has no direct or indirect association with the institution.
Every effort will be made to select qualified evaluators from an institution similar to that being reviewed. The team will review the program based on the State Regents’ *Intensive English Program Approval and Review, Institutional Admission and Retention, and Institutional Accreditation Policy* policies.

2. **Length of the on-site evaluation.**

   Typically the on-site evaluation will be scheduled for one and one-half to two days or in extenuating circumstances may be scheduled for a shorter or longer period. Staff will determine the length of the evaluation based upon the site slated for evaluation or extenuating circumstances. The dates will be determined by staff who will coordinate with the institution before confirming the dates in writing. The on-site evaluation must provide for sufficient time for adequate discussion of criteria with the appropriate constituencies. This will ensure a thorough review of the criteria by the evaluation team and allow for opportunities for meaningful independent analysis by the evaluation team.

3. **On-site interviews.**

   An integral and critical component of the on-site evaluation is the interview process. The team will have scheduled interviews with key administrative staff, faculty, students, and other appropriate constituencies.

E. **Evaluation Team Report and Recommendation**

   Within ten working days after the IEP site visit, the team will submit the draft evaluation report and recommendation to the Chancellor. The recommendation shall be 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, and

   3. Approval denied.

   The IEP administrator or institutional president will have an opportunity to make factual corrections to the draft evaluation report. Objections to the final evaluation report and the recommendation must be submitted within 15 working days from receipt of the final report.

1. **Team Report and Recommendation.**

   Following the on-site evaluation, the team will prepare a report of its evaluation to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's
office within ten (10) working days following the evaluation. The report will provide a fair and balanced assessment of the IEP program at the time of the evaluation. The team should identify the specific criteria met and not met.

A recommendation will be included in the evaluation team's report and shall be supported by a clear and explicit rationale based on the State Regents' criteria. The recommendation must be consistent with this policy and will be one of the following:

a. Recommendation for Approval Without qualifications with reexamination in five years. A program with this designation meets all standards for approval.

b. Recommendation for Provisional Approval With Qualifications with reexamination in one, two, three, or four years. A program with this designation does not meet the standards for “approval without qualification” required by the State Regents. The team shall recommend measurable goals and timelines to correct deficiencies in the program. Within two months of the State Regents’ accepting the report, the IEP will be required to submit an implementation plan addressing the noted deficiencies. Thereafter, an annual report on the status of the implementation will be required.

c. Recommendation Denied. The program does not meet the criteria established by the State Regents and will not be an approved IEP program.

2. Institutional Response. Upon receipt of the team report, the Chancellor will forward a copy of the report and recommendation to the IEP administrator or institutional president. Institutional representatives will be afforded an opportunity to correct any factual errors in the report within 15 working days from the date the report is sent. The team's evaluative comments and findings may not be modified by the institution. Thereafter, the draft report will be finalized and will be deemed formally submitted to the Chancellor.

If the evaluation team’s report recommends denial, the IEP may objects within 15 working days from the date the final report is sent. In response to this objection to the evaluation team’s report, the Chancellor will convene a neutral three-member panel of educators and ESOL professionals to consider the objection(s). The appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal of Accreditation, of the State Regents’ Institutional Accreditation policy with detailed procedures in the Academic Affairs Procedures Handbook. The former approval status of the IEP will not change during the appeals process, the IEP will maintain the approval status it held prior to the evaluation. The IEP will pay for the cost of the appeal.
F. State Regents’ Action

The Chancellor will submit the team’s evaluation report and recommendation as well as the State Regents’ staff recommendation along with the IEP self-study, applicable objections, and appeals process materials, if any, to the State Regents for their consideration.

In the event of an appeal, the review panel will submit a report to the State Regents addressing the objections raised by the IEP. The review panel’s findings will be submitted, together with any other records from the hearing, to the State Regents at its next regularly scheduled meeting. The State Regents, after considering the review panel’s findings, the evaluation team’s report, and the official records pertaining to the IEP’s objections to the evaluation team’s report, will take action on the objections. No new evidentiary materials will be received at the State Regents’ meeting. The IEP will be given the opportunity to present remarks in support of the institution’s objections. The State Regents’ consideration of the matters and action taken thereon will constitute a final State Regents’ review of the IEP’s objections to the evaluation team’s report.

3.5.4 IEP Standards

This section defines the required program performance standards that State Regents’ IEP evaluation teams will use to direct their review process. IEPs will be evaluated based on students utilizing the services of the program for purposes of college admission under this policy. Students utilizing the program for other reasons will not be included in the IEP’s evaluation.

A. Language Program

1. Mission

The IEP must have a written statement describing how its goals, objectives, and future plans support the mission of preparing non-native speakers of English for college work as it relates to State Regents’ policy. If associated with an institution, the IEP must indicate evidence of cooperation and support.

2. Promotion

IEP promotion materials shall accurately describe program goals, admission requirements, hours of instruction, program length, calendar, prices, and student services. If associated with an Oklahoma institution of higher education, the IEP must indicate evidence of cooperation and support with that or those institutions.

3. Recruitment

The IEP shall adhere to ethical student recruitment standards as described in the NAFSA: Association of International Educators Code of Ethics and in the Standards for Postsecondary Intensive English
Programs approved by the American Association of Intensive English Programs (AAIEP).

4. Admission

Student admission to the IEP shall rest with the program/institution and shall not be delegated to an external third party.

5. Curriculum

a. Quality: The IEP will use current methods, materials, and technologies to provide effective language instruction designed to prepare students for college level work.

b. Scope: The curriculum must consider all language skill areas: listening, speaking, reading, and writing in addition to addressing campus/community acculturation specifically include listening, speaking, reading and writing skills, text genres, and content relevant to English for academic purposes.

c. Written Documentation: The IEP must have a written curriculum document clearly outlining goals and objectives for all levels of instruction appropriate to students to be admitted under this policy, as well as individual course syllabi for distribution by faculty to their students. Criteria for advancement and successful program completion should be articulated in the curriculum document.

d. Testing and Placement: Testing and placement shall be executed in accordance with professional standards.

e. Faculty/Student Ratio: The ratio should represent proportions that the field recognizes as being effective and should be appropriate to the goals of a particular course and the classroom size.

6. Assessment

The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. When appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

7. Contact Hours
Excluding lab work, students shall experience attend 18 or more teacher-instructed contact hours per week over a period of no less than 12 weeks (216 hours or more) or experience attend an equivalent number of teacher-instructed contact hours over a longer period not to exceed 18 weeks.

8. Class Levels

The IEP must offer a sufficient array of class levels to accommodate students’ needs.

B. Administration

1. Director

There is a program administrator with a main responsibility for the leadership and management of the IEP. Academic administrative personnel should have master’s degrees or equivalent training/experience in a field appropriate to their responsibilities.

2. Policy Description

The IEP administration or institutional administration must clearly articulate policies and employment practices.

3. Record Keeping

An accurate record system for students and personnel shall be established. Student data should include enrollment history, immigration documentation, performance in the program, and when possible tracking of subsequent academic success, and immigration documentation performance in college-level course work. Personnel data should include appropriate documentation of educational credentials and/or work experience for each position.

C. Faculty

1. Full-Time

In order to maintain instructional continuity, there shall be a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.

2. Degree Level

The members of the IEP faculty have at least master’s degrees in Teaching English as a Second Language (TESL) or training and/or experience appropriate to their course assignments.

3. Faculty Responsibility Workload
Faculty workload, including instructional contact hours should include class preparation and presentation, student contact work with students outside of class, committee work, and staff meetings. Workloads should be comparable to similar IEPs in like settings.

4. Professional Development

Faculty shall have adequate opportunity and support for in-service training/professional development.

D. Student Services

1. Advising

Each student must be assisted with academic planning and have access to follow-up immigration counseling and a written grievance procedure.

2. Orientation

The IEP or the institution shall provide student orientation for the language program, the parent institution if applicable, and the local community.

3. Extracurricular Activities

The IEP or the institution shall address cross-cultural issues to assist student adjustment and have IEP students participate in extracurricular activities.

E. Finance

Refund Policy: The IEP or the institution must provide students with a written explanation of the refund policy.

F. Physical Facilities

The learning resources of the IEP must be sufficient for enabling students to develop the learning competencies described above. Adequate office, classroom, and laboratory facilities must be provided. Access to college libraries and instructional activities is highly desirable.

AGENDA ITEM #20:

Policy - Institutional.

SUBJECT: Approval of an interim plan regarding the Oklahoma State University Center for Veterinary Sciences policy exception.

RECOMMENDATION:

It is recommended that the exception approved by the State Regents December 4, 2008 for Oklahoma State University College of Veterinary Medicine to admit 40 University of Arizona (UA) transfer students be amended to allow an Interim Proposal of up to thirty (30) - 10 per year - nonresident transfer students in years 2, 3, and 4 from any U.S. veterinary college beginning spring 2010 until the UA agreement is finalized. An annual report is required on the Interim Proposal and progress on the UA agreement in a format outlined by State Regents’ staff. A complete report on the exception is due July 1, 2013 to determine if continuation is warranted. As required by policy, qualified Oklahoma residents will be given priority over nonresident students.

BACKGROUND:

Since 1971, the State Regents have set policy for the function, admissions, academic and program standards, setting a cap on the number of enrollments, and limiting the number of nonresident students for the Oklahoma State University College of Veterinary Medicine (OSU-CVM). The current cap on incoming students is 80; 25 percent may be nonresident students.

In December 2008, OSU-CVM requested and received approval from the State Regents to develop an articulation program agreement with the UA. The exception allows enrollment of 40 Arizona transfer students in the third and fourth years. Currently, there are approximately 56 resident students and 24 nonresident students enrolled in the OSU-CVM.

Since State Regents’ approval of the exception to policy in December 2008, it was determined that additional time is needed to finalize the UA agreement. An Interim Proposal was submitted to maximize existing capacity through expanded transfer of nonresident students while OSU-CVM continues deliberations with UA. The Regents for the Oklahoma State University and Agricultural and Mechanical Colleges approved the Interim Proposal at the April 17, 2009 meeting.

POLICY ISSUES:

The request is an amendment to the approved exception to the Professional Programs section 3.26.9.B.6 granted by the State Regents December 4, 2008.
ANALYSIS:

OSU re-emphasizes that there is a need to increase veterinary graduates from multiple studies noting an acute shortage in several areas including public practice, rural practice, and academia. There is a predicted shortage of 15,000 veterinary graduates in the next 5-10 years if current graduation numbers do not increase. Increasing the number of OSU-CVM graduates from approximately 75-80 per year to approximately 110 per year through nonresident recruitment from other states would help address the need and utilize existing capacity.

The interim proposal would allow up to 30 second, third and fourth year transfer students (10 per curriculum year) admission to the OSU-CVM starting Spring 2010. Students would be charged nonresident tuition, which would generate an estimated $889,980. The Interim Proposal states that no additional state funding is requested. Revenue from the additional students would fund faculty, administration and update facilities. The Interim Proposal would be phased out once an agreement with the UA is finalized.

It is recommended that the Interim Proposal as described above be approved. An annual report on the Interim Proposal and progress on the UA agreement is required in a format outlined by State Regents’ staff.
AGENDA ITEM #21:

Student Transfer.

SUBJECT: Acceptance of Course Equivalency Matrix.

RECOMMENDATION:

It is recommended that the State Regents accept the system faculty's 2009-2010 Course Equivalency Matrix.

BACKGROUND:

The State Regents presented Facilitating Student Transfer: A Comprehensive Action Plan to improve student transfer during the 1996 legislative year. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) proposing the development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students’ success. The State Regents submitted a second progress report on student transfer issues to the Legislature in December 1997. Its focus was the Course Equivalency Project—the implementation phase of the Comprehensive Action Plan.

The Course Equivalency Project (CEP) operates on an annual cycle. In late Spring, the Council on Instruction (COI) determines which faculty committees meet in the Fall; often eight to twelve disciplines convene. Presidents annually nominate faculty to the selected curriculum committees during the summer. Each Fall, up to 500 faculty representing the entire State System meet by discipline to update curricula and establish new course equivalencies. Faculty committee reports are completed in November. Courses can also be added to course equivalency disciplines by public institutions that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the course equivalency matrices. Academic Vice Presidents update the course equivalency information twice each year in August and December. In the Spring, the COI approves the faculty’s course equivalency recommendations and then the State Regents approve the matrix and it is distributed to institutions. Concurrently, the State Regents' Web site is updated to include the latest equivalency information. The information is accessible at a new portal on the State Regents’ Web site: OKCourseTransfer.org.

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies at least 75 percent of the program requirements that course "B" satisfies—serving the same purpose with respect to content delivery, general education or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., English Composition I), are guaranteed to transfer among institutions that sponsor courses in that group.

From Fall 1995 through Fall 2008, dedicated faculty serving on Faculty Transfer Curriculum Committees consistently generated course equivalencies for this project. Currently, almost all public institutions of higher education as well as several private colleges and universities participate in the CEP. The course equivalency matrix reinforces student access to the three-tiered higher education system and helps shorten
the time it takes students to obtain a degree. State Regents’ staff notices a marked and consistent increase in the number of students who are checking for course transferability through the transfer student portal. The CEP received the Governor’s Commendation Award in 1999 for demonstrating innovation and efficiency. Beginning this year, the system for adding, modifying and deleting coursework moved to an online database allowing CEP campus administrators to access it at anytime.

**POLICY ISSUES:**

The State Regents' policy on *Undergraduate Transfer and Articulation* provides standards for the articulation of coursework between and among State System institutions. The course equivalency matrix provides information that facilitates institutions' compliance with policy guidelines.

**ANALYSIS:**

The following table illustrates the growing number of course equivalencies that faculty have established since the first meetings in 1995.

<table>
<thead>
<tr>
<th>Year</th>
<th>Disciplines</th>
<th>Course Groupings</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>16</td>
<td>Not available</td>
<td>1,594</td>
</tr>
<tr>
<td>1997-98</td>
<td>22</td>
<td>Not available</td>
<td>2,875</td>
</tr>
<tr>
<td>1998-99</td>
<td>25</td>
<td>221</td>
<td>3,690</td>
</tr>
<tr>
<td>1999-2000</td>
<td>30</td>
<td>372</td>
<td>4,187</td>
</tr>
<tr>
<td>2000-01</td>
<td>32</td>
<td>394</td>
<td>4,399</td>
</tr>
<tr>
<td>2001-02</td>
<td>32</td>
<td>387</td>
<td>4,531</td>
</tr>
<tr>
<td>2002-03</td>
<td>32</td>
<td>427</td>
<td>4,926</td>
</tr>
<tr>
<td>2003-04</td>
<td>33</td>
<td>485</td>
<td>5,343</td>
</tr>
<tr>
<td>2004-05</td>
<td>36</td>
<td>540</td>
<td>6,423</td>
</tr>
<tr>
<td>2005-06</td>
<td>39</td>
<td>563</td>
<td>6,668</td>
</tr>
<tr>
<td>2006-07</td>
<td>39</td>
<td>570</td>
<td>7,030</td>
</tr>
<tr>
<td>2007-08</td>
<td>39</td>
<td>691</td>
<td>7,450</td>
</tr>
<tr>
<td>2008-2009</td>
<td>39</td>
<td>606</td>
<td>7,523</td>
</tr>
<tr>
<td>2009-2010</td>
<td>40</td>
<td>680</td>
<td>7,634</td>
</tr>
</tbody>
</table>

The following chart provides the totals for the current matrix.

<table>
<thead>
<tr>
<th>Total Number of Courses and Semester Credit Hours with Established Equivalencies (2009-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Discipline Groups</td>
</tr>
<tr>
<td>Total Number of Course Equivalency Groups</td>
</tr>
<tr>
<td>Total Number of Courses</td>
</tr>
<tr>
<td>Approximate Total Semester Credit Hours</td>
</tr>
</tbody>
</table>

Other positive features of the CEP are as follows.

- It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.
A tracking system permits registrars to recognize the course changes, deletions and additions made to the course equivalency matrices from year to year.

A course coding identification project allows State Regents’ staff to monitor students’ use of the courses contained in the course equivalency matrix.

The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

Other State Regents’ initiatives related to course transfer include:

- Faculty was asked in Fall 2003 to begin discussions on ways to facilitate the transfer of blocks of courses within programs among institutions.

- Higher education and career technology centers have begun course articulation for technology center courses offered as part of cooperative agreements between higher education and technology centers.

The 2009-2010 faculty course equivalency information (matrices and course content descriptions) is provided as a supplement to this item. The COI approved the 2009-2010 course equivalency matrix on March 12, 2009. It is recommended that the State Regents accept this edition of the course equivalency matrix.

Supplement
AGENDA ITEM #22:

Oklahoma Tuition Aid Grant.

SUBJECT: Award Schedule for 2009-2010.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2009-2010 award schedule for the Oklahoma Tuition Aid Grant (OTAG) program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is $1,000 at public institutions and $1,300.00 at private institutions. The program currently serves about 26,000 students with a total budget of nearly $20 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

The federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs provide supplemental matching funds when the state’s allocation is sufficient to meet minimum “maintenance of effort” requirements. In 2008-2009 the state was awarded $404,881.00 in LEAP funding and $455,572.00 in SLEAP funding. State funds provided in the amount of $18,927,327.00 met the matching requirements for the LEAP and SLEAP awards. Funding levels for 2009-2010 have not been finalized.

POLICY ISSUES:

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

ANALYSIS:

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

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of $1,700.00 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- While the highest EFC for awards is $1,700.00, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is $4,617.00 which is consistent with eligibility for federal Pell Grants in 2009-2010.
- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through April 30. This date can be extended if funds are sufficient.
• The maximum award level will remain at $1,000.00 for students attending public institutions and $1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained $1,000.00 since 1982.

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

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

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

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

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

<table>
<thead>
<tr>
<th>EFC RANGE</th>
<th>% OF ENROLLMENT COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1700</td>
<td>75%</td>
</tr>
<tr>
<td>1701 – 2000</td>
<td>75%</td>
</tr>
<tr>
<td>2001 – 2500</td>
<td>75%</td>
</tr>
<tr>
<td>2501 – 3000</td>
<td>70%</td>
</tr>
<tr>
<td>3001 – 3500</td>
<td>65%</td>
</tr>
<tr>
<td>3501 – 4000</td>
<td>60%</td>
</tr>
<tr>
<td>4001 – 4500</td>
<td>55%</td>
</tr>
<tr>
<td>4501 – $4,617</td>
<td>50%</td>
</tr>
</tbody>
</table>

1. Shaded area represents initial 2009-2010 funding cutoff for non-renewal applicants. The EFC cutoff may be extended if funds remain available.
2. EFCs greater than $4,617 are ineligible in 2009-2010.
3. In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.
2009-2010 Awarding Priorities:
Only undergraduates will be considered for awards in 2009-2010.

1. 1999-2000 renewal undergraduate applicants who are statutorily “grandfathered” in with an EFC at any level up to the maximum of 45314617, or if they do not qualify under the EFC formula but do qualify at any level under the alternate EFI formula, will be awarded first. In 2008-2009 only three renewal students applied, and few if any are expected to apply in 2009-2010.
2. After undergraduate applications meeting the criteria in priority 1 above have been awarded, undergraduate applications with receipt dates of April 30 or earlier and EFCs from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1700 received through April 30, those with the earliest application receipt dates will receive priority consideration.
3. If funds remain available after awarding eligible undergraduate applications meeting priorities 1 and 2 above, the application receipt date cutoff may be extended beyond April 30 and/or the EFC cutoff may be extended above 1700.
4. If, after all Fall and Spring disbursements have been paid, funds remain available, the State Regents may authorize the payment of awards for Summer enrollments. If the State Regents determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.
AGENDA ITEM #23:

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:

- **Marc Boulanger**, fiscal analyst, OGSLP has earned a Master of Science in Accounting (with Honors) degree from Oklahoma City University.

- **Angela Caddell**, director for communications, Financial Education and Outreach, OGSLP, conducted a professional development workshop at the Oklahoma Association of Student Financial Aid Administrators Conference on April 16, 2009.

- **Heather Cobb**, scholarship specialist for the Scholars in Excellence for Child Care Program, graduated this spring from Cameron University with a Bachelor of Science in Organizational Leadership. Heather completed her degree through the State Regents’ Reach Higher program.

- **Lekita Diamond-Gaynor**, public relations staff assistant, GEAR UP, has earned an Associate of Arts degree from Oklahoma City Community College. Her degree is in Diversified Studies with an emphasis in Business.

- **Tony Hutchison**, associate vice chancellor for Strategic Planning and Analysis, conducted a presentation to the Oklahoma Society of Association Executives on the topic of Oklahoma’s Economic Outlook and the American Recovery and Reinvestment Act at the Waterford Conference Center and spoke to the Capitol Scholars Program at the University of Oklahoma’s Carl Albert Center for Congressional Studies on Executive/Legislative Relations in the Oklahoma State Budget Process.

- **Chancellor Glen D. Johnson**. In April, Chancellor Johnson served as the keynote speaker at the Teaching Scholars Initiative Colloquium at the National Weather Center at the University of Oklahoma in Norman; addressed the Nigh Scholars at the Nigh Leadership Academy dinner in Oklahoma City; addressed the audience following the “Woody Sez” presentation at the Lyric Theatre in Oklahoma City; spoke to the retired presidents group in Oklahoma City; spoke at President Roger Stacy’s investiture at Northern Oklahoma College in Tonkawa; spoke to legislative leaders, as well as, city, and institution leaders during a Legislative Tour event at Northeastern State University;
served a master of ceremonies at the Annual Okemah Hall of Fame event recognizing members of the education community; spoke at the Governor’s Cup Awards in Oklahoma City; spoke at the Economic Development Partnership Recognition Event in Oklahoma City; met with Governor Brad Henry and legislative leaders about the 2010 budget; and spoke to alumni members, legislative and city leaders at the Murray State Foundation Day in Tishomingo. In May, he spoke at President Don Betz’s investiture at Northeastern State University in Tahlequah; served as commencement speaker at Tulsa Community College in Tulsa; spoke at President Larry Rice’s investiture and graduation ceremonies at Rogers State University in Claremore.

- **Kiki McWilliams**, scholarship administrator for the Scholars for Excellence in Child Care program and Dr. Robin Plumb, Director of Academic Programs – received a Governor’s Commendation and Partners Award for the National Association of Education of Young Children (NAEYC) Associate Degree Oklahoma Cohort Accreditation Project through the Scholars for Excellence in Child Care program.

- **Mary Mowdy**, executive director, OGSLP, represented the State Regents at the nation’s guarantors and the National Council of Higher Education Loan Programs (NCHELP) during the U.S. Department of Education’s Federal Negotiated Rulemaking Sessions held in Washington, D.C.

- **Saeed Sarani**, curriculum advisor, will have an article published in the Summer 2009, “*The Journal of Mathematics and Science,*” titled "Formulating a State Approach to Professional Development."

- **Goldie Thompson**, MTRC coordinator, received the College of Education Graduate Scholarship at from the College of Education at the Oklahoma University.

- **Stephanie Zeigler**, autodialer supervisor, OGSLP, has earned a Bachelor of Science in Management and Ethics from Mid-America Christian University.
AGENDA ITEM #24:

Executive Session.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 22, 2009

AGENDA ITEM #25:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

STAFF ANALYSIS:

DIRECTOR-AND-ABOVE ACTIONS. State Regents’ ratification of the following personnel actions are recommended:

1. DIRECTOR OF PURCHASING. It is recommended that the Oklahoma State Regents ratify the appointment of Ms. Liza Hanke to the director of purchasing position. This position reports directly to the vice chancellor of budget and finance and provides a professional-level work in the preparation, evaluation, and administration of solicitations, and all essential functions of the procurement process. Ms. Hanke has most recently served as contract and procurement officer with the Department of Central Service, Central Purchasing Division and served at the State Regents as purchasing specialist from 2005 to 2008. Ms. Hanke will assume her position on May 26, 2009. A copy of her resume and the job description are attached.

2. DIRECTOR OF TECHNOLOGY PLANNING AND DEVELOPMENT. It is recommended that the Oklahoma State Regents ratify the termination of employment of the Director of Technology Planning and Development.
THE OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION

JOB DESCRIPTION

Exempt
Position# 100087

ESSENTIAL FUNCTION

The Director of Purchasing will provide a high-level of support for the Vice Chancellor for Budget and Finance and will provide leadership both for purchasing and contracting for the Oklahoma State Regents for Higher Education.

RESPONSIBILITIES AND DUTIES

• Serve as Purchasing Director and provide professional-level work in the preparation, evaluation, and administration of solicitations, and all essential functions of the procurement process
• Establish and maintain contract negotiation process consistent with State Regents’ policies and rules
• Negotiate contract provisions and administer approved contracts
• Responsible for the development of policies and procedures that pertain to procurement laws and regulations
• Assure all purchasing procedures are in compliance with the Oklahoma State Statutes, Administrative Procedures Act, and generally accepted public purchasing procedures
• Train agency personnel on correct purchasing practices
• Serve as primary Certified Procurement Officer and liaison to Oklahoma Department of Central Purchasing
• Responsible for budget analysis on selected State System issues
• Provide hands-on direction and leadership to the staff assigned to the Purchasing Department
• Other similar duties as assigned

QUALIFICATIONS

Bachelor’s degree required with at least five (5) years work-related experience including public procurement and contract negotiations for an institution of higher education or Oklahoma state agency. The candidate must have thorough knowledge and understanding of governmental purchasing practices and of laws and regulations governing public procurement.

Written and oral communication and basic computer skills are necessary. Must be able to demonstrate leadership with an ability to work effectively with internal and external constituencies.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Budget and Finance.
Objective
To secure the position of Director of Purchasing with the Oklahoma State Regents for Higher Education, where I can effectively utilize my expertise in public procurement to make a positive contribution to the organization.

Statement of Qualifications
Certified Procurement Officer with over eight (8) years of experience in public procurement. Proficient in the functions of government procurement, which includes the development of bid and proposal specifications, analysis of responses and the preparation of contracts at the state, county and city government levels. Work closely with all levels of management within state agencies to determine needs, develop strategies, and provide procurement sources in support of those needs. Excellent communication skills with vendors and employees on the process of purchasing policies and procedures. Experience in the management of an accounts payable department for a city government.

Experience
Department of Central Services, Central Purchasing Division
Hi-Tech Contracting and Procurement Officer
2008 to Present
- Preparation and development of bid and proposal specifications to meet agency needs.
- Analysis of solicitation responses to assure conformity to Title 74, the Central Purchasing Act and Oklahoma Administrative Code 580:15 Department of Central Services, Central Purchasing Administrative Rules.
- Review Change Orders to assure they are in compliance with the original contract.
- Review and prepare contract renewals, extensions and amendments.
- Negotiate contracts with vendors to assure the best quality for the State of Oklahoma and the respective agency.

Oklahoma State Regents for Higher Education
Purchasing Specialist II
2005 to 2008
- Review requisitions to assure accuracy in fund and account coding.
- Assume that purchases are compliant with OSRHE policy, Office of State Finance Policy and the relevant sections of the Oklahoma State Purchasing Act.
- Prepare applicable solicitations for the competitive bid process, along with evaluation and award of selected vendors.
- Preparation of OneNet contracts.
- Advise agency personnel on correct purchasing practices.
Oklahoma County
Purchasing Officer
2004 to 2005
- Responsible for issuing all types of solicitation documents, tabulating and awarding of bids.
- Responsible for issuing of County Wide bids and other bids for special projects.
- Coordinating and facilitating at pre-bid conferences.
- Compose, and edit bids, correspondence, report memoranda, and other material for compliance with statutes, rules and regulations.
- Assist director in preparing agenda items for the Board of County Commissioner meeting and in the absence of the Purchasing Director represent the Purchasing Division at the Board of County Commissioner meetings.

City of Guthrie
Sr. Buyer
2001 to 2004
- Review and approve all departmental purchase requests.
- Plan, organize and supervise central purchasing programs and activities.
- Supervise payment of claims and invoices for all city departments.
- Supervise and coordinate building maintenance, for all in-house operations and outside contractors.
- Administer tort claims and maintain risk management records.
- Responsible for maintaining fixed asset records.
- Manage and review general ledger reports to assure statements of revenues and expenditures are correct and balanced.
- Prepare and analyze annual bids.
- Assist in budget preparation and monitoring or expenditures.
- Provide technical assistance and support to the Assistant City Manager with various projects.

City of Guthrie
Accounts Payable Clerk
1997 to 2001
- Coordinate all encumbrances of requisitions and issue purchase orders for city purchases.
- Responsible for computer entry of all invoices for payment and posting of all payments and checks to the General Ledger.
- Compile claim reports for the City Council approval on all city purchases and payments on a bi-weekly basis.
- Responsible for processing all payroll related accounts payable checks.
- Verify and balance monthly statements of payments made to vendors.
- Assist the Director of Administrative Services with pricing and sourcing of materials.
City of Guthrie
Utility Clerk
1996 to 1997
- Setting up and maintaining customer utility accounts.
- Receipt of revenues of multi-account activities and disbursement of those revenues to the appropriate accounts.
- Initiating and enforcing policy and procedure on dormant files to the collections of past due accounts.
- Coordinate work orders with meter readers for new service, re-read, and disconnects.

Education
2007 - University of Phoenix
Bachelor of Science, Business Administration
State of Oklahoma, Certified Procurement Officer December 2003.

Professional References

Amanda Madison
Purchasing Officer, Oklahoma County
405-713-1489

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Attorney
405-341-6741

Rene Spineto
City Planner, City of Guthrie
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AGENDA ITEM #26-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
- 5 degree program course requirement changes
- 3 degree program requirement changes
- 1 degree program name change

Oklahoma State University (OSU)
- 2 degree program name changes
- 5 degree program option additions
- 1 degree program option name change

Oklahoma State University Center for Health Sciences (OSU-CHS)
- 2 degree program option additions

Cameron University (CU)
- 1 degree program course requirement change

Northeastern State University (NSU)
- 26 degree program course requirement changes
- 9 degree program requirement changes
- 2 degree program option deletions
- 1 degree program option name change
- 1 degree program option requirement change

Northwestern Oklahoma State University (NWOSU)
- 4 degree program course requirement changes
- 2 degree program option additions
- 1 degree program requirement change

Southwestern Oklahoma State University (SWOSU)
- 4 degree program course requirement changes
Connors State College (CSC)
7 degree program course requirement changes
1 degree program requirement change

Oklahoma City Community College
1 degree program option name change
1 degree program course requirement change

Oklahoma State University-Oklahoma City (OSU-OKC)
1 degree program option name change

Western Oklahoma State College (WOSC)
1 degree program option addition
4 degree program option deletions
1 degree program option name change
1 degree program course requirement change

POLICY ISSUES:

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

ANALYSIS:

OU-Bachelor of Science in Environmental Design (074)
Degree program requirement change and degree program course requirement change:
• Change ARCH 1143 to ARCH 1142, ARCH 1153 to ARCH 1154 and ARCH 1253 to ARCH 1254.
• Proposed changes reflect changes in course content which will improve the program through collaboration and team learning.
• Total credit hours will change from 128 to 129.
• No courses will be added or deleted.
• No new funds are required.

OU-Bachelor of Interior Design in Interior Design (126)
Degree program requirement change and degree program course requirement change:
• Delete ID 1133 and ID 1145.
• Change ARCH 1143 to ARCH 1142.
• Add ID 1154 and cross list course with ARCH 1154.
• Add ID 1254 and cross list course with ARCH 1254.
• Proposed changes reflect changes in course content which will improve the program through collaboration and team learning.
• Total credit hours will change from 125 to 123.
• Two new courses will be added.
• No new funds are required.

OU-Master of Landscape Architecture in Landscape Architecture (244)
Degree program course requirement change:
• Change total credit hours for option “Landscape Architecture” from 60-77 to a minimum of 69 hours.
• Change total credit hours for option “Landscape Architecture Via Bachelor of Landscape Architecture” from 40-60 to a minimum of 47 hours.
- Change LA 5403 to LA 5402 and change LA 6596 to LA 6595.
- Proposed change will allow students to specialize in a geographical area not covered by other options in the program.
- Proposed changes will bring program in line with peer degree programs.
- Total credit hours will change from 60-77 to a minimum of 69.
- No courses have been added or deleted.
- No new funds are required.

OU-Bachelor of Arts in Women’s Studies (320)
Degree program name change and degree program course requirement changes:
- Change program name to “Bachelor of Arts in Women’s and Gender Studies.”
- Change WS course designation to WGS.
- Change heading from “Contemporary Social and Scientific Problems” to “Contemporary Society and Policy.”
- Add AFAM 3433, AFAM 4010, PHIL 3743, RELS 3203, WGS 3463, WGS 3423, WGS 4120 and WGS 3220 to Area Studies – History and Culture.
- Add AHI 4663, HON 3993, LSTD 3353, MUSC 4970, WGS 3443, WGS 3413 and WGS 3220 to Area Studies – Literature, Art and Communication.
- Add AFAM 4433, AFAM 4643, ANTH 4593, ANTH 4293, ECON 4513, HR 3303, HR 4423, HR 4170, PSC 3034, PSC 3203, PSC 3220, WGS 3453 and RELS 3203 to Area Studies – Contemporary Society and Policy.
- Cross list WGS courses of same numbers with HIST 3073, HIST 3133, HIST 3243, HIST 3533, HIST 3543, HIST 3593, and HIST 3933.
- Delete ENGL 4273 and ENGL 2033 from course requirements.
- Change WGS 3943 to WGS 3953.
- Proposed name change will reflect the emphasis within the discipline and align the program name with national trends including Big 12 universities.
- Proposed changes reflect permanent course numbers now listed in the catalog and degree check sheet.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OU-Bachelor of Science in Architectural Engineering in Architectural Engineering (357)
Degree program requirement change and degree program course requirement change:
- Add CEES 4113.
- Delete ARCH 1133 from the program.
- Change ARCH 1153 to ARCH 1154 and change ARCH 1253 to ARCH 1254.
- Proposed changes will meet Accreditation Board for Engineering and Technology, Inc., requirements for continued accreditation for this degree and reflect the course content requirements.
- Total credit hours will change from 127 to 129.
- No courses will be added or deleted.
- No new funds are required.

OSU-Master of Business Administration (035)
Doctor of Philosophy in Business Administration (036)
Degree program option addition:
- Add option “Entrepreneurship.”
- Proposed option addition is a result of $50.6 million, obtained through a private endowment.
- Proposed option will better serve students and provide additional opportunities for employment.
- Total credit hours will not change.
- Five new courses will be added.
- No new funds are required.

OSU-Master of Science in Mechanical Engineering (145)
Degree program name change:
- Change program name to “Master of Science in Mechanical and Aerospace Engineering.”
- Proposed name change will more accurately reflect the name of the school and the joint nature of the material to which the students are exposed.
- Proposed name change will more accurately reflect consistency with other degree programs across the country.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-Doctor of Philosophy in Mechanical Engineering (146)
Degree program name change:
- Change program name to “Doctor of Philosophy in Mechanical and Aerospace Engineering.”
- Proposed name change will more accurately reflect the name of the school and the joint nature of the material to which the students are exposed.
- Proposed name change will more accurately reflect consistency with other degree programs across the country.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-Master of Arts in English (086)
Degree program option name change:
- Change option name “Technical Writing” to “Professional Writing.”
- Proposed name change will provide consistency with content of program and with current trends.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-Master of Science in Physics (162)
Degree program option addition:
- Add option “Optics and Photonics.”
- Proposed option addition will create a parallel option to serve the growing number of students pursuing a concentration in this area of study.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-Master of Science in Electrical Engineering (072)
Degree program option additions:
- Add options “Optics and Photonics” and “Control Systems.”
- Proposed option additions will replace existing stand alone programs that have low student interest.
- Proposed option additions will better serve electrical engineering students in specific areas of interest.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

OSU-CHS-Master of Science in Forensic Science (004)
Degree program option additions:
- Add options “Forensic Science Administration” and “Forensic Science Examination.”
- Proposed option additions will allow professional practitioners to attain a Master’s degree as part time students.
- Total credit hours will change from 36 to 39.
- No courses will be added or deleted.
- No new funds are required.

CU-Bachelor of Science in Physics (385)
Degree program course requirement change:
- Add CIS 2013 ‘or similar course in C++, Fortran, or other computer language’ to general requirements.
- Add PHYS 3043 to major requirements.
- Add PHYS 4401 and PHYS 4481-3 major electives.
- Proposed changes reflect requirements to increase similarity to other physics programs in the state of Oklahoma and alleviate transfer barriers, increase employability and graduate school preparation for students.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

NSU-Bachelor of Science in Education in Early Childhood Education (023)
Bachelor of Science in Education in Elementary Education (025)
Bachelor of Science in Education in Health and Physical Education (041)
Bachelor of Science in Education in Special Education-Mild/Moderate (084)
Bachelor of Science in Education in Mathematics (058)
Bachelor of Science in Education in Science (120)
Bachelor of Art in Education in Art Education (006)
Bachelor of Art in Education in English Education (029)
Bachelor of Art in Education in Speech Education (091)
Bachelor of Art in Education in Spanish Education (083)
Bachelor of Art in Education in Cherokee Education (141)
Bachelor of Music Education in Music Combination-Instruction/Vocal (061)
Bachelor of Music Education in Music-Instrumental (062)
Degree program course requirement changes:
- Add EDUC 4172 to Professional Education core.
- Change EDUC 4056 to EDUC 4044.
- Change EDUC 4066 to EDUC 4074.
- Proposed changes increase student proficiencies in assessment of student learning.
- Proposed changes will limit student internships to twelve credit hours.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.
NSU-Bachelor of Business Administration in Accounting (001)
Bachelor of Business Administration in Finance (030)
Bachelor of Business Administration in Business Administration (012)
Bachelor of Business Administration in Management (054)
Bachelor of Business Administration in Marketing (055)
Bachelor of Business Administration in Information Systems (123)
Bachelor of Business Administration in International Business (126)
Bachelor of Business Administration in Entrepreneurship (136)
Bachelor of Business Administration in Supply Chain Management (145)

Degree program course requirement changes and degree program requirement changes:
- Add BADM 3963 to business core requirements.
- Change admission for a Bachelor of Business Administration degree program to “Completion of: 45 hours; computer competency; ENGL 1113, ENGL 1213 with ‘C’ or higher; MATH 1513 with ‘C’ or higher; ACCT 2103, ACCT 2203, ECON 2213 with a 2.25 average; overall average of 2.25; signed copy of the College of Business and Technology (CBT) code of conduct on file in the CBT Advisor’s office.
- Proposed changes will enable students to take required courses in sequence.
- Proposed changes will increase student capabilities in “soft skills” for greater employability.
- Total credit hours will not change.
- One course will be added.
- No new funds are required.

NSU-Bachelor of Arts in History (042)

Degree program course requirement change:
- Add HIST 3823, HIST 3883, HIST 4653 HIST 4313 to World History advanced electives.
- Change requirement in World History Advanced Electives to six hours.
- Add HIST 2713, HIST 2723 to World History Survey requirements.
- Change requirement in World History Survey to six hours.
- Allow HIST 2523 to satisfy 3 hours in History advanced electives.
- Change History Advanced Electives to “History Advanced Electives and/or HIST 2523.”
- Change requirement in History Advanced Electives from 15 to 6 hours.
- Change major requirement to “Students following this program must complete HIST 113 and HIST 1483 of the General Education pattern.”
- Proposed changes will better meet the expectations of accrediting agencies.
- Proposed changes will provide more opportunity for students to obtain credit within the major.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

NSU-Bachelor of Arts in Music (060)

Degree program option name change, degree program option requirement change and degree program option deletion:
- Change option name “General Music Option” to “Musical Arts Option.”
- Add MUS 3032 in “Performance Option.”
- Change Performance Option requirement to include “equivalent of the first year of a foreign language, 3 hours to fulfill a portion of the humanities requirement and 3 hours within the music electives.”
- Delete options “Applied Music” and “Music Theatre.”
Proposed changes will create greater clarity in the distinction made by the National Association of Schools of Music between Liberal Arts and Professional degree plans.
Total credit hours will not change.
One new course will be added.
No new funds are required.

**NSU-Master of Arts in Communication (106)**
Degree program course requirement change:
- Change curriculum structure: “The Master of Arts in Communication degree consists of thirty-six (36) hours of 5000-level graduate study with specialization in two areas: Communication Studies and Mass Communication.”
- Change curriculum structure: “Courses completed at the 4000-level cannot be repeated at the 5000-level. Additionally, any cross-listed course can only be taken once for credit.”
- Change curriculum structure: “Students will have to take nine hours in Communication Studies and Mass Communication.”
- Proposed changes reflect program requirements and structural changes in curriculum sequence.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**NSU-Doctor of Optometry (107)**
Degree program course requirement change:
- Change OPT 6282 to OPT 6283.
- Proposed changes reflect aging population needs for optometric physicians who provide vision rehabilitative services.
- Total credit hours will change from 172 to 173.
- No courses will be added or deleted.
- No new funds are required.

**NSU-Bachelor of Science in Biology (115)**
Degree program course requirement change:
- Change BOT and ZOOL prefixes to BIO.
- Delete BOT 1123, BOT 1132, ZOOL 1123, ZOOL 1132, ZOOL 3304, ZOOL 3114 and BIO 3553 from program requirements.
- Add BIO 1131 and BIO 1123 to program requirements.
- Add BIO 3013, BIO 3003 and BIO 4502 to Cellular option.
- Add BIO 3013 and BIO 3003 to Fish and Wildlife option and Organismic option.
- Proposed curricular changes reflect program review recommendations to eliminate repetition of content and keep current with modern biology to improve quality.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**NWOSU-Bachelor of Science in Biology (005)**
Degree program option additions and degree program course requirement changes:
- Add options “Health Science” and “Natural History.”
- Delete BIOL 1125 and BIOL 1225 from major requirements.
- Add BIOL 1124, BIOL 1224, BIOL 3011, BIOL 4011, and BIOL 4021 to major requirements.
- Change course name for BIOL 3235 from “Comparative Anatomy” to “Comparative Vertebrate Anatomy.”
- Reduce the number of Elective Biology courses from 18 credit hours to 17 credit hours.
- Proposed option additions will better prepare students for careers in both areas of study.
- Proposed course changes will more accurately reflect course content, require a service-learning component to curriculum and more closely match offerings with other universities on the state transfer matrix.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

**NWOSU-Bachelor of Music Education-Vocal (027)**

Degree program course requirement changes and degree program requirement changes:

- Add MUSI 2013, MUSI 4023 and MUSI 4031 to course requirements.
- Delete MUSI 1132, MUSI 1152, MUSI 2222, MUSI 2201, MUSI 2211, MUSI 3101, MUSI 3202, MUSI 4251, MUSI 4302, MUSI 4402, MUSI 4442, MUSI 4462 and MUSI 2111 from course requirements.
- Add MUSI 1131, MUSI 1151, MUSI 2221, MUSI 2202, MUSI 3102, MUSI 3203, MUSI 4403, MUSI 4443, MUSI 4463 and MUSI 3121 to course requirements.
- Change Applied Vocal Instruction hours required from twelve to eight.
- Proposed changes will refocus the structure of the program on educational pedagogy and methodology, rather than performance.
- Proposed changes will better address state and national competencies.
- Proposed changes will expand the scope of courses to include church choirs and community choirs.
- Total credit hours will not change.
- Three new courses will be added.
- No new funds are required.

**NWOSU-Bachelor of Music Education-Instrumental (026)**

Degree program course requirement changes:

- Add MUSI 2013, MUSI 1131, MUSI 1151, MUSI 2221, MUSI 3102, MUSI 4262, MUSI 4422, MUSI 4443 and MUSI 4453 to course requirements.
- Delete MUSI 1132, MUSI 1152, MUSI 2222, MUSI 3101, MUSI 4261, MUSI 4302, MUSI 4442 and MUSI 4452 from course requirements.
- Proposed changes will better meet Oklahoma teacher certification competencies and National Association of Schools of Music competencies.
- Proposed changes will help prepare students for professional tasks required in public schools.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

**NWOSU-Bachelor of Science in Nursing (047)**

Degree program course requirement change:

- Delete NURS 3007, NURS 3222, NURS 3225, NURS 3038, NURS 3144, NURS 3154, NURS 3334 and NURS 4317.
- Add NURS 3226, NURS 3037, NURS 3147, NURS 3337 and NURS 4316.
- Proposed changes reflect suggestions from the Oklahoma Board of Nursing site visit in March 2008 and current emphasis on safety, clinical and curriculum research.
- Total credit hours will not change.
- Eight courses will be deleted and five courses will be added.
- No new funds are required.
SWOSU-Bachelor of Science in Athletic Training (143)
Bachelor of Science in Parks and Recreation Management (049)
Degree program course requirement changes:
• Change KINES 4233 to KINES 4234.
• Proposed change will add a laboratory component to course work.
• Total credit hours will change from 120 to 121.
• No courses will be added or deleted.
• No new funds are required.

SWOSU-Bachelor of Science in Exercise Science (151)
Degree program course requirement changes:
• Delete PRM 3702 to course requirements.
• Change KINES 4233 to KINES 4234.
• Change KINES 4882 to KINES 4883.
• Proposed changes will provide students with more intensive training with writing prescriptive programs and administering tests.
• Proposed changes will better prepare students for the cardiac rehabilitation course and provide more proficiency in major course areas.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

SWOSU-Bachelor of Science in Education in Health and Physical Education (023)
Degree program course requirement changes:
• Change KINES 4233 to KINES 4234.
• Delete KINES 2242 from course requirements.
• Proposed change will add a laboratory component to course work.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

CSC-Associate in Applied Science in Child Development (063)
Degree program course requirement changes:
• Delete “Selected Electives” from General Education requirements.
• Add SOCI 1113 to General Education requirements.
• Add CHDV 1121 to course requirements, to be taken during first semester.
• Add CHDV 2593 to program electives.
• Change CHDV 1113 to a two hour course.
• Delete “Support Courses” from program requirements.
• Proposed changes are a result of recommendations from the National Association for the Education of Young Children review team.
• Total credit hours will change from 63 to 61.
• No courses will be added or deleted.
• No new funds are required.

CSC-Associate in Arts in Child Development (086)
Degree program course requirement changes:
• Add CHDV 2593 to Elective courses.
• Add CHDV 1121 to course requirements, to be taken during first semester.
• Add CHDV 2593 to program electives.
• Change CHDV 1113 to a two hour course.
• Proposed changes are a result of recommendations from the National Association for the Education of Young Children review team.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

CSC-Associate in Arts in General Education (050)
Degree program course requirement changes:
• Change Program Requirements from “choose 3 or more courses from 7 academic areas for 9-18 credit hours and 2 or more courses for 6-15 credit hours in 11 academic areas” to “choose at least 1 three –hour course from a minimum of 4 different disciplines from a list of 28 academic areas.”
• Proposed change is a recommendation from the Enrollment Management Office.
• Proposed change will allow greater flexibility in the degree plan to better accommodate students.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required

CSC-Associate in Science in Horticulture (088)
Degree program course requirement changes:
• Change program core hours from 17-23 to 14.
• Change guided electives hours from 0-6 to 9.
• Add AGRI 111, HORT 2513 and HORT 2613 to program core.
• Add HORT 2101, HORT 2201, HORT 2202, HORT 2302 and HORT 2402 to Guided Electives.
• Proposed changes will better facilitate transfer into baccalaureate programs in agriculture.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required

CSC- Associate in Arts in History (017)
Degree program course requirement changes:
• Delete HIST 1493 from General Education courses.
• Add HIST 1493 to program requirements.
• Reduce program requirements from 15 to 12 credit hours.
• Change electives from 3 to 6 credit hours.
• Add SOCI to elective courses.
• Change name of PSYC 2213 from “Psychology of Personality Adjustment” to “Psychology of Adjustment.”
• Proposed changes will clarify scope and sequence of history courses for majors.
• Proposed changes will better align with State Regents’ transfer matrix.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required.
CSC-Associate in Arts in Psychology (046)
Degree program course requirement change and degree program requirement change:
• Require PSYC 1113 as a prerequisite to all advanced psychology courses which are offered at CSC.
• Change name of PSYC 2213 from “Psychology of Personality Adjustment” to “Psychology of Adjustment.”
• Proposed changes will facilitate transfer for students to other institutions.
• Proposed changes will better align with State Regents’ transfer matrix.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required.

CSC- Associate in Arts in Sociology (038)
Degree program course requirement changes:
• Require PSYC 1113 for “Pre-Professional Sociology” and “Pre-Social Work” options.
• Change elective hours from 3 hours to 0-3 hours.
• Delete BUSN 2113 and BUSN 2213 from business course requirements section.
• Change name of PSYC 2213 from “Psychology of Personality Adjustment” to “Psychology of Adjustment.”
• Proposed changes will facilitate transfer for students to other institutions.
• Proposed changes will align with State Regents’ transfer matrix.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required.

OCCC-Associate of Applied Science in Business (026)
Degree program option name change:
• Change option name “Automotive Service Management” to “Vehicle Service Management.”
• Proposed name change would better reflect industry options for students.
• Total credit hours will not change.
• No courses have been added or deleted.
• No new funds are required.

OCCC-Associate of Applied Science in Surgical Technology (114)
Degree program course requirement change:
• Add ST 2114 to required major courses.
• Proposed addition will better prepare students to enter workforce.
• Total credit hours will change from 62 to 66.
• One course will be added.
• No new funds are required.

OSU-OKC-Associate in Applied Science in Technical Communications (064)
Degree program option name change:
• Change option name “Internet Administration/Web Page Design” to “Internet/Web Page Design.”
• Proposed name change will better reflect emphasis of option.
• Total credit hours will not change.
• No new courses have been added.
• No new funds are required.
WOSC-Associate in Arts in Art (022)

Degree program option deletions:
- Delete options “Communications,” “Religion” and “Early Childhood.”
- Proposed deleted options will be listed under new programs.
- Total credit hours will not change.
- No courses have been added or deleted.
- No new funds are required.

WOSC-Associate in Applied Science in Applied Technology (015)

Degree program option additions, degree program option deletion, degree program option name change and degree program course requirement changes:
- Delete option “Applied Technology.”
- Change option name “Navy” to “Military Studies Training.”
- Add core courses BCIS 1513, ACCT 2003, ACCT 2113, BUSI 2113, MGMT 2213 and SPAN 1113 to Technical-Occupational Core Courses.
- Proposed option additions will provide clarity of degree program to prospective employers.
- Proposed option deletion is a result of program restructuring.
- Proposed option name change will clarify offerings to all military, rather than only navy.
- Proposed changes will provide clarity of degree plans for employers for use in the workforce.
- Total credit hours will not change.
- Three courses have been deleted.
- No new funds are required.
AGENDA ITEM #26-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma Health Sciences Center (OUHSC) requests authorization to reinstate the Bachelor of Science in Pharmacy Systems (033) which was suspended in May 2007.

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

POLICY ISSUES:

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

ANALYSIS:

The Bachelor of Science in Pharmacy Systems (033) at OUHSC was suspended at the May 25, 2007 State Regents’ meeting based on low productivity. The reinstatement of the program will meet student needs and provide an alternative for those students who decide not to become practitioners in their doctoral degrees.

It is understood that with this action, OUHSC is authorized to advertise the program, recruit and admit. Consistent with its classification and status, this program will be placed on the regular program review cycle.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #26-b:

Electronic Media.

SUBJECT: Western Oklahoma State College (WOSC). Approval of request to offer two existing degree programs via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve WOSC’s request to offer the Associate in Applied Science in Child Development (010) and Associate in Science in Early Childhood (066) via electronic media.

BACKGROUND:

WOSC is currently approved to offer the following Associate degrees through electronic delivery:

- Associate in Arts in University Studies (022)
- Associate in Applied Science in Office Systems Technology (049)

WOSC requests authorization to offer an existing Associate in Applied Science in Child Development (010) and an existing Associate in Science in Early Childhood (066) via electronic delivery, 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:

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

- **Demand.** WOSC’s non-traditional students are challenged with time management by the need to balance home family and continuation educational opportunities. Many students live a great distance from WOSC and are in need of non-traditional course delivery. WOSC currently offers all early childhood courses electronically and as of Spring 2009 all general education courses required for the Associate in Science in Early Childhood and the Associate in Applied Science in Child Development.
By offering complete degrees online WOSC will help to meet the educational needs of hundreds of child care programs not only in WOSC service area but throughout Oklahoma.

- **Delivery method.** WOSC will utilize the Modular Object-Oriented Dynamic Learning Environment (Moodle). Moodle Learning Environment is a complete Web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. Moodle allows for real time interaction between instructor and student.

- **Funding.** No new funding will be required to deliver the two programs electronically. Existing allocations from WOSC’s Information Services budget will fund the course management system, hardware/server costs, faculty, and student support services will meet the cost of the online program.

WOSC’s on-line best practice’s was reviewed by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) in March 2008 and WOSC was approved to offer the Associate in Applied Science in Office Systems programs on-line. HLC also approved a Criminal Justice degree program to be offered electronically but WOSC has not submitted a Letter of Intent for this program. Programs that are delivered electronically must also be approved by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). In most cases, HLC requires State Regents’ approval before reviewing electronically delivered programs. Additionally, the request to offer both of these two additional degree programs has been approved by the WOSC Board of Regents.

Based on staff analysis and institutional expertise, approval of WOSC’s request to offer two additional degree programs through electronic media online delivery as described above is recommended.
AGENDA ITEM #26-c:

Contract.

SUBJECT: Approval of ACT Agreement for 2009-2010.

RECOMMENDATION:

It is recommended that the State Regents approve the 2009-2010 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (OK EPAS) as a student preparation initiative since 1993. In the 2008-2009 academic year 79,913 students took the EPAS assessments. The EXPLORE assessment was taken by 40,953 8th grade students and 38,960 students took the 10th grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 500 participating districts, including 48 private schools.

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

POLICY ISSUES:

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

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

ANALYSIS:

For 2009-2010 the contract expenditures will be an amount not to exceed $750,000 to be funded from the Regents' Student Preparation budget. A copy of the agreement is attached.

Attachment
AGREEMENT

between

ACT, Inc.

and the

Oklahoma State Regents for Higher Education

Educational Planning and Assessment System (EPAS)
July 1, 2009 through June 30, 2010
Agreement between
ACT, Inc. and Oklahoma State Regents for Higher Education

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

RECITALS

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

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

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

The parties entered into a previous agreement for the Educational Planning and Assessment System in 2008 and now wish to renew that relationship and replace the August 22, 2008 agreement expiring June 30, 2009 with this Agreement.

TERMS AND CONDITIONS

1. Scope of Work

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

2. Term

The term of this Agreement will be from July 1, 2009 to June 30, 2010. This Agreement shall be automatically renewed for successive twelve (12) month periods thereafter unless notice of termination as to subsequent periods is given by either party thirty (30) days prior to the beginning of the next period.

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

During the period from July 1, 2009 through June 30, 2010, ACT will provide the goods and services identified in Exhibit B, at the unit prices in each period stated in Exhibit C. On or about May 1, 2010, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The “Final Amount” shall mean the total cost of all goods and services provided to OSRHE. Total compensation for the period from July 1, 2009 through June 30, 2010 will not exceed $750,000. Negotiations for services and payments in subsequent renewal terms should commence by March 1st of each year and the Agreement should be modified by April 1st of each year, or such later date as the parties may mutually agree.

4. Ownership of Data and Software

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

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

5. Privacy of Information

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

6. Notices

Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:
If to ACT: Thomas J. Goedken
Chief Financial Officer
ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, IA  52243-0168

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

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


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

8. Complete Agreement

This Agreement (including all exhibits hereto) constitutes the entire agreement between the parties and supersedes all other prior agreements and understandings, both written and oral. This agreement terminates and replaces the EPAS agreement between the parties dated August 22, 2008.

9. Representatives

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

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

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

For ACT: Paul Weeks
Assistant Vice President, State Programs
Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

10. **Governing Law**

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

11. **Headings**

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

Executed this ______ day of ____________________, 2009.

**ACT, INC.**

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

**OSRHE**

By: ________________________________
Glen D. Johnson
Chancellor

By: ________________________________
Thomas J. Goedken
Chief Financial Officer
GENERAL PROVISIONS

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

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

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

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

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

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

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

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

**Arbitration**

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

**Force Majeure**

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

**Severability**

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

**Amendment**

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

**Authorization**

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

**Confidentiality**

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

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

**Warranty and Limitation.**
ACT WARRANTS THAT THE ASSESSMENTS HAVE BEEN DEVELOPED IN ACCORDANCE WITH AND THE SERVICES WILL BE PERFORMED IN A MANNER CONSISTENT WITH INDUSTRY STANDARDS. EXCEPT AS SET FORTH IN THIS SECTION, ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE.
STATEMENT OF WORK  
FY09 OKLAHOMA EPAS SERVICES

1. GENERAL

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

Qualified Participants
Public and private schools will be eligible for OK EPAS when an EPAS District Participation Agreement (DPA) is completed by the district indicating that both EXPLORE and PLAN will be administered to all students enrolled in grades 8 and 10 respectively in the district. If a district is responsible for both grade levels, upon signature of the DPA, the district will administer both EXPLORE and PLAN.

Test Administration Period
Schools will administer EXPLORE and PLAN between August 24th 2009 and October 9th 2009.

Ordering Test Materials
ACT shall provide a materials ordering system in accordance with the specifications defined in this Agreement that will be reasonably acceptable to OSRHE.

- The State Regents shall make available information relating to eligible public school names, including their district affiliations, and eligible private school names.
- ACT shall mail online ordering instructions to all eligible schools. The State will assist ACT in communicating the ordering process to all districts and schools. Four copies of all mailings will be sent to Dr. Cindy Brown, Oklahoma State Regents.
- The ordering process will include the District Participation Agreement.
- Districts and private schools may place test materials orders before the end of the 2008-2009 academic year.
- Districts and private schools are encouraged to place all orders online. All orders that are placed online shall receive an email confirming receipt of the order. ACT Customer Services will be available to provide assistance to districts/private schools should the online ordering system be unavailable.

Answer Document Return Dates
The OSRHE has identified November 5th 2009 as the date when all EXPLORE/PLAN answer folders will be returned to ACT. ACT shall begin production of the State aggregate reports after the State date of November 5th. OSRHE may, at any time up to November 5, 2009, contact ACT to extend the State answer document return date. Extension of the State date will allow for the submission of State approved late answer folders. Answer folders that are received after the November 5th date (or after the extended answer document return date) shall be processed and students shall receive score reports, however student results shall not be included in the aggregate reports.

In addition to the State prescribed answer document return date, districts will be asked to provide a district document return date; a date by which answer folders for all schools in the district will be returned to ACT. District aggregate reports will be run within 15-business days following the district-designated return date. Answer folders received at ACT after the district document return date shall receive a student score report but shall not be included in any
aggregate report. Districts may contact ACT to change their respective district document return dates up to the time of the initially stated date.

**Confirmation Process**
Prior to production of the aggregate reports, the district contact person shall receive a confirmation email. The confirmation email will offer an opportunity for the district to review its report aggregations, and to provide changes or corrections to ACT if necessary. Once the district answer document return date is reached, no changes to district report aggregations are possible.

**Additional Items**
OSRHE will continue its use of the supplemental, state use questions found on the answer document.

Answer documents received after the State provided district document return date will be processed upon receipt of OSRHE approval.
2. EXPLORE

### Test and Support Materials

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/student</td>
<td>OKLAHOMA EXPLORE ENHANCED REPORTING PACKAGE 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>EXPLORE TEST BOOK 03B</td>
</tr>
<tr>
<td>1/student</td>
<td>EXPLORE ANSWER FOLDER 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>EXPLORE INSTRUCTIONS FOR COMPLETING YOUR ANSWER FOLDER 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>WHY TAKE EXPLORE?</td>
</tr>
<tr>
<td>2/school</td>
<td>EXPLORE SCHOOL HEADER 2009-2010</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE TEST SUPERVISORS PACKET 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>EXPLORE OKLAHOMA SUPPLEMENTAL ITEMS 2009-2010</td>
</tr>
<tr>
<td>1/per 20 students</td>
<td>EXPLORE ROOM SUPERVISOR'S MANUAL 2009-2010</td>
</tr>
<tr>
<td>PROMO**</td>
<td>EXPLORE SCORING ENVELOPE 10X13</td>
</tr>
<tr>
<td>PROMO**</td>
<td>EXPLORE SCORING ENVELOPE 12X15</td>
</tr>
</tbody>
</table>

**For 1-100 quantities of the reporting package, the customer gets one 10x13 EXPLORE Scoring Envelope. However, when customers order more than 100 they receive a 12x15 EXPLORE Scoring Envelope for every 250 Quantity.

### OPTIONAL ITEMS

| As indicated on order | EXPLORE CLASS/GROUP HEADER 2009-2010                                             |
| As indicated on order | EXPLORE TEST PACKET 03A - AUDIO CASSETTE                                           |
| As indicated on order | EXPLORE TEST PACKET 03A - AUDIO CD                                                 |
| As indicated on order | EXPLORE TEST PACKET 03A – BRAILLE                                                 |
| As indicated on order | EXPLORE TEST PACKET 03A - LARGE PRINT                                              |
| As indicated on order | EXPLORE TEST PACKET 03A - READERS SCRIPT                                           |
| As indicated on order | WHY TAKE EXPLORE? 2009-2010 (SPANISH TRANSLATION)                                  |
| 1/participant      | Student Pre-ID label (optional)                                                    |

Material orders shall be shipped by ACT to the site address provided by the district. ACT will calculate and ship material overages based on the materials orders as follows:

- Schools with enrollments of 1-200 students will receive an overage of 5 test books.
- Schools with enrollments of 201-500 students will receive an overage of 10 test books.
- Schools with enrollments of 501-1000 students will receive an overage of 15 test books.
- Schools with enrollments of >1000 students will receive an overage of 20 test books.
## Reports to Schools

*(Addressed to designated EXPLORE Coordinator)*

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/student</td>
<td>OKLAHOMA EXPLORE ENHANCED REPORTING PACKAGE – SCORING AND REPORTING 2009-2010</td>
<td>Enhanced reports identified here shall be shipped 15-business days after receipt of answer folders at the ACT scoring center.</td>
</tr>
<tr>
<td>2/student</td>
<td>EXPLORE STUDENT SCORE REPORT WITH ITEM-RESPONSE (PAPER)</td>
<td>Submitted answer folders with issues that cannot be immediately resolved by ACT, in ACT’s sole discretion, shall not be held to the 15-day reporting requirement.</td>
</tr>
<tr>
<td>2/student</td>
<td>EXPLORE STUDENT SCORE LABEL</td>
<td></td>
</tr>
<tr>
<td>1/student</td>
<td>EXPLORE STUDENT LIST REPORT (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE PROFILE SUMMARY REPORT - SCHOOL (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/school</td>
<td>USING YOUR EXPLORE RESULTS 2009-2010</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE INTERPRETIVE GUIDE FOR STUDENT AND SCHOOL REPORTS 2009-2010 (PAPER)</td>
<td>Answer folders received after the district document return date shall not be held to the 15-day reporting requirement.</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT – SCHOOL (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE 2009-2010 (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE DATA FILE - SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/student</td>
<td>USING YOUR EXPLORE RESULTS 2009-2010 (SPANISH TRANSLATION)</td>
<td>Letters will be provided to schools 10-business days after the State reports are shipped.</td>
</tr>
<tr>
<td>As applicable</td>
<td>EXPLORE High-Achieving Student Recognition: Cover letter sent to school principal (letter and letterhead provided by OSRHE) with a roster of students in the school who score at or above any of the ACT College Readiness Benchmarks (English, mathematics, reading or science) on EXPLORE during the Fall 2009 testing period. File includes school name, school code, and student name.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

- EXPLORE School Norms Reporting by School, EXPLORE District Norms Reporting by District, and EXPLORE State Norms will not be provided on the student report.
- Aggregate reports will reflect standard-time test takers only. Data for all students (including accommodations testing) will be provided in the student data file.
### Reports to Districts with Two or More Schools Testing with EXPLORE
*Addressed to District EPAS Coordinator*

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/order</td>
<td>OKLAHOMA EXPLORE ENHANCED REPORTING PACKAGE – SCORING AND REPORTING - DISTRICT (CD)</td>
<td>District aggregate reports will be mailed 15 business days after the district provided deadline date.</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE PROFILE SUMMARY REPORT - DISTRICT (CD)</td>
<td>Results from answer folders submitted after the district generated return date shall not be included in the district aggregate report.</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT - DISTRICT (CD)</td>
<td>Schools and districts may request ACT to re-run (for a fee) updated aggregate reports that incorporate late results.</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE 2009-2010 (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE DATA FILE - DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school in district</td>
<td>OKLAHOMA EXPLORE ENHANCED REPORTING PACKAGE - SCORING AND REPORTING - DISTRICT - SCHOOL-LEVEL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school in district</td>
<td>EXPLORE PROFILE SUMMARY REPORT – SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school in district</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT - SCHOOL (CD)</td>
<td></td>
</tr>
</tbody>
</table>

### Reports to OSRHE, addressed to Dr. Cindy Brown
*Includes only schools participating in OK EPAS – All reports PDF*

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/order</td>
<td>EXPLORE PROFILE SUMMARY REPORT – STATE (CD)</td>
<td>State reports will be provided five weeks after the last district report is shipped.</td>
</tr>
<tr>
<td>1/per multi school district</td>
<td>EXPLORE PROFILE SUMMARY REPORT – DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE PROFILE SUMMARY REPORT – SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT - STATE (CD)</td>
<td></td>
</tr>
<tr>
<td>1/per multi-school district</td>
<td>EXPLORE ITEM RESPONSE SUMMARY REPORT – DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE ITEM-RESPONSE SUMMARY REPORT - SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE DATA FILE - STATE (CD) – ACT to provide the data file on a separate CD from the CD containing the PDF documents.</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE FIVE-YEAR TREND REPORT – STATE (CD)</td>
<td>Reports will be provided 10-business days after the State reports are shipped.</td>
</tr>
<tr>
<td>1/order</td>
<td>EXPLORE OKLAHOMA RECOGNITION LIST</td>
<td></td>
</tr>
<tr>
<td>Excel file</td>
<td>EXPLORE OKLAHOMA RECOGNITION LIST – ACT to provide the recognition list in an Excel, comma delimited, or other file format that will easily export into Excel.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All reports in PDF format on CD to districts and OSRHE will be in separate files organized by district on CD.
- Individual school reports shall be separate PDFs organized on CD by district. File names shall begin with the name of the district/school.
- File names shall not begin with the site code.
- Aggregate reports will reflect standard-time test takers only. Data for all students (including accommodations testing) will be provided in the student data file.
• ACT agrees to periodically deliver copies, at ACT’s discretion, of individual High School Profile and IRSR reports prior to receiving the final “all schools” report.
• National norms are reported on student score reports.

**Billing/Postage/Freight Charges**
• ACT shall pay outbound postage/freight charges for standard delivery (UPS Ground or First Class USPS) of material orders and score reports to district addresses in the US.
• School/district shall pay postage/freight charges for the return of answer documents to ACT for scoring. UPS or another traceable method is recommended.
• School/district shall pay additional outbound postage/freight charges for all shipments requiring expedited delivery to meet district-requested delivery deadline.

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

**Test Security Level**
School and district test coordinators are responsible for the secure storage and distribution of test booklets for each administration. ACT will investigate reports of compromised test forms to determine appropriate future testing practices for schools that have had a compromise in test security.
### 3. PLAN

#### Test and Support Materials

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/student</td>
<td>OKLAHOMA PLAN ENHANCED REPORTING PACKAGE 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>PLAN TEST FORM 30B - 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>PLAN ANSWER FOLDER 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>PLAN INSTRUCTIONS FOR COMPLETING YOUR ANSWER FOLDER 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>WHY TAKE PLAN?</td>
</tr>
<tr>
<td>1/school</td>
<td>PLAN SCHOOL HEADER 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>PLAN OKLAHOMA SUPPLEMENTAL ITEMS 2009-2010</td>
</tr>
<tr>
<td>1/ per 20 students</td>
<td>PLAN ROOM SUPERVISORS MANUAL 2009-2010</td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN TEST SUPERVISORS PACKET 2009-2010</td>
</tr>
<tr>
<td>PROMO**</td>
<td>PLAN SCORING ENVELOPE 10X13</td>
</tr>
<tr>
<td>PROMO**</td>
<td>PLAN SCORING ENVELOPE 12X15</td>
</tr>
</tbody>
</table>

**For 1-100 quantities of the reporting package, the customer gets one 10x13 EXPLORE Scoring Envelope. However, when customers order more than 100 they receive a 12x15 EXPLORE Scoring Envelope for every 250 Quantity.

### OPTIONAL ITEMS

- As indicated on order | PLAN TEST PACKET 29B - AUDIO CASSETTE |
- As indicated on order | PLAN TEST PACKET 29B - AUDIO CD |
- As indicated on order | PLAN TEST PACKET 29B - BRAILLE |
- As indicated on order | PLAN TEST PACKET 29B - LARGE PRINT |
- As indicated on order | PLAN TEST PACKET 29B - READER'S SCRIPT |
- As indicated on order | WHY TAKE PLAN? 2009-2010 (SPANISH TRANSLATION) |
- As indicated on order | PLAN TEST PACKET 29B - AUDIO CASSETTE |
- 1/participant | Student Pre-ID label (optional) |

Materials orders shall be shipped to schools. ACT will calculate and ship materials overage based on the schools’ submitted materials orders:

- Schools with enrollments of 1-200 students will receive an overage of 5 test books.
- Schools with enrollments of 201-500 students will receive an overage of 10 test books.
- Schools with enrollments of 501-1000 students will receive an overage of 15 test books.
- Schools with enrollments of >1000 students will receive an overage of 20 test books.
## Reports to Schools
*(Addressed to designated PLAN Coordinator)*

Note: PLAN School Norms Reporting by School, PLAN District Norms Reporting by District, and PLAN State Norms are **not** to be provided.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/student</td>
<td><strong>OKLAHOMA PLAN ENHANCED REPORTING PACKAGE – SCORING AND REPORTING 2009-2010</strong></td>
<td>Enhanced reports identified here shall be shipped 15-business days after receipt of the answer folders at the ACT scoring center.</td>
</tr>
<tr>
<td>2/student</td>
<td>PLAN STUDENT SCORE REPORT WITH ITEM-RESPONSE (PAPER)</td>
<td>Submitted answer folders with issues that cannot be immediately resolved by ACT, in ACT’s sole discretion, shall not be held to the 15-day reporting requirement.</td>
</tr>
<tr>
<td>2/student</td>
<td>PLAN STUDENT SCORE LABEL</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN STUDENT LIST REPORT (PAPER)</td>
<td>Test documents received after the district submitted deadline date shall not be held to the 15-day reporting schedule.</td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN PROFILE SUMMARY REPORT - SCHOOL (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/student</td>
<td>USING YOUR PLAN RESULTS 2009-2010</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN INTERPRETIVE GUIDE FOR STUDENT AND SCHOOL REPORTS 2009-2010</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT - SCHOOL (PAPER)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN DATA FILE - SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>As ordered</td>
<td>USING YOUR PLAN RESULTS 2009-2010 (SPANISH TRANSLATION)</td>
<td>Letters will be provided to schools 10-business days after the State reports are shipped.</td>
</tr>
<tr>
<td>As applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLAN High-Achieving Student Recognition: Cover letter sent to school principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(letter and letterhead provided by OSRHE) with a roster of students in the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>who score at or above any of the ACT College Readiness Benchmarks (English,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mathematics, reading or science) on PLAN during the Fall 2009 testing period. File</td>
<td></td>
</tr>
<tr>
<td></td>
<td>includes school name, school code, and student name.</td>
<td></td>
</tr>
</tbody>
</table>
### Reports for Districts with Two or More Schools Testing with PLAN
(Addressed to District EPAS Coordinator)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/order</td>
<td>OKLAHOMA PLAN ENHANCED REPORTING PACKAGE - SCORING AND REPORTING - DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN PROFILE SUMMARY REPORT - DISTRICT (CD)</td>
<td>District aggregate reports will be mailed 15 business days after the district provided deadline date.</td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT - DISTRICT (CD)</td>
<td>Results from answer folders submitted after the district provided return date shall not be included in the district aggregate report.</td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT INTERPRETIVE GUIDE</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN DATA FILE - DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school in district</td>
<td>OKLAHOMA PLAN ENHANCED REPORTING PACKAGE - SCORING AND REPORTING - DISTRICT - SCHOOL LEVEL (CD)</td>
<td>Schools and districts may request ACT to re-run (for a fee) updated aggregate reports that incorporate late results.</td>
</tr>
<tr>
<td>1/school in district</td>
<td>PLAN PROFILE SUMMARY REPORT - SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school in district</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT - SCHOOL (CD)</td>
<td></td>
</tr>
</tbody>
</table>

District aggregate reports will be mailed 15 business days after the district provided deadline date. Results from answer folders submitted after the district provided return date shall not be included in the district aggregate report. Schools and districts may request ACT to re-run (for a fee) updated aggregate reports that incorporate late results.

### Reports to OSRHE for Schools Participating in OK EPAS
(Addressed to Dr. Cindy Brown – All reports PDF)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/order</td>
<td>PLAN PROFILE SUMMARY REPORT - STATE (CD)</td>
<td>State reports will be provided five weeks after the last district report is shipped.</td>
</tr>
<tr>
<td>1/per multi school district</td>
<td>PLAN PROFILE SUMMARY REPORT – DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school</td>
<td>PLAN PROFILE SUMMARY REPORT – SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT - STATE (CD)</td>
<td></td>
</tr>
<tr>
<td>1/per multi school district</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT – DISTRICT (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school</td>
<td>PLAN ITEM-RESPONSE SUMMARY REPORT – SCHOOL (CD)</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN DATA FILE - STATE (CD) – ACT to provide the data file on a separate CD from the CD containing the PDF documents.</td>
<td>Report will be provided 6 weeks after receipt &amp; State sign-off of enrollment data review process file</td>
</tr>
<tr>
<td>1/school, 1/district, 1/post-secondary institution</td>
<td>HIGH SCHOOL TO COLLEGE SUCCESS REPORT ON CD</td>
<td>Reports will be provided 10-business days after the State reports.</td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN OKLAHOMA RECOGNITION LIST</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PLAN FIVE-YEAR TREND REPORT – STATE (CD)</td>
<td></td>
</tr>
<tr>
<td>1/school</td>
<td>PLAN OKLAHOMA RECOGNITION LETTERS</td>
<td></td>
</tr>
<tr>
<td>Excel file</td>
<td>PLAN OKLAHOMA RECOGNITION LIST – ACT to provide the recognition list in an Excel, comma delimited, or other file format that will easily export into Excel.</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- All reports in PDF format on CD to districts and OSRHE will be in separate files organized.
on CD.

- ACT agrees to periodically deliver copies, at ACT’s discretion, of individual High School Profile and IRSR reports prior to receiving the final "all schools" report.
- Aggregate reports will reflect standard-time test takers only. Data for all students (including accommodations testing) will be provided in the student data file.
- National norms are reported on student score reports.

### Billing/Postage/Freight Charges

- ACT shall pay outbound postage/freight charges for standard delivery (UPS Ground or First Class USPS) of material orders and score reports to district addresses in the US.
- School/district shall pay postage/freight charges for the return of answer documents to ACT for scoring. UPS or another traceable method is recommended.
- School/district shall pay additional outbound postage/freight charges for all shipments requiring expedited delivery to meet district-requested delivery deadline.

### Special Accommodations

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

### Test Security Level

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

**Qualified Participants**
OSRHE will identify the schools to administer the practice ACT® Test. The State shall submit written confirmation to ACT no later than eight weeks prior to the start of the test administration window, confirming that the ACT Practice Test will be administered in Oklahoma.

OSRHE shall inform ACT of the maximum number of students to be tested so that ACT can print an adequate supply of test materials. OSRHE will provide ACT with the following required order information at least 4 weeks before the intended test administration date:
- names of the schools to administer the Practice ACT;
- the shipping address for the school/site/district;
- contact person at each school; and
- the number of students to be tested at each school.

**Test Administration Period**
Schools will administer the practice ACT® Test between August 25 and October 10, 2009, or eight weeks after OSRHE confirmation, whichever occurs later/earlier.

**Test Materials**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/student</td>
<td>PRACTICE ACT TEST PACKAGE</td>
</tr>
<tr>
<td>1/student</td>
<td>PRACTICE TEST BOOKLET 63C 2009-2010</td>
</tr>
<tr>
<td>1/student</td>
<td>PRACTICE ACT ANSWER SHEET</td>
</tr>
<tr>
<td>2/order</td>
<td>ACT STANDARD HEADER SHEET</td>
</tr>
<tr>
<td>1/25 students</td>
<td>PRACTICE ACT SUPERVISOR INSTRUCTIONS 2009</td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT SPECIAL NOTES FOR TEST COORDINATORS 2009</td>
</tr>
<tr>
<td>1/200 students</td>
<td>ACT SCORING SERVICE ENVELOPE 10X13 (Not prepaid)</td>
</tr>
</tbody>
</table>

Orders will be shipped via UPS.

**Reports to Schools**
*(Addressed to designated Practice ACT Coordinator)*

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRACTICE ACT REPORTING PACKAGE</td>
<td></td>
</tr>
<tr>
<td>2/student</td>
<td>PRACTICE ACT STUDENT SCORE REPORT</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT SCHOOL ROSTER</td>
<td><a href="#">Practice ACT reports shipped within 15 days of receipt of answer folders at ACT.</a></td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT SCHOOL PROFILE SUMMARY REPORT</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT ITEM RESPONSE SUMMARY REPORT</td>
<td></td>
</tr>
</tbody>
</table>
Reports to OSRHE for Schools Participating in OK EPAS  
(Addresed to Dr. Cindy Brown)

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Short Description</th>
<th>Delivery Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/order</td>
<td>PRACTICE ACT DATA FILE ON CD</td>
<td></td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT ITEM RESPONSE SUMMARY REPORTS ON CD</td>
<td>Mid-February, 2010</td>
</tr>
<tr>
<td>1/order</td>
<td>PRACTICE ACT SCHOOL PROFILE SUMMARY REPORTS ON CD</td>
<td></td>
</tr>
</tbody>
</table>

Postage/Freight Charges

- ACT shall pay outbound postage/freight charges for standard delivery (UPS Ground or First Class USPS) of material orders and score reports to district addresses in the US.
- School/district shall pay postage/freight charges for the return of answer documents to ACT for scoring. UPS or another traceable method is recommended.
- School/district shall pay additional outbound postage/freight charges for all shipments requiring expedited delivery to meet district-requested delivery deadline.

5. HIGH SCHOOL-TO-COLLEGE SUCCESS REPORT*

ACT will prepare a report describing performance indicators for the ACT-tested high school graduates of 2008 who attended a public postsecondary institution in Oklahoma in fall 2008. The report will include data on the following: High School Preparation and Success, College Readiness and Success, College Success and Persistence. Chart 11 and Table 9 will not be included in the standard High School-To-College Success Report.

Output to Schools, Districts, Postsecondary Institutions, and OSRHE

PDF file of High School-to-College Success Report on CD (including all high school reports by high school name not preceded by site code) and all higher education institution reports by name not preceded by a number as follows:
- Secondary High School-to-College Success Reports will be mailed as follows:
  - High School Report (paper report) shipped to high school principal
  - District Report (paper report) shipped to Superintendent for multi-high school districts only
  - Secondary Aggregate Report (PDF on CD) to Dr. Cindy Brown at OSRHE
  - Copies of all High School Reports and District Reports (PDF on CD) to Dr. Cindy Brown at OSRHE
- Postsecondary High School-to-College Success Reports (listed below) will be mailed to Dr. Cindy Brown at OSRHE. All of the following reports in PDF on CD.
  - 2-yr Institution Report (each institution)
  - 4-yr Institution Report (each institution)
  - 2-yr Institution Aggregate Report (all participating 2-yr schools)
  - 4-yr Institution Aggregate Report (all participating 4-yr schools)

* See fee listed separately in Exhibit C
## PRICING PARAMETERS FOR 2009-2010

### Statewide Assessment

<table>
<thead>
<tr>
<th>Program</th>
<th>Item</th>
<th>Unit Price</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORE</td>
<td>EXPLORE Enhanced Reporting Package</td>
<td>$6.45</td>
<td>State-wide testing - Per student scored</td>
</tr>
<tr>
<td></td>
<td>EXPLORE Test Packet Braille</td>
<td>$94.00</td>
<td>Copies of school and district-level reports to OSRHE</td>
</tr>
<tr>
<td></td>
<td>EXPLORE Test Packet – Large Print</td>
<td>$3.50</td>
<td>Billed upon materials shipment</td>
</tr>
<tr>
<td></td>
<td>EXPLORE Test Packet Reader’s Script</td>
<td>$3.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXPLORE Test Packet Audio CD</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXPLORE Test Packet – Audio Cassette</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXPLORE Item-Response Summary Report by School</td>
<td></td>
<td>Copies of school and district-level reports to OSRHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLAN</td>
<td>PLAN Enhanced Reporting Package</td>
<td>$8.15</td>
<td>State-wide testing - Per students scored. Copies of school and district-level reports to OSRHE</td>
</tr>
<tr>
<td></td>
<td>PLAN Test Packet Braille</td>
<td>$94.00</td>
<td>Billed upon materials shipment</td>
</tr>
<tr>
<td></td>
<td>PLAN Test Packet – Large Print</td>
<td>$3.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLAN Test Packet Reader’s Script</td>
<td>$3.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLAN Test Packet Audio CD</td>
<td>$10.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLAN Test Packet – Audio Cassette</td>
<td>$20.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLAN Item-Response Summary Report by School</td>
<td></td>
<td>Copies of school and district-level reports to OSRHE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRCTC ACT</td>
<td>PRACTICE ACT Student materials and scoring</td>
<td>$14.30</td>
<td>Per student scored</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER CONTRACT DELIVERABLES</td>
<td>Enrollment Information Service (EIS)</td>
<td>Standard graduating class ACT, plus PLAN data</td>
<td>$3105.00</td>
</tr>
<tr>
<td></td>
<td>Five-Year Trend Report</td>
<td>Five-year scoring trend list</td>
<td>$2520 per program</td>
</tr>
<tr>
<td></td>
<td>High School-to-College Success Report</td>
<td>High School Preparation and Success; College Readiness and Success; College Success and Persistence; College Success for Scholarship</td>
<td>$20,000.00</td>
</tr>
<tr>
<td></td>
<td>Recognition Lists</td>
<td>Cover letter sent to school principal (with a roster of students in the school who score at or above any of the ACT College Readiness Benchmarks)</td>
<td>$2,590.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$.58</td>
</tr>
<tr>
<td></td>
<td>PLAN &amp; EXPLORE Additional Classroom Guides</td>
<td>No cost</td>
<td>These Guides will be posted online</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPTIONAL</td>
<td>Research Services</td>
<td>To be defined</td>
<td>Based on defined services</td>
</tr>
<tr>
<td></td>
<td>Linkage Reports</td>
<td></td>
<td>Upon customer/district/school request</td>
</tr>
<tr>
<td></td>
<td>• EXPLORE to PLAN …or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PLAN to the ACT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 22, 2009

AGENDA ITEM #26-d:

GEAR UP.

SUBJECT: Ratification of GEAR UP College Access Subgrants for Oklahoma School Districts and School Sites.

RECOMMENDATION: It is recommended that the State Regents ratify incentive grants to support program activities designed to increase college access for Oklahoma middle and high school students. Grantees are required to implement and sustain professional development/educational programs and may also incorporate unique college access activities that meet local needs.

BACKGROUND:

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

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education’s ongoing GEAR UP project (2005-2011) provides subgrants to Oklahoma middle and high schools to implement and sustain professional development/educational programs designed to address the teacher weaknesses described in the paragraph above and to also incorporate “college access” activities that meet local needs. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

POLICY ISSUES:

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

The State Regents’ GEAR UP project has partnered with five exemplary professional development/educational programs in the upcoming fourth year of the project. As a project participation requirement, school districts and school sites must select one of these programs for implementation with subgrant funds. These programs include:

- **Dr. Ruby Payne’s *A Framework for Understanding Poverty*** – This program is designed to train school faculty in strategies for recognizing and supporting children and parents who live in poverty. The strategies are utilized in classroom settings and are designed to enhance student academic achievement.

- **Thinking Maps** – This program is designed to train school faculty in the implementation of “visual thinking tools” in the classroom. The eight *Thinking Maps* can be used across subject areas and grades. They serve as strategies that students can use to process, recall and utilize information in a demanding curriculum.

- **Southern Regional Education Board (SREB) Leadership Curriculum Modules** – The SREB is a nonprofit, nonpartisan organization that works with educational leaders and policy-makers in sixteen member states including Oklahoma, to improve Pre-K through postsecondary education. SREB is committed to the belief that educational leadership is the key to systemic improvement. With that philosophy in mind, the SREB has created a series of leadership training modules that bridge current research findings and best practices. Three of the week-long training modules will be offered to subgrant schools: “Building and Leading Effective School Improvement Teams”, “Assessing Academic Rigor to Ensure Grade-level Proficiency and College Readiness” and “Designing Assessment to Improve Student Learning”.

- **The College Board offers “CollegeEd”, a collaborative academic and career planning curriculum for students, teachers, and parents designed to empower students with the skills and knowledge to envision their goals and achieve success in higher education. CollegeEd will help students (1) discover the value of a college education and develop a strong interest in attending college, (2) learn that proper planning leads to success in middle school, high school and college, and (3) develop an academic plan and take practical steps toward charting college and career paths.**

- **The Math Institute** – First piloted in 2007 with the assistance of long-time Oklahoma math consultant Dr. Linda Bailey, the GEAR UP *Math Institute* kicks off this summer and continues through fall 2009 with a series of training opportunities for pre-algebra, algebra and geometry teachers to acquire additional skills and strategies to engage students and build math confidence. The summer *Math Institute* has four parts: an administrator day, a five-day teacher institute, two fall school district site visits and a spring follow-up session.

In addition, school districts and school sites may initiate or enhance other professional development/educational programs with GEAR UP subgrant funds; but must provide evidence that the program is “scientifically research based” as required by the *No Child Left Behind Act* of 2001. Generally, scientifically based research refers to research that applies rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to improving student academic achievement.

Other college access activities may be incorporated into the school district’s overall plan including: promotion of Oklahoma’s Promise, tutoring, mentoring, after-school and Saturday programs, summer programs, college awareness counseling, financial aid counseling, and activities that promote effective communication with parents and/or the development of skills that help parents support their child’s education.

Unlike previous subgrant awards provided by Oklahoma GEAR UP since 2005, the public school districts or sites named in this agenda item are receiving second College Access Subgrants. The initial subgrant
awards, awarded in 2006-2008 served to provide foundational professional development for teachers, counselors and school administrators. The initial subgrants also allowed school districts/sites to begin fostering a local school culture that promoted student achievement. Now these second College Access Subgrants will help expand the professional development available to core teachers and also allow the school to continue cultivating a local school environment focused on readiness for postsecondary education. To receive the second grant, the school district or school site must continue to partner with one or more community-based organizations and one or more Oklahoma colleges or universities.

Eighteen eligible school districts and school sites were invited to participate in the second offerings of College Access Subgrants. The second subgrant activity and award is documented through an amendment to the school district/site’s original subgrant agreement. The attached table lists the school districts and school sites that are receiving project funding. The list also identifies the higher education partners and amount of grant funding. Subgrant activity will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP’s overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

The eighteen school districts and school sites that will receive subgrant funding are located throughout the state of Oklahoma including many school districts and school sites in rural areas. Each school district/site will receive $12,500.00. Total funding for the grants is $225,000.00 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.
<table>
<thead>
<tr>
<th>School District/School Site</th>
<th>City or Community</th>
<th>Higher Education Partner</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Altus High School</td>
<td>Altus</td>
<td>Western Oklahoma State College</td>
<td>$12,500</td>
</tr>
<tr>
<td>2 Chouteau-Mazie Public Schools</td>
<td>Chouteau</td>
<td>University of Tulsa</td>
<td>$12,500</td>
</tr>
<tr>
<td>3 Eagletown Public Schools</td>
<td>Eagletown</td>
<td>Southeastern Oklahoma State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>4 Fairview Public Schools</td>
<td>Fairview</td>
<td>Northwestern Oklahoma State</td>
<td>$12,500</td>
</tr>
<tr>
<td>5 Grove Public Schools</td>
<td>Grove</td>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>$12,500</td>
</tr>
<tr>
<td>6 Hammon Public Schools</td>
<td>Hammon</td>
<td>Southwestern Oklahoma State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>7 Hardesty Public Schools</td>
<td>Hardesty</td>
<td>Oklahoma Panhandle State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>8 Ketchum Public Schools</td>
<td>Ketchum</td>
<td>Northeastern State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>9 Keys Public Schools</td>
<td>Park Hill</td>
<td>Northeastern State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>10 Lawton Central Middle School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>11 Lawton Eisenhower High School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>12 Lawton Eisenhower Middle School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>13 Lawton MacArthur High School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>14 Lawton MacArthur Middle School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>15 Lawton Tomlinson Middle School</td>
<td>Lawton</td>
<td>Cameron University</td>
<td>$12,500</td>
</tr>
<tr>
<td>16 Sentinel Public Schools</td>
<td>Sentinel</td>
<td>Southwestern Oklahoma State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>17 Thomas-Fay-Custer Unified Schools</td>
<td>Thomas</td>
<td>Southwestern Oklahoma State University</td>
<td>$12,500</td>
</tr>
<tr>
<td>18 Weleetka Public Schools</td>
<td>Weleetka</td>
<td>Oklahoma State University Institute of Technology, Okmulgee</td>
<td>$12,500</td>
</tr>
</tbody>
</table>

**TOTAL** $225,000
AGENDA ITEM #26-e:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised FY08-09 budgets for institutions.

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the additional Educational and General, Part I Budget allocations as requested in the resolution following this memorandum and approve the revised budgets.

BACKGROUND:

An additional allocation of Revolving Funds for the 2008-09 fiscal years in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 26, 2008, Resolution No. 4817. Evidence of availability of these additional funds, not previously taken into account, has accompanied the institution’s request.

POLICY ISSUES:

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

ANALYSIS:

Langston University has requested that the allocation for the current year’s E&G Budget be increased from $31,773,879.00 to $32,092,584.00, an increase of $318,705.00. The supplemental funding for the increase will be funded from lease revenues, insurance settlements funds and state grant funds. The supplemental funding will be used for personnel services and travel.

Northeastern Oklahoma A&M College has requested that the allocation for the current year’s E&G Budget be increased from $14,632,245.00 to $15,186,054.00, an increase of $553,809.00. The supplemental funding for the increase will be from use of reserve funds. The supplemental funding will be used for personnel services, travel, supplies, property, furniture, and equipment.

Northwestern Oklahoma State University has requested that the allocation for the current year’s E&G Budget be increased from $17,947,476.00 to $18,109,632.00, an increase of $162,156.00. The supplemental funding for the increase will be state grant funds and departmental activity revenue that were not previously accounted for in the original budget submission. The supplemental funding will be used for personnel services, travel, supplies, property, furniture and equipment.

Ardmore Higher Education has requested that the allocation for the current year’s E&G Budget be increased from $1,406,646.00 to $1,475,135.00, an increase of $68,489.00. The supplemental funding for the increase will be tuition revenue not previously accounted for in the original budget submission. The supplemental funding will be used for personnel services, supplies, property, equipment and transfers.
OSU Center for Health Sciences has requested that the allocation for the current year’s E&G Budget be increased from $55,026,063.00 to $59,056,063.00, an increase of $4,030,000.00. The supplemental funding for the increase will be carryover reserves not previously accounted for in the original budget submission. The supplemental funding will be used for personnel services.

University of Central Oklahoma has requested that the allocation for the current year’s E&G Budget be increased from $111,692,328.00 to $127,056,279.00, an increase of $15,379,468.00. The supplemental funding for the increase was carryover funds, state grant funds and fee revenue not previously reflected in the original budget. The supplemental funding will be used for personnel services, travel, utilities, supplies, property, furniture, library books and scholarships.
Pursuant to authority granted under the Constitution of Oklahoma by Article XIII-A adopted on March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of any funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to Title 70, Oklahoma Statutes, 2001, Sections 3206, 3210, and 3903.

The Oklahoma State Regents for Higher Education hereby ALLOCATE the sums set out below to the respective institutions of The Oklahoma State System of Higher Education. The purpose of the allocations made herein is for support of the Educational and General Budgets beginning July 1, 2008, and ending June 30, 2009, said funds to be subsequently allotted for encumbrance and expenditure as provided by law.

FOR THE EDUCATION AND GENERAL OPERATING BUDGETS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Agency No.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langston University</td>
<td>420</td>
<td>$318,705</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>480</td>
<td>$553,809</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>505</td>
<td>$162,156</td>
</tr>
<tr>
<td>Ardmore Higher Education Center</td>
<td>606</td>
<td>$68,489</td>
</tr>
<tr>
<td>OSU Center for Health Sciences</td>
<td>773</td>
<td>$4,030,000</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>120</td>
<td>$15,379,468</td>
</tr>
</tbody>
</table>

These are fiscal year funds for encumbrance not later than June 30, 2009.

Dated 22nd day of May, 2009.

SEAL:

ATTEST:

Joseph L. Parker, Secretary                      Ronald H. White, Chairman

I, Glen D. Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on May 22, 2009.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this day.

_______________________________________________
Notary Public

My commission expires ____________________________.
AGENDA ITEM #26-f:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 13, 2009, through May 7, 2009.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period March 13, 2009, through May 7, 2009, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents’ Delegation of Authority Policy (2.8) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is $5,224,600.00. This total is represented by $370,000.00 in Section 13/New College allotments and $4,854,600.00 in State Fund allotments.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Resolution No.</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Not Required</td>
<td>650-New College</td>
<td>Emergency Repairs, Renovation, Equipment &amp; Technology</td>
<td>4/ 20/ 2009</td>
<td>5,000</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>4889</td>
<td>295-State</td>
<td>Sensor Testing - Stillwater</td>
<td>4/ 13/ 2009</td>
<td>65,000</td>
<td></td>
<td>65,000</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>4892</td>
<td>295-State</td>
<td>Minor Repairs &amp; Renovation</td>
<td>5/ 4/ 2009</td>
<td>1,082,000</td>
<td></td>
<td>1,082,000</td>
</tr>
<tr>
<td></td>
<td>4892</td>
<td>295-State</td>
<td>Forensic Science Building</td>
<td>5/ 4/ 2009</td>
<td>1,445,000</td>
<td></td>
<td>1,445,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Central University</td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>General Campus Repairs, Renovation, &amp; ADA Compliance</td>
<td>4/ 17/ 2009</td>
<td>100,000</td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Purchase University Vehicles</td>
<td>4/ 17/ 2009</td>
<td>100,000</td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>Not Required</td>
<td>650-New College</td>
<td>Equipment</td>
<td>4/ 1/ 2009</td>
<td>25,000</td>
<td></td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Renovations</td>
<td>4/ 1/ 2009</td>
<td>75,000</td>
<td></td>
<td>75,000</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>4890</td>
<td>295-State</td>
<td>Metro Center for Creativity</td>
<td>4/ 20/ 2009</td>
<td>2,060,892</td>
<td></td>
<td>2,060,892</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>4888</td>
<td>295-State</td>
<td>Office/ Classroom/ Program Renovation</td>
<td>3/ 19/ 2009</td>
<td>50,000</td>
<td></td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Eagles Roost Trails Project</td>
<td>4/ 24/ 2009</td>
<td>150,000</td>
<td></td>
<td>150,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systemwide Totals</td>
<td></td>
<td></td>
<td></td>
<td>370,000</td>
<td>4,854,600</td>
<td>5,224,600</td>
<td></td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-g:

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between March 11, 2009 and May 7, 2009.

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 $25,000.00 and requires State Regents’ approval of purchases in excess of $100,000.00.

ANALYSIS:

For the time period between March 11, 2009 and May 7, 2009, there were four (4) purchases in excess of $25,000 but not in excess of $100,000.00.

Purchases Between $25,000.00 and $99,999.99

One (1) of the four (4) items relate to Core. A requisition has been issued to California State University in the amount of $51,000.00 for membership in the MERLOT partnership in which Oklahoma participates.

Three (3) of the four (4) items relate to ONENET. Requisitions have been issued to 1) Dell Marketing in the amount of $34,092.12 for batteries for the APC UPS equipment, 2) Top Hand Tower in the amount of $37,890.00 for tower inspections and antenna mapping, and 3) Office of State Finance in the amount of $49,949.76 for fiber repair and replacement due to road construction in Norman.
AGENDA ITEM #26-h (1):

Non Academic Degrees.

SUBJECT: University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma made a request to award a Bachelors of Business Administration degree posthumously.

POLICY ISSUES:

These requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
AGENDA ITEM #26-h (2):

Non Academic Degrees.

SUBJECT: East Central University.

RECOMMENDATION:

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

BACKGROUND:

East Central University made a request to award a Bachelor of Arts in English degree posthumously.

POLICY ISSUES:

These requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
AGENDA ITEM #27-a:

Programs.


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, 2008 as well as requests pending from the previous year.

POLICY ISSUES:

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

ANALYSIS:

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2008-2009).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

(Supplement)
AGENDA ITEM #27-b (1):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

In October 1998, the U.S. Congress enacted Title II of the Higher Education Act (HEA) authorizing (1) new federal grant programs to improve recruitment, preparation, and support of new teachers, and (2) new teacher preparation and licensing accountability measures and reporting requirements for higher education institutions and states. The HEA Title II accountability measures were developed by the U.S. Department of Education’s (USDE) National Center for Education Statistics (NCES) based on feedback from various organizations, focus groups, and a consultative committee. Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, served as a member.

In a three-stage annual process, higher education institutions with teacher preparation programs submit data to the state, the state compiles a report to the USDE, and the USDE compiles a national report for Congress. Each of these three reports is made public. As the agency in Oklahoma that licenses teachers, the State Department of Education (SDE) is responsible for compiling the state report.

POLICY ISSUES:

Section 207 in Title II of the HEA requires states that receive HEA funds to prepare an annual report on teacher preparation and licensing. Involvement with the HEA Title II report card and use of these data are consistent with the State Regents’ teacher education initiatives to ensure accountability for quality teacher education programs.

ANALYSIS:

Title II requires each institution to report annually on the following:

- Basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching.

- How well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization.

- Whether it is classified by the state as “low-performing.”
• Licensing and certification requirements (including cut scores on required examinations).

• Descriptions of alternative routes through which individuals may become teachers.

• The percentage of teaching candidates who passed certification or licensure assessments - statewide, for each institution, and for each alternative route to certification.

• Information on the use of waivers of certification or licensure requirements, and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas.

• Criteria for assessing the performance of an institution’s teacher preparation program.

The annual state report must include adjusted quartile rankings for each reporting institution in the state, based on (1) its pass rate on all assessments (i.e., general knowledge, subject area, and professional knowledge), and (2) its summary pass rate. Each quartile must have institutions listed, but since tied scores fall in the same adjusted quartile, some quartiles will be larger than 25 percent in size, and some will be smaller.

Of the seven institutions with a 100 percent pass rate, four are State System institutions. Of the 22 Oklahoma colleges of education, the lowest percentage reported is 71 percent. Three private institutions had fewer than ten program completers. The “rule of ten” refers to institutions with fewer than ten students taking an examination. Privacy rules restrict the posting of those numbers.

Oklahoma State University has the largest number of completers passing at least one component of the Oklahoma licensure/certification test. The University of Oklahoma and the University of Science and Arts of Oklahoma had 100 percent for the third consecutive year.

In addition to the required accountability measures, the institutions were encouraged to provide information to further describe their teacher preparation programs, which might account for the pass rates. As required, the universities submit reports to the SDE in April. The reports were due to the USDE in October 2007. The SDE has agreed to provide the data to the State Regents’ office for review when it becomes available.

Attachment
### Title II Institution Status Report 2008
#### 2007-2008 Program Completers*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students Tested</th>
<th>Number of Passing Students</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST QUARTILE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>293</td>
<td>293</td>
<td>100%</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>159</td>
<td>159</td>
<td>100%</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>65</td>
<td>65</td>
<td>100%</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>44</td>
<td>44</td>
<td>100%</td>
</tr>
<tr>
<td>Oklahoma Christian University</td>
<td>34</td>
<td>34</td>
<td>100%</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>24</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>11</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td><strong>SECOND QUARTILE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>188</td>
<td>187</td>
<td>99%</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>405</td>
<td>397</td>
<td>98%</td>
</tr>
<tr>
<td>East Central University</td>
<td>108</td>
<td>105</td>
<td>97%</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>130</td>
<td>126</td>
<td>97%</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>37</td>
<td>36</td>
<td>97%</td>
</tr>
<tr>
<td><strong>THIRD QUARTILE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cameron University</td>
<td>50</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>113</td>
<td>102</td>
<td>90%</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>14</td>
<td>12</td>
<td>86%</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>25</td>
<td>22</td>
<td>88%</td>
</tr>
<tr>
<td><strong>FOURTH QUARTILE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Langston University</td>
<td>17</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>26</td>
<td>22</td>
<td>85%</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>11</td>
<td>9</td>
<td>82%</td>
</tr>
</tbody>
</table>

*2007-08 completers have taken at least one component of the Oklahoma licensure/certification test - the Oklahoma General Education Test, Oklahoma Subject Area Test, and/or Oklahoma Professional Teaching Examination.
AGENDA ITEM #27-b (2):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the Oklahoma State Regents for Higher Education delegated authority to the Chancellor to approve minor exceptions and clarifications to State Regents’ policy that will not result in a broad scale circumvention of policy. All exceptions are requested by the President and supported by extenuating circumstances and are to be reported to the State Regents on a quarterly basis. This is the 44th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Three exceptions to State Regents’ academic policies were granted by the Chancellor since the last report on February 12, 2009.

ANALYSIS:

Oklahoma State University (OSU)

March 20, 2009
An exception to the Undergraduate Degree Requirements policy, which states baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical activity courses, at a baccalaureate degree-granting institution, was granted to OSU for a student who earned 59 hours. This exception was based on an enrollment advising error.

Langston University (LU)

March 16, 2009
An exception to the Undergraduate Degree Requirements policy, which states a baccalaureate degree, must include completion of a basic general education core of a minimum of 40 semester credit hours which shall include 6 credit hours of United States History and Government and 6 credit hours of English Composition, was granted to a LU student who has already completed a Bachelor of Science degree from Centre College in Kentucky with a minor in English as well as a Master of Science degree from Brown University in Rhode Island.
February 20, 2009

An exception to the *Institutional Admission and Retention* policy, which states that off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC to allow specified part-time faculty to teach concurrent enrollment courses at Capitol Hill High School, Northeast Academy, Northwest Classen, U.S. Grant and Dove Science Academy. This exception is based on the fact that the instructors meet the qualifications of a regular, full-time faculty member as approved by the department chair and dean of the college offering the course.
AGENDA ITEM #27-b (3):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

For 34 consecutive years, the Oklahoma State Regents for Higher Education have compiled an Annual Financial Aid Report (OCR B3) for state system institutions. This report is used to track the amounts and types of financial aid distributed in Oklahoma public higher education institutions. The information is also compiled according to race and gender. The data helps to provide trend information on the long-term changes in the financial aid environment of students attending Oklahoma public colleges and universities. Information concerning grants, scholarships, loans, and employment is collected in aggregate form directly from the institutions.

For the fourth year, most private/independent colleges also provided aggregate information on students at their institutions.

POLICY ISSUES:

The information provided by this report is important for monitoring the impact of financial aid on the policy goals of the State Regents to increase the number of students earning college degrees in Oklahoma.

The State Regents have recently entered into a contract with the consulting firm Noel-Levitz to implement a new student-level financial aid data collection system that should eliminate the need for the OCR B3 survey. The new data system will be able to be used in conjunction with the current Unitized Data System (UDS) to allow much more detailed analysis of financial aid programs and utilization of financial aid.

ANALYSIS:

Following are some highlights of the 2007-2008 data:

• In 2007-2008, students attending Oklahoma public and independent (private) colleges and universities received financial aid totaling $1.3 billion, an increase of $84 million or 7 percent compared to 2006-07. Students at state system institutions received $1 billion while students at the independent institutions received nearly $300 million. Over half of the total amount, some $679 million or 52 percent, was in the form of loans.
• Over the past three years, the percentage of students receiving any form of financial aid in the state system increased from 60 percent in 2005-2006 to 63 percent in 2006-07 to 66 percent in 2007-2008.

• According to federal data sources, 5,864 Oklahoma students received the federal Academic Competitiveness Grant (ACG) in 2007-2008 with a total value of $4.2 million. Some 1,026 students received the federal National Science Mathematics Access to Retain Talent (SMART) Grant worth a total of $2.9 million. ACG and National SMART Grants were created in 2006 as part of the President’s American Competitiveness initiative.


The following pages provide more details.
Trends for Students in the State System for Higher Education:

- The volume of student loan borrowing by state system students increased from $502 million in 2006-2007 to $523 million in 2007-2008. The amount of federal Pell Grants awarded also slightly increased.

- The maximum Pell Grant in 2007-2008 was $4,310. In 2006-2007, the maximum federal Pell Grant was $4,050 and it covered a smaller portion of public college costs than at any point since 1992-1993. In 2007-2008, the increased amount was enough to reverse the trend for students at two-year colleges.
2007-2008 Financial Aid for Students Attending State System Institutions:

- About 140,000 students attending state system institutions received approximately $1 billion dollars in student aid. Just over 66 percent of the 212,000 students attending state system institutions in 2007-2008 received some form of financial aid.

- Over the past five years, the total amount of financial aid distributed to state system students increased by $317 million, or 46 percent. The amount of student loans borrowed by state students increased 48 percent over those five years.

(amounts in $ millions)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/scholarships</td>
<td>290</td>
<td>319</td>
<td>363</td>
<td>372</td>
<td>380</td>
<td>422</td>
<td>46%</td>
</tr>
<tr>
<td>Loans</td>
<td>354</td>
<td>391</td>
<td>472</td>
<td>507</td>
<td>502</td>
<td>523</td>
<td>48%</td>
</tr>
<tr>
<td>Employment</td>
<td>49</td>
<td>60</td>
<td>60</td>
<td>61</td>
<td>59</td>
<td>66</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>694</td>
<td>770</td>
<td>895</td>
<td>940</td>
<td>941</td>
<td>1,011</td>
<td>46%</td>
</tr>
</tbody>
</table>

Attachment A provides a more detailed summary of the 2007-2008 financial aid.

- Student Loans:
  - More than half (52 percent, or $523 million) of all financial aid dollars awarded were in loans. All other types of financial aid combined— scholarships, grants, and work-study — totaled less than $488 million or 48 percent.
  - The percentage of all students taking out student loans has increased from 25 percent in 1998-1999 to 31 percent in 2007-2008.
  - Loans by Tier:

<table>
<thead>
<tr>
<th></th>
<th>Total Loans</th>
<th>Total Borrowers</th>
<th>Average Loan Per Borrower</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in Millions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Univ.</td>
<td>$283*</td>
<td>23,122*</td>
<td>$12,239*</td>
</tr>
<tr>
<td>Regional Univ.</td>
<td>$162</td>
<td>24,965</td>
<td>$6,489</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$78</td>
<td>17,469</td>
<td>$4,465</td>
</tr>
<tr>
<td>Total</td>
<td>$523</td>
<td>65,556</td>
<td>$7,978</td>
</tr>
</tbody>
</table>

*Includes undergraduate, graduate, and professional degree students.

- Financial Aid by Tier:

<table>
<thead>
<tr>
<th></th>
<th>Total Aid in Millions</th>
<th>% of Total Aid</th>
<th>% Students w/ Aid</th>
<th>% of Aid from Loans</th>
<th>% of Aid Recipients w/ Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Univ.</td>
<td>$502</td>
<td>50%</td>
<td>80%</td>
<td>57%</td>
<td>52%</td>
</tr>
<tr>
<td>Regional Univ.</td>
<td>329</td>
<td>33%</td>
<td>83%</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>181</td>
<td>18%</td>
<td>48%</td>
<td>43%</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>$1,012</td>
<td>100%</td>
<td>66%</td>
<td>52%</td>
<td>47%</td>
</tr>
</tbody>
</table>
• Gender and ethnicity: Female and minority students account for a slightly greater proportion of student aid recipients than their proportion of total student enrollment.

<table>
<thead>
<tr>
<th></th>
<th>% of Aid Recipients</th>
<th>% of Headcount Enr.</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.6%</td>
<td>56.7%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Male</td>
<td>39.4%</td>
<td>43.3%</td>
<td>(3.9%)</td>
</tr>
<tr>
<td>Black/Af. Amer.</td>
<td>11.0%</td>
<td>8.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>12.5%</td>
<td>10.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.9%</td>
<td>2.3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.2%</td>
<td>3.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>White</td>
<td>69.4%</td>
<td>68.9%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other*</td>
<td>n/a</td>
<td>6.1%</td>
<td>(6.1%)</td>
</tr>
</tbody>
</table>

* Other category consists of Native Hawaiian/Pacific Islander, Non-resident aliens, and Unknowns.

2007-2008 Financial Aid for Students Attending Independent/Private Institutions: For the fourth year, independent colleges participating in the Oklahoma Tuition Equalization Grant (OTEG) program were also required to submit aggregate financial aid data. In 2007-2008, students attending independent institutions received $296 million in total financial aid, of which $156 million or 53 percent was in the form of loans. A more detailed summary of the sources of financial aid is included in Attachment B.

Combined 2007-2008 Financial Aid for State System and Independent/Private Institutions: A total of $1.3 billion in financial aid was disbursed to students attending Oklahoma public and independent colleges in 2007-2008. The table below shows the proportion of aid coming from each source for the two sectors.

<table>
<thead>
<tr>
<th></th>
<th>Grants, Waivers,</th>
<th>Loans</th>
<th>Employment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State System</td>
<td>422</td>
<td>523</td>
<td>66</td>
<td>1,011</td>
</tr>
<tr>
<td>Independent/Private</td>
<td>134</td>
<td>156</td>
<td>6</td>
<td>296</td>
</tr>
<tr>
<td>TOTAL</td>
<td>556</td>
<td>679</td>
<td>72</td>
<td>1,307</td>
</tr>
</tbody>
</table>

(% of Totals)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State System</td>
<td>42%</td>
<td>52%</td>
<td>7%</td>
<td>100%</td>
</tr>
<tr>
<td>Independent/Private</td>
<td>45%</td>
<td>53%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43%</td>
<td>52%</td>
<td>6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

A copy of the full report is available upon request as a supplement to the agenda.
In 2007 - 2008, nearly 140,000 students attending state system institutions received approximately $1 billion in the form of grants, scholarships, loans and student employment.

<table>
<thead>
<tr>
<th></th>
<th>$ Amount</th>
<th>% Of Total</th>
<th># Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grants</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grants</td>
<td>$134,698,336</td>
<td>13.3%</td>
<td>58,448</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>$5,442,726</td>
<td>0.5%</td>
<td>9,548</td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants (federal)</td>
<td>$3,286,587</td>
<td>0.3%</td>
<td>1,101</td>
</tr>
<tr>
<td>State Grants (OTAG)</td>
<td>$16,315,809</td>
<td>1.6%</td>
<td>24,952</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$935,462</td>
<td>0.1%</td>
<td>720</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$4,951,918</td>
<td>0.5%</td>
<td>4,426</td>
</tr>
<tr>
<td>Resident Tuition Waivers</td>
<td>$49,644,725</td>
<td>4.9%</td>
<td>43,679</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>$49,995,818</td>
<td>4.9%</td>
<td>12,695</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$34,735,400</td>
<td>3.4%</td>
<td>16,339</td>
</tr>
<tr>
<td><strong>Subtotal Grants</strong></td>
<td>$300,006,781</td>
<td>29.7%</td>
<td>97,052</td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-Funded Scholarships (OKPromise, Acad. Schlrs)</td>
<td>$49,591,574</td>
<td>4.9%</td>
<td>21,725</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>$72,683,451</td>
<td>7.2%</td>
<td>45,331</td>
</tr>
<tr>
<td><strong>Subtotal Scholarships</strong></td>
<td>$122,275,026</td>
<td>12.1%</td>
<td>40,725</td>
</tr>
<tr>
<td><strong>Loans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Perkins Loan</td>
<td>$7,549,069</td>
<td>0.7%</td>
<td>2,496</td>
</tr>
<tr>
<td>Other Federal Loans</td>
<td>$489,371,595</td>
<td>48.4%</td>
<td>109,135</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>$2,018,597</td>
<td>0.2%</td>
<td>747</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$19,173,259</td>
<td>1.9%</td>
<td>2,305</td>
</tr>
<tr>
<td>Other Loans ( repayable by cash only)</td>
<td>$4,864,634</td>
<td>0.5%</td>
<td>706</td>
</tr>
<tr>
<td>Other Loans ( repayable by cash or service)</td>
<td>$0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Subtotal Loans</strong></td>
<td>$522,977,154</td>
<td>51.7%</td>
<td>65,556</td>
</tr>
<tr>
<td><strong>Student Employment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>$7,889,798</td>
<td>0.8%</td>
<td>5,512</td>
</tr>
<tr>
<td>Institutional Student Employment</td>
<td>$57,864,504</td>
<td>5.7%</td>
<td>15,295</td>
</tr>
<tr>
<td><strong>Subtotal Employment</strong></td>
<td>$65,754,303</td>
<td>6.5%</td>
<td>18,596</td>
</tr>
<tr>
<td><strong>Total Financial Assistance</strong></td>
<td>$1,011,013,264</td>
<td>100.0%</td>
<td>139,976</td>
</tr>
</tbody>
</table>

*The number of students in each category may include duplicated students that receive more than one type of financial aid. The subtotals are unduplicated for that category of aid. The total number of 139,976 is unduplicated for all sources of aid.

Source: OCR B3 Financial Aid Survey for 2007-2008
Does not include Federal Hope and Lifetime Learning tax credits.
## Overview of Financial Aid for 2007-2008

### Grants

<table>
<thead>
<tr>
<th>Grants</th>
<th>$ Amount</th>
<th>% Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$14,365,635</td>
<td>5%</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>$1,796,402</td>
<td>1%</td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants (federal)</td>
<td>$121,356</td>
<td>0%</td>
</tr>
<tr>
<td>State and Local Grants (OTAG, OTEG)</td>
<td>$5,265,316</td>
<td>2%</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$1,020,577</td>
<td>0%</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$3,450,023</td>
<td>1%</td>
</tr>
<tr>
<td>Resident Tuition Waivers</td>
<td>$5,163,531</td>
<td>2%</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$3,199,454</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Subtotal Grants</strong></td>
<td><strong>$34,382,295</strong></td>
<td><strong>12%</strong></td>
</tr>
</tbody>
</table>

### Scholarships

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>$ Amount</th>
<th>% Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-Funded Scholarships (OKPromise, Acad. Schlrs)</td>
<td>$4,387,727</td>
<td>1%</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>$94,927,383</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Subtotal Scholarships</strong></td>
<td><strong>$99,315,110</strong></td>
<td><strong>34%</strong></td>
</tr>
</tbody>
</table>

### Loans

<table>
<thead>
<tr>
<th>Loans</th>
<th>$ Amount</th>
<th>% Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Perkins Loan</td>
<td>$9,055,102</td>
<td>3%</td>
</tr>
<tr>
<td>Other Federal Loans</td>
<td>$113,407,575</td>
<td>38%</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>$245,382</td>
<td>0%</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$20,031,640</td>
<td>7%</td>
</tr>
<tr>
<td>Other Loans</td>
<td>$13,563,473</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Subtotal Loans</strong></td>
<td><strong>$156,303,171</strong></td>
<td><strong>53%</strong></td>
</tr>
</tbody>
</table>

### Student Employment

<table>
<thead>
<tr>
<th>Student Employment</th>
<th>$ Amount</th>
<th>% Of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work-Study</td>
<td>$4,126,258</td>
<td>1%</td>
</tr>
<tr>
<td>Institutional Student Employment</td>
<td>$1,806,574</td>
<td>1%</td>
</tr>
<tr>
<td>All Other Work-Study</td>
<td>$19,884</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Subtotal Employment</strong></td>
<td><strong>$5,952,715</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

### Total Financial Assistance

| Total Financial Assistance          | $295,953,291  | 100%       |

---

Source: OCR B3 Survey for 2007-2008

Does not include Federal Hope and Lifetime Learning tax credits.

Dollar amounts include responses from Bacone College, Mid-America Christian University, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oral Roberts University, Oklahoma Wesleyan University, Southern Nazarene University, St. Gregory's University, Southwestern Christian University, University of Tulsa.
Ten-Year Trend of All Financial Aid Dollars by Type of Aid
1998-2008 - Public Institutions

<table>
<thead>
<tr>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
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<td>$43,343,600</td>
<td>$51,860,123</td>
<td>$53,611,836</td>
<td>$49,428,194</td>
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<td>$59,482,919</td>
<td>$61,182,211</td>
<td>$59,090,978</td>
<td>$65,754,303</td>
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</table>
AGENDA ITEM #27-b (4):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated $40,000 from appropriations made by the 2008 Oklahoma Legislature for the 2008-09 Chiropractic Education Assistance Scholarship. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Assistance Program for the 2008-2009 academic year. The award distribution to each participating institution for the 2008-2009 academic year is indicated below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awardees</td>
</tr>
<tr>
<td>Cleveland College</td>
<td>3</td>
</tr>
<tr>
<td>Kansas City, Kansas</td>
<td></td>
</tr>
<tr>
<td>Life College-West</td>
<td>1</td>
</tr>
<tr>
<td>Hayward, California</td>
<td></td>
</tr>
<tr>
<td>Logan College</td>
<td>3</td>
</tr>
<tr>
<td>Chesterfield, Missouri</td>
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</tr>
<tr>
<td>Palmer College</td>
<td>1</td>
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<tr>
<td>Davenport, Iowa</td>
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</tr>
<tr>
<td>Parker College</td>
<td>14</td>
</tr>
<tr>
<td>Dallas, Texas</td>
<td></td>
</tr>
<tr>
<td>Western States College</td>
<td>1</td>
</tr>
<tr>
<td>Portland, Oregon</td>
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<tr>
<td>TOTAL</td>
<td>23</td>
</tr>
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</table>
AGENDA ITEM #27-b (5):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

ANALYSIS:

The attached report shows the award distributions to twenty students totaling $45,200 for the 2008-2009 academic year.

Attachment
William P. Willis Scholarship  
2008-09

<table>
<thead>
<tr>
<th>University</th>
<th>Nominee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Leah Barbata</td>
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</tr>
<tr>
<td>Oklahoma State University</td>
<td>Alexandria Prather</td>
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</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Charles Dick, Jr</td>
<td>$2,400</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Kevin Stephens</td>
<td>$2,400</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Cory Bowlin</td>
<td>$2,400</td>
</tr>
<tr>
<td>East Central University</td>
<td>Candice Miser</td>
<td>$2,400</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>Rebecca Woerner</td>
<td>$2,400</td>
</tr>
<tr>
<td>Cameron University</td>
<td>Deborah Hopeus</td>
<td>$1,200</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>Christian Toews</td>
<td>$2,400</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>Carrie Myers</td>
<td>$2,400</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>Kory Hegwood</td>
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</tr>
<tr>
<td>Rogers State University</td>
<td>Corine Harness</td>
<td>$2,400</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>Margo Calhoun</td>
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</tr>
<tr>
<td>Carl Albert State College</td>
<td>Amanda Kitchens</td>
<td>$2,000</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>Jayme Chuckluck</td>
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</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Dewey Oard</td>
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<tr>
<td>Oklahoma City Community College</td>
<td>Theresa Carlton</td>
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<tr>
<td>Redlands Community College</td>
<td>Kaelie Jones</td>
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<tr>
<td>Rose State College</td>
<td>Gavin Hart</td>
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</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Kandice Croft</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$45,200</strong></td>
</tr>
</tbody>
</table>

Nominees were not submitted by Langston University, Seminole State College, Tulsa Community College, Connors State College, Eastern Oklahoma State College, Oklahoma State University – Oklahoma City, Oklahoma State University – Okmulgee and Murray State College.
AGENDA ITEM #27-b (6):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated $100,000 from appropriations made by the 2008 Oklahoma Legislature for the 2008-2009 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2008-2009 academic year were science, foreign language and early childhood. Eighty-seven students at fifteen institutions were approved for program participation for the 2008-2009 academic year. Expenditures totaled $85,159.

The attached report reflects the award distribution to each participating institution for the 2008-2009 academic year.

Attachment
Future Teachers Scholarship  
2008-09 Year End Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students in Program</th>
<th>Total Awarded</th>
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<tbody>
<tr>
<td>University of Oklahoma</td>
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<tr>
<td>Oklahoma State University</td>
<td>8</td>
<td>9,000.00</td>
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<tr>
<td>University of Central Oklahoma</td>
<td>19</td>
<td>11,415.00</td>
</tr>
<tr>
<td>East Central University</td>
<td>8</td>
<td>5,885.04</td>
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<tr>
<td>Northeastern State University</td>
<td>29</td>
<td>39,750.00</td>
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<tr>
<td>Northwestern Oklahoma State University</td>
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<td>2,259.00</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>5</td>
<td>3,600.00</td>
</tr>
<tr>
<td>Cameron University</td>
<td>3</td>
<td>3,000.00</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>2</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>1</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>2</td>
<td>2,000.00</td>
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<tr>
<td>Oklahoma City Community College</td>
<td>1</td>
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</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Connors State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>87</td>
<td><strong>$85,159.04</strong></td>
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</tbody>
</table>
AGENDA ITEM #27-b (7):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District.

ANALYSIS:

Nine students received awards during the 2008-2009 academic year at an award level of $1,000 each. The recipients attended five different Oklahoma institutions: 2 attended the University of Oklahoma, 2 attended Oklahoma State University, 2 attended Northeastern State University, 1 attended the University of Tulsa, and 2 attended Tulsa Community College. The total awards made for the 2008-2009 was $9,000.

Attachment
## TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM

### 2008-09

<table>
<thead>
<tr>
<th>Name</th>
<th>High School</th>
<th>College</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyaneicia Vaden</td>
<td>Central High School</td>
<td>TU</td>
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</tr>
<tr>
<td>Joshua Igo</td>
<td>Central High School</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Latonya Goodou</td>
<td>McClain High School</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Rainecia Clark</td>
<td>McClain High School</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Charles Cooper</td>
<td>Memorial High School</td>
<td>OSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Iesha Lang</td>
<td>Memorial High School</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Denis Andryuschenko</td>
<td>Nathan Hale High School</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Amanda Easley</td>
<td>Tulsa School of Arts &amp; Sciences</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Iscomia Ajeh</td>
<td>Will Rogers High School</td>
<td>OSU</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Total** $9,000
AGENDA ITEM #27-b (8):

Reports.

SUBJECT: Teacher Education Program Admission Study.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In response to the 1985 legislature, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The test has been required since 1990, initially of all students. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Currently, the admission criteria are 1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), 2) passing all three sections of the PPST, 3) passing the OGET, or 4) holding a baccalaureate degree from an accredited university in the United States.

This is the ninth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1997-1998 to 2007-2008, the most recent data available.

POLICY ISSUES:

The State Regents' policy, Criteria for Admission to Teacher Education regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

ANALYSIS:

During 2007-2008, the 12 Oklahoma public universities with teacher education programs admitted a total of 1,974 students to teacher education programs (Chart 1). The number of students admitted decreased 23.8 percent from 2,590 in 1997-1998 to 1,974 in 2007-2008, possibly due to the availability of alternative certification.

Most of the students admitted were Caucasians (79.2 percent). The next largest ethnic group, Native Americans, comprised 14.0 percent of admissions (Chart 2). Males comprised 18.2 percent of admissions with females making up 80.6 percent. Gender was unknown for 1.2 percent of admissions (Chart 3).

In 2007-2008, 87.1 percent of the students were admitted to teacher education programs by passing the OGET, 10.1 percent by achieving a GPA of 3.00 or higher, 0.1 percent by passing the PPST, and 1.6 percent had at least a bachelor’s degree (Chart 4). The OGET was not used as an admission criterion until 2002-2003.
CONCLUSIONS:

- Admissions to teacher education programs have decreased 23.8 percent, from 2,590 in 1997-1998 to 1,974 in 2007-2008.
- Male admissions are the lowest in ten years, a decline from 669 in 1997-1998 to 360 in 2007-2008.
- Black admissions increased by 13.3 percent from 45 in 2006-2007 to 51 in 2007-2008. This was the first year of increase in admissions for African Americans since 2003-04.
- Minority admissions, especially Black and Hispanic, which is cause for concern. These groups continue to have disproportionately low admissions to teacher education programs.
- The number and percentage of OGET test takers continues to increase.
- Due to the importance of good preparation, students should continue to be advised to pass courses in the general education core curriculum before taking the OGET or PPST. Students are provided with remediation as needed. The subject matter competency course requirements in English, math, sciences, and social studies for early childhood, elementary, and special education students should continue to increase the general academic preparation of many teacher education students.

RECOMMENDATIONS:

1. Monitor the use of the PPST option for teacher education admission. Consider phasing it out as an admission option if it continues to be under-utilized.

2. Monitor the effects of alternative certification on teacher education admissions.

Attachments
CHART 1
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS AT PUBLIC UNIVERSITIES
1997-2008 TO 2007-2008
CHART 2
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ETHNIC GROUP
1997-1998 TO 2007-2008

- Other
- Asian American
- Native American
- Hispanic
- Black
- White


Numerical data not provided in the image.
CHART 3
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY GENDER
1997-1998 TO 2007-2008
CHART 4
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ADMISSION CRITERION
1997-1998 TO 2007-2008
AGENDA ITEM #27-b (9):

Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2008-09 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2008-09 academic year, the State Regents allocated $2,045,612 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2007-08 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and to the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents’ policy.

ANALYSIS:

For the 2008-09 academic year, National Guard members received waivers totaling $2,480,833, an increase of 19.58 percent or $406,266 from 2007-08. The total number of hours waived increased by 18.1 percent. Of the total dollar amount waived, $1,719,488 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY10 allocation to be approved along with the FY10 E&G budget item. The institutions will receive an increase in the amount reimbursed from 2007-08 in the amount of $387,655.
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<tr>
<th></th>
<th>2007-08</th>
<th></th>
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Oklahoma State Regents for Higher Education
National Guard Fee Waivers
2008-2009 Year-End Report
AGENDA ITEM #27-b (10):

Reports.


RECOMMENDATION: This item is for information only.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $61,929 for the year 2008-2009. This is an increase of $1,674 or 2.8 percent above 2007-2008. The total number of full-time faculty in Oklahoma’s 25 colleges and universities (not including constituent agencies) in 2008-2009 is 4,936, an increase of 27, or 0.6 percent, over 2007-2008. When the constituent agencies are included, the total for the system is 6,691, an increase of 22 or 0.33 percent above the previous year.

The 2008-2009 salaries range from a low of $7,000 to a high of $236,906 on a 9-10 month basis and from $15,000 to $350,000 for contracts on an 11-12 month basis. This data excludes salaries for deans and other administrative personnel.

As expected, the data shows that fringe benefits continue to increase by 1.8 percent for 9-10 month faculty and by 1.0 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is $21,101 and $28,104 for 11-12 month faculty. The increase is largely influenced by increases in health care and legislative changes to the retirement contributions that became effective during FY09.

Supplement
AGENDA ITEM #27-b (11):

Reports.

SUBJECT: Oklahoma GEAR UP implements Parent Leadership Academy to advance parent involvement in student achievement.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents’ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was created to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Early intervention services are a required component of GEAR UP projects, including activities that foster and improve parent involvement and promote the advantages of a college education, academic admission requirements and the need to take college preparation courses.

The Center for Parent Leadership located in Lexington, Kentucky, trains parents to support and advocate for student achievement and reform in local school districts. Since 1997, over 1,300 parents in Kentucky and other states have received training and support through this program. The Center for Parent Leadership, a project of the Prichard Committee for Academic Excellence, has a growing national reputation and is supported by individuals, corporations and by national foundations such as the Ford, Kellogg, BellSouth, Casey, Pew, Edna McConnell Clark, and Wallace-Readers Digest foundations.

In April 2008 the State Regents’ GEAR UP project entered into a pilot program with the Center for Parent Leadership and created the Oklahoma GEAR UP Parent Leadership Academy.

POLICY ISSUES:

The provision of parent training is a designed strategy of the 2005 GEAR UP project proposal to the U.S. Department of Education, along with college access information, professional development for teachers and school counselors, grants to eligible school districts and outreach to community and faith-based organizations. While other academic preparation information for parents is offered through the GEAR UP grant, elements of the Center for Parent Leadership’s program are copyrighted (including workshop materials), and therefore, can only be provided exclusively by the Center for Parent Leadership.

ANALYSIS:

The purpose and goals of the Parent Leadership Academy is to develop a network of skilled confident parents who will partner with local school sites in order to:

- Provide leadership in parent-school-community partnerships that enhance student achievement in preparation for entrance and success in postsecondary education;
• Design and implement school-wide processes that promote a high performance learning culture; and
• Encourage historically under-involved parents to engage in a strong community-school partnership.

The pilot Oklahoma GEAR UP Parent Leadership Academy in 2008 required local school districts to identify 2-3 local parents to participate in six days of training and then implement a school-based project that would increase student achievement and success. The six school districts/sites that sent parents to the Parent Leadership Academy in 2008 were:

• Eagletown High School
• Lawton Eisenhower Middle School
• Lawton MacArthur Middle School
• Lawton Tomlinson Middle School
• Tulsa Carver Middle School
• Tulsa Daniel Webster High School
• Warner High School

A total of eighteen parents participated in the initial Parent Leadership Academy in 2008.

The six days of training in the Parent Leadership Academy covered topics that acquainted parents with school achievement data and school improvement plans. They also learned skills in getting other parents involved, organizing and conducting effective meetings, and building resources in the community. The training spanned three months (September, October and November 2008) with assignments between each two-day session. The training culminated in the development of a school-based project by each group of parents that was specifically designed to address a local student achievement problem. Each school district/site parent team was given one year to implement their project.

Each school district/site site parent team was assigned a coach to work with them throughout their Parent Leadership Academy participation. Coaches (all GEAR UP staff) received training directly from Center for Parent Leadership certified consultants in the summer of 2008 prior to the initial Parent Leadership Academy session with parents. The Center for Parent Leadership consultants and the curriculum -designed using state specific information and data - ensured consistent high quality training and effective involvement of parents in the Parent Leadership Academy. In addition, each school site parent team was supported with the availability of a $3,000 GEAR UP subgrant. To date, not all school site parent teams have used their $3,000 grant; however the funds are available through the end of the current school year (2008-2009).

Examples of 2008 Parent Leadership Academy projects include:

• A project by parents of Lawton MacArthur Middle School to provide additional math resources for the school including calculators, graphing boards and markers. The parent group has also organized parents to work in math classrooms during tutor time so that teachers have extra "hands on" support during statewide testing. The goal of the project is to increase EXPLORE math test scores at the school to a minimum benchmark of 17.

• With the help of three school faculty, parents at Warner High School have planned a summer science and math enrichment program for 4th-12th grade students. Science test scores have faltered at the school and have remained low since the school wide science fair was abandoned with the resignation of a teacher. The program will utilize weight training, which is an ongoing summer activity for athletes, as the vehicle to provide this academic opportunity for the whole community.

• Seeing that there was no working science laboratory at Eagletown High School, parent graduates of the Parent leadership Academy took a school store room, cleaned, painted and prepared it as a science lab. The parents then used subgrant funds to buy microscopes and other lab equipment so the students would have “hands on” science experiences and be able to conduct lab experiments.
In the summer and fall of 2009, Oklahoma GEAR UP will expand its Parent Leadership Academy initiative. School districts/sites have already been selected for the 2009 Parent Leadership Academy which will begin in July 2009. The twelve 2009 Parent Leadership Academy School districts/sites are:

- Amber-Pocasset High School
- Ardmore High School
- Broken Bow High school
- Byng High School
- Crooked Oak Middle School
- Dickson High School
- Durant High School
- Eagletown Elementary School
- Lawton Eisenhower High School
- Mountain View-Gotebo High School
- Tulsa Carver Middle School
- Turner High School

A total of thirty-four parents are expected to participate in the 2009 Parent Leadership Academy.

The total budget for the 2009 Oklahoma GEAR UP Parent Leadership Academy is $99,500 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.
AGENDA ITEM #27-b (12):

Reports.


RECOMMENDATION:

This item is for information only.

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. Preliminary enrollment data have been collected from institutions near the beginning of each semester.

For the spring 2009 semester, institutions were given an option to provide preliminary enrollment data through the traditional online survey or via an early UDS submission. About half of all Oklahoma institutions (21 of 43) chose to provide report data through UDS. Four institutions submitting data by UDS provided additional information or projections for classes that would start later in the semester; those are footnoted in the report.

The purpose of this report is to summarize the spring 2009 preliminary enrollments and to compare spring 2009 preliminary enrollments to the previous year.

POLICY ISSUES:

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

ANALYSIS:

Overall enrollment for the state increased 0.9 percent from 185,132 in spring 2008 to 186,869 in spring 2009. Concurrent high school student enrollment at public institutions continues to rise, while first-time-freshmen numbers have declined compared to the previous spring.

- **Headcount enrollment** at Oklahoma *public* colleges and universities increased 1.1 percent, from 165,026 in spring 2008, compared to 166,897 in spring 2009. The research universities increased 0.3 percent from 50,121 to 50,269. The regional universities decreased 0.3 percent from 50,850 to 50,715. The community colleges increased 2.9 percent from 64,055 to 65,913 (Table 1).

- **Headcount** at *private* institutions decreased 0.7 percent, from 20,106 last spring to 19,972 in spring 2009 (Table 1).
The semester FTE enrollment at public institutions increased 1.4 percent from 120,284 in spring 2008 to 121,920 in spring 2009 (Table 2).

The semester FTE enrollment at private institutions increased 0.4 percent from 17,815 to 17,889 (Table 2).

The number of first-time freshmen decreased 8.5 percent from 8,165 in spring 2008 to 7,472 in spring 2009 at Oklahoma public institutions. The research universities decreased 10.0 percent from 140 to 126. The regional universities decreased 4.9 percent from 1,293 to 1,230. The community colleges decreased 9.2 percent from 6,732 to 6,116 (Table 3).

The number of first-time freshmen also decreased at the private institutions: from 187 to 174, a decrease of 7.0 percent from the previous spring (Table 3).

Concurrent high school student enrollment at Oklahoma public colleges and universities increased for all tiers from 5,515 in spring 2008 to 5,838 in spring 2009, an overall increase of 5.9 percent (Table 4).

The number of concurrent student semester credit hours increased 7.6 percent from 27,294 in spring 2008 to 29,366 in spring 2009. The average number of credit hours per concurrent student increased slightly from 4.9 to 5.0 (Table 4).

It is important to be aware that increases or decreases at institutions which participated in the early UDS collection method may be attributed to methodological change, as well as actual variations in year-to-year enrollment. Those institutions are identified in the appendix to this report.

The full report is provided as a supplement to the agenda.
Minutes of the Seven Hundred Eighteenth Meeting
April 2, 2009

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ATTACHMENTS
Attachment A: Electronically Delivered and Traditional Off-Campus Courses and Programs | 18917 |
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, April 2, 2009, at the Noble Foundation in Ardmore, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 26, 2008, and revised on March 18, 2009. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Regent White called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Cheryl Hunter, and John Massey. Regent Jimmy Harrel was not present for the meeting.

3. **MINUTES OF THE PREVIOUS MEETING.** Regent Massey made a motion, seconded by Regent Hunter, to approve the minutes of the State Regents’ Committee-of-the-Whole on February 11, 2009, and the State Regents’ regular meeting on February 12, 2009. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Hunter, Massey, and Burgess. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman White announced that Chancellor Glen D. Johnson was awarded the 2009 E.T. Dunlap Medal for outstanding public service. Regents joined Chairman White in congratulating Chancellor Johnson on receiving this honor.

5. **REPORT OF THE CHANCELLOR.** Chancellor Johnson informed Regents that he had been selected to serve on the American Recovery and Reinvestment Act (ARRA) Coordinating Council, which had been created by Governor Brad Henry in Executive Order 2009-14. Chancellor Johnson was also asked to form a working group to discuss proposed use of ARRA
funds designated for higher education. The higher education working group also looked beyond
the funds specifically designated for higher education to find ways to partner with other focus
areas and agencies to draw discretionary funds toward higher education initiatives. Chancellor
stated that a final report from the Governor’s Coordinating Council would be completed by April

6. **NEW PROGRAMS.** Regent Hunter made a motion, seconded by Regent Glass, to approve the
request from Oklahoma State University to offer the Bachelor of Science in Business
Administration in Entrepreneurship. Voting for the motion were Regents Price, Parker, Carson,
Glass, Hunter, Burgess, and White. Voting against the motion were none.

7. **PROGRAM DELETIONS.** Regent Carson made a motion, seconded by Regent Parker, to
approve the request from Oklahoma State University to delete the certificate in women’s studies.
Voting for the motion were Regents Parker, Carson, Glass, Burgess, White, and Price. Voting
against the motion were none.

8. **POLICY.**
   a. Dr. Houston Davis, Vice Chancellor for Academic Affairs, presented revisions to the
      State Regents’ *Intensive English Program Approval and Review* policy. The revisions
      include clarification for on-site evaluations and standardization of appeal requests. This
      item was for posting only and did not require State Regents’ action.
   b. Regent Parker made a motion, seconded by Regent Price, to approve revisions to the
      *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. The
      policy revisions were incorporated to help reduce redundancy, streamline the program
      approval process, and ensure that State Regents’ policy is consistent with the Higher
      Learning Commission’s electronically delivered program review process. The policy also
      addresses updates to technology used in electronically delivered courses and programs.
      Voting for the motion were Regents Carson, Glass, White, Price, and Parker. Voting
      against the motion were none. A copy of the revised policy is shown as Attachment “A”.

18911
9. **OKLAHOMA EDUCATION PLANNING AND ASSESSMENT SYSTEM (EPAS).** Dr. Cindy Brown provided a summary of the 2008-2009 EPAS annual report. She noted that Oklahoma students taking the EXPLORE assessment at the eighth grade level appear to be on track for college readiness in reading and science. She stated that although scores in mathematics have shown steady improvement, they continue to fall below the Oklahoma college readiness benchmark. Oklahoma students taking the PLAN assessment at the tenth grade level also score below the Oklahoma college readiness benchmark in mathematics. Dr. Brown also noted that minority students appear to struggle not only in mathematics, in the subject areas of English and reading as well.

10. **ACT – OKLAHOMA 2008 COLLEGE READINESS AWARDS.** Dr. Brown announced that eleven Oklahoma high schools had been honored for their superior level of accomplishment by increasing their students’ ACT scores over the past five years as well as increasing the number of students taking the test. The schools receiving the 2008 award were: Dickson High School, Ardmore; Idabel High School, Idabel; Madill High School, Madill; Star Spencer High School, Oklahoma City; Caney Valley High School, Ramona; Savanna High School, Savanna; Stroud High School, Stroud; Berryhill High School, Tulsa; Metro Christian Academy, Tulsa; Thomas A. Edison High School, Tulsa; and Wagoner High School, Wagoner.

11. **E&G BUDGETS.**
   a. Regent Parker made a motion, seconded by Regent Carson, to approve the allocation of $3,232.00 to Redlands Community College for the 2009 State System Higher Education Conference on Enrollment Management. The conference was held on February 26, 2009, and approximately 200 institutional representatives were in attendance. Voting for the motion were Regents Glass, White, Price, Parker, and Carson. Voting against the motion were none.

   b. Regent Parker made a motion, seconded by Regent Price, to approve the allocation of $967,304.24 each to Oklahoma State University Center for Health Sciences and the
University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents White, Price, Parker, Carson, and Glass. Voting against the motion were none.

c. Item deleted.

12. **REVENUE BOND.**

a. Regent Parker made a motion, seconded by Regent Price, to certify to the Attorney General of Oklahoma that the Statement of Essential Facts for the University of Oklahoma, Refunding Series 2009C in an amount not to exceed $21,075,000, is substantially accurate. The refunding will generate approximately $105,000 in savings on an annual basis. Voting for the motion were Regents Price, Parker, Carson, Glass, and White. Voting against the motion were none.

b. Regent Parker made a motion, seconded by Regent Price, to certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Oklahoma State University’s General Revenue Bonds, Series 2009A in an amount not to exceed $225,000,000, is substantially accurate. The proceeds received from the sale of these bonds will be used to finance the acquisition of student housing and related dining facilities on the Stillwater campus. Voting for the motion were Regents Parker, Carson, Glass, White, and Price. Voting against the motion were none.

13. **TUITION AND FEES.**

a. Regent Parker made a motion, seconded by Regent Price, to approve the posting of the legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for FY2010 and institutional requests for changes to academic services fees for FY2010. Voting for the motion were Regents Carson, Glass, White, Price, and Parker. Voting against the motion were none.

b. Chairman White announced that the State Regents would conduct a public hearing on Wednesday, April 29, 2009, at 1 p.m., for the purpose of receiving views and comments
on the subject of tuition and fees charged as a condition for enrollment at institutions in the Oklahoma State System of Higher Education.

14. **MASTER LEASE.** Regent Parker made a motion, seconded by Regent Price, to approve the 2009A Master Lease Series for submission to the Council of Bond Oversight. This series includes projects from the University of Oklahoma, Rose State College, Redlands Community College, and Northeastern Oklahoma State University for a total issue of $3,853,675. Voting for the motion were Regents Glass, White, Price, Parker, and Carson. Voting against the motion were none.

15. **PURCHASING.** Regent Parker made a motion, seconded by Regent Price, to approve FY2009 purchases for amounts that are in excess of $100,000. Voting for the motion were Regents White, Price, Parker, Carson, and Glass. Voting against the motion were none.

16. **INVESTMENTS.** Regent Parker stated that no action would be taken on the approval of investment managers or allocation changes.

17. **COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Glass, to recognize staff for service on state and national projects. Voting for the motion were Regents White, Price, Parker, Carson, and Glass. Voting against the motion were none.

18. **EXECUTIVE SESSION.** Bob Anthony, General Council for the Oklahoma State Regents for Higher Education, indicated that there was a need for the State Regents to enter into an executive session. Regent Parker made a motion, seconded by Regent Price, to go into an executive session. Voting for the motion were Regents Price, Parker, Carson, Glass, and White. Voting against the motion were none.

19. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Glass, to approve the following consent docket items:

   a. Programs.

      (1) Approval of institutional requests for program modifications.
(2) Program Suspensions. Ratification of approved institutional requests to suspend existing academic programs.

b. Cooperative Agreements. Approval of request from Connors State College.


e. Agency Operations. Ratification of purchases in excess of $25,000 but not in excess of $100,000 and ratification of change orders over $100,000.

f. Non-academic Degrees.
   (1) Ratification of posthumous degrees for the University of Oklahoma.
   (2) Ratification of posthumous degrees for Oklahoma State University.
   (3) Ratification of honorary degree for Northeastern State University.

Voting for the motion were Regents Price, Parker, Carson, Glass, and White. Voting against the motion were none.

20. REPORTS. Regent Carson made a motion, seconded by Regent Parker, to accept the following reports:

a. Programs. Status report on program requests.

b. Reports.
   (1) 2007-2008 Annual Student Assessment Report.
   (2) Teacher Education Annual Report on Systemwide Review.
   (3) Resident and Non-Resident Tuition Fee Waiver Report, 2008.
   (4) 2007-08 Degrees Conferred Report.
   (5) 2007-08 Student Data Report.

21. REPORT OF THE COMMITTEES.

a. Academic Affairs and Social Justice and Student Services Committees. Regent Carson reported that all of the Committees’ items had been handled during the meeting.
b. Budget and Audit Committee. Regent Parker reported that all of the Committee’s items had been acted on during the meeting.

c. Strategic Planning and Personnel Committee. Regent Price stated that all of the Committee’s items had been addressed.

d. Technology Committee. Regent Glass reported that the Committee was provided with an operational update on OneNet and the State Regents’ IT division. Staff shared updates on the federal broadband stimulus package and opportunities that may be available for OneNet and the State of Oklahoma. He stated that the Committee was also given a detailed budget status update.

e. Investment Committee. Regent Parker reported that the Committee had no action items for the meeting.

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

23. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman White announced that the next regular meeting of the State Regents would be held at 9 a.m. on Friday, May 29, 2009, at the State Regents’ offices in Oklahoma City, Oklahoma.

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

ATTEST:

______________________________  ________________________________
Ron White, Chairman              Joseph L. Parker, Jr., Secretary
ELECTRONICALLY DELIVERED AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

Purpose

The purpose of this policy is to establish standards and procedures for offering electronic media and traditional off-campus courses and programs and for the operation of designated learning sites. The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities as guided by their function statement. In serving those needs, institutions are encouraged to utilize the programmatic and course expertise of sister institutions. The electronic delivery of programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary education opportunities to Oklahoma citizens. Above all, the policy is intended to promote systemwide cooperation and collaboration.

Goals

1. to extend access to place- and time-bound students; and nontraditional students through the electronic delivery of courses and programs and inform business, government, and community organizations about the benefits of this delivery format;

2. to improve the achievement and skill level of students, whether in traditional campus programs, distance learning, or in traditional off-campus settings, or by means of electronic media by actively engaging them in the learning process;

3. to improve the linkages between Oklahoma higher education and other sectors of education to facilitate Oklahoma’s economic development by providing needed graduates, offering appropriate academic programs and marketing the State System and its institutions as an economic asset of the state; and

4. to be a force for the dissemination of information and knowledge to business, government, and community organizations;

5. to enhance institutional resource efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary educational opportunities to improving student participation and enrollment by increasing access to postsecondary education and expanding use of distance education for the citizens of Oklahoma citizens.

Electronic and Traditional Off-Campus Courses and Programs
The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma. This policy incorporates language and standards from Middle States Association of Colleges and Schools Commission on Higher Education and the Higher Learning Commission of the North Central Association Commission of Colleges and Universities (HLC).

Learning Sites

A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma’s population is within 30 miles of an existing campus or site. However, it also found that 63 of Oklahoma’s 77 counties have unmet higher education needs of some kind. These educational needs are in low population areas and are episodic in nature; thus the creation of centers, branch campuses, or other traditional higher education infrastructure is not warranted. These higher education needs will be met through this policy.

Definitions

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

“Asynchronous” learning occurs when students and faculty are not present and available at the same time. Regular communication and instruction may be facilitated by e-mail, discussion boards or other electronic formats.

“Distance Education” is a planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. (Moore and Kersley, Distance Education: A Systems View, Wadsworth Publishing Company, CA, 1996.)

“Electronic Media” includes, but is not necessarily limited to, video, audio and computer conferencing, CD-ROM, radio, telephone instruction, Internet-based delivery, and combinations thereof. Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents’ Functions of Public Institutions policy. For the purpose of this policy, electronic media includes courses and programs offered through videotape, CD ROM, telecourses, web-based (online), Interactive Television, or other digital methodologies.

“Blended” program or course utilizes both on-site and electronic delivery methods. Blended programs must meet quality standards outlined in 3.16.5 and are not exempt from online program approval if offered as defined in sections 3.16.10 or 3.16.11.
“Learning Site” is a site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions. Designated learning sites include the 25 public colleges and universities, the Ardmore Higher Education Center, and the University Center in Ponca City.

“Major” for the purpose of this policy is defined as courses in the discipline of the student’s declared major, excluding support courses, general education courses, and elective courses.

“Online Delivery” for the purpose of this policy is defined as teaching and learning that occurs in an online environment through the use of the Internet or other computer-mediated format that results in the awarding of a degree.

“Online Program” for the purpose of this policy is defined as (1) a program that is offered in such a manner that an individual can take 100 percent of the courses for the major through online delivery or other computer-mediated format, or (2) the program is advertised as available through online delivery.

“Program” is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous. Programs offered through electronic media must also meet the requirements outlined in section 3.16.10 of this policy.

“Synchronous” learning takes place when learners and/or instructors are in different geographical locations but are able to interact (or meet) in real-time using specific enabling technology.

“Traditional Off-Campus Courses and Programs” are those taught for credit at a location which is remote from the main campus of the State System college or university and is not considered part of the college or university’s physical plant.

Applicability of Credit

Credit awarded for the completion of courses offered through electronic media and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees and certificates consistent with State Regents' and institutional residence and degree requirements.

NOTE: The Program and Course Principles and Procedures section was moved from 3.16.11 to 3.16.4, all subsequent subsections have been edited, re-ordered, and re-numbered as appropriate.
3.16.4 Program and Course Principles and Procedures

The principles and procedures in this section apply to electronically delivered and traditional off-campus programs or courses as indicated.

Note: Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents’ Functions of Public Institutions policy.

B-A. Online and Traditional Off-Campus Programs. College and university requests for new online or traditional off-campus educational programs will be submitted in the same manner as on-campus program requests. Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs (See the State Regents’ Academic Program Approval policy).

B. Online Programs. College and university requests to offer an existing programs offered through online delivery will be submitted as specified in 3.16.10 and 3.16.11.

C. Electronic Programs in Other Formats. Existing courses and programs offered through electronic delivery formats that do not meet the requirements outlined in 3.16.10 do not require a program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet 3.16.5 requirements.

A-D. Traditional Off-Campus. The principles outlined below apply to section 3.16.12.

1. Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

2. A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.

3.16.5 Academic Standards

The section applies to electronically delivered and traditional-off-campus courses and programs. Certain standards may address particular delivery methods as...
appropriate. Overall, the expectation is that there is no differences should exist in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic and traditional off-campus instruction. Some of the language in this section is from the Higher Learning Commission’s *Best Practices for Electronically Offered Degrees and Certificate Programs.*

**NOTE:** Some paragraphs below were rearranged from their original order to provide a better flow.

Electronic media and traditional off-campus courses and programs must meet the following academic standards.

A. **Faculty.** The work shall be taught by a person qualified for appointment to the faculty of the college or university proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments. Faculty should be competent in the technology required for teaching at a distance.

   B1. Faculty should receive training and faculty development to achieve competency in the technology required for teaching at a distance.

C. **Provisions have been made to assure a robust and secure technology infrastructure, providing maximum reliability for students and faculty.**

D2. **The originating institution will appoint qualified faculty as oversight to ensure that the course objectives, curriculum, and academic requirements shall be equivalent to those for the courses and programs as presented on campus.**

B. **Faculty/Student Interaction.** Institutions offering electronically delivered courses and programs must make provisions for appropriate real-time or delayed interaction between faculty and students and among other students enrolled in the class.

C. **Academic Integrity.** The integrity of student course work and credibility of credits and degrees awarded must be ensured. Methods for ensuring academic integrity shall be in place, including methods for administering exams.

D. **Student confidentiality.** There shall be methods in place to ensure the confidentiality and privacy of students’ personal data.

E. **Advertising.** Institutions that advertise to recruit students must provide adequate and accurate information. This includes, but is not limited to the following: admissions requirements, equipment standards, estimated or average program costs, skills needed to complete the programs, curriculum design and time frame for which courses are offered.
estimated time to completion, required trips to campus, other services available, etc.

F. Learning resources. The students shall have access to facilities and learning materials (textbooks, library, tapes, etc.) on essentially the same basis as students in the same course program or courses taught at the main campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

G. Academic calendar requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed for electronic instruction of course meeting time as defined in the Competency-Based Learning (CBL) section in the State Regents’ Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.

H. Admission, retention, assessment. The standards for student admission, retention, and assessment shall be the same as those standards observed for the same courses and programs on the main campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents’ Institutional Admission and Retention and Assessment policies).

I. Student services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, career counseling, enrollment/registration, tutoring, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus.

J. Technical support system. Students in electronic media off-campus courses or programs should have access to appropriate technical support services. A comprehensive technical support system will be defined and available for all hardware, software and delivery systems specified by the institution as required for the courses and program. The support system must include a process for responding to technical problems in a timely manner.

MK. Equipment and software/tools. Institutions hosting electronic media offering courses or programs in the formats outlined in this policy shall provide access to facilities that are well equipped and maintained students with accurate information about the technology requirements necessary to complete the course requirements. Additionally, students should have access to general. Students must be informed in clear and understandable terms of the electronic or computer resources necessary
for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services. This would not include class-specific, specialized software programs which should be provided by the originating institution. Institutions that serve as a learning site by hosting electronic media or traditional off-campus courses or programs delivered by another institution shall provide access to facilities with the electronic or computer resources necessary for successful completion of the class.

3.16.6 Institutional Assessment

Institutional policies governing faculty evaluation, including student evaluation of instruction, apply. Course and program assessment policies of the institution transcribing the course and the State Regents apply. Each college or university offering traditional off-campus and electronic media courses or programs will evaluate them as part of the college or university program review procedure required by the State Regents. Program assessments including faculty and student evaluations are defined with results to be included in the institution’s program review process as required by the State Regents. The results of the review should be used to improve the program as appropriate.

3.16.7 Copyright and Intellectual Property

All applicable copyright laws apply. All applicable institutional policies regulating intellectual property apply. Institutions must have policies in place that communicate copyright laws regarding the appropriate use of films, videotapes, recordings, and other protected works.

3.16.8 Courses and Programs Offered Out-of-State by Oklahoma Colleges and Universities

A. The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other colleges and universities seeking approval to offer out-of-state courses must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents’ Functions of Public Institutions policy).

B. The primary responsibility of a State System college or university is to serve the citizens of the state of Oklahoma, therefore a college or university must document that offering courses out of state will in no way diminish the performance of that responsibility. That documentation--when audited and upon State Regents' approval certified--will be provided by the college or university to appropriate state agencies and accrediting associations in whose jurisdiction the courses are to be available and the college or university shall meet their requirements within those jurisdictions.

3.16.9 Courses and Programs Offered in Oklahoma by Out-of-State Colleges and
Universities

Out-of-state colleges and universities planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the State Regents' Institutional Accreditation policy.

3.16.10 Electronic Media Program Approval Procedures for Online Programs

State Regents' approval is required Institutions that have not been approved previously to offer online programs are required to request approval to electronically extend existing campus-based academic programs defined as follows: (1) if courses programs are offered in such a manner or location that an individual student can take 50 to 100 percent or more of the courses for the major electronically; through online delivery or other computer-mediated format; or (2) the program is advertised as available in electronic through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student’s declared degree program, excluding support courses, general education courses, and elective courses. Criteria for provisional approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as defined described below. Criteria for continuing approval will be based on a best practices review or, where appropriate, a joint Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) evaluation as detailed below. Once an institution establishes that a verifiable structure is in place including appropriate student and faculty support systems and other required quality standards, subsequent programs may be requested through an abbreviated process (see section 3.16.11).

NOTE: 3.16.9.A Procedures section was moved in front of Program Proposal Content for better content flow.

A. Program Request Procedures

The submitting institution requesting the State Regents’ for provisional approval of an existing academic program to be offered electronically in an online format will follow adhere to the following procedures.

1. The institutional president must submit a letter of intent to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as request for copies of the proposals when received. This "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the program request.

2. Submission of a Program Request

Upon the Chancellor’s receipt of the Program Request from an institution, copies of the Program Request will be provided to institutions that have asked for a copy. Institutions will have 30
days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

b.a. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.

c. The request must be submitted with sufficient lead time prior to the desired semester offering of the program to allow for State Regents’ staff review and analysis.

d.b. The Chancellor will submit a recommendation to the State Regents. Prior to the formal submission of the recommendation, the institution will be informed of the Chancellor's recommendation.

e.c. The State Regents will take one of three actions:

i. disapprove the program with written explanation to the institution of the reasons for this action;

ii. defer the program request until the institution meets specified criteria or provides additional information; or

iii. provisionally approve the program for a specified period of time pending a best practices evaluation detailed in the following section 3.16.9.B.1 for offering in an online format as long as academic standards and policy are followed.

B. Provisional Approval Program Proposal Content:

The program request must address the following information/criteria on how the institution will meet the Academic Standards specified in section 3.10.5 and the criteria listed below:

1. Approval Criteria

a. The location(s) and/or students the program is designed to serve.

1. Mission. The proposal must contain a statement of the program’s connection to the institution’s mission.

2. Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.
b.3. **Student demand.** Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers’ preference for graduates of the proposed program and target student audience.

e.4. **Duplication.** Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents’ *Academic Program Approval* policy).

5. **Curriculum.** A list of the curriculum will be provided with a request to offer an existing program online.

Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval* policy.

a. Appropriateness of the proposed technology to meet the program’s objectives and demonstration that the institution possesses the equipment and technical expertise to offer the program in this mode of delivery.

b. Coursework will be taught by persons qualified for appointment to the faculty of the discipline in the institution instructing the course. All appointments must be approved by the academic unit instructing the course and approved through established procedures for academic appointments. Provisions must be made for faculty support services and faculty training specifically related to teaching via the planned technology.

c. Assurances that appropriate learning resources including library resources, laboratories, facilities, and equipment are available to students.

d. Reasonable and adequate student access to the range of student services appropriate to support their learning including admissions, financial aid, academic advising, business office services, placement and counseling, and technical support.

e. Provisions for appropriate real-time or delayed interaction between faculty and students and among students.

f. Plans to insure the integrity of the student work and the credibility of degrees and credits awarded.

8. Provisions to ensure that advertising, recruiting, and admissions materials. These materials must clearly and accurately represent the program and the services available to the student.

h.6. **Program cost.** Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see on the State Regents’ *Academic Program Approval* policy).
C. Continuing Approval

During the period of provisional program approval, the institution is required to conduct an organized, rigorous, and thorough best practices review. Continuing program approval will be based upon the conduct of this best practices review; the plans for implementing the recommendations as a result of the review; review and approval of the HLC, as appropriate; and other productivity or qualitative standards that may be set at the time of provisional approval. The best practices review will include the areas outlined below. To assist institutions in this process, A Best Practices Review Guidelines document is provided in the procedures manual.

1. This best practices review will include:
   a. The systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants to assist as needed in this process.
   b. The identification of quantitative benchmarks against which progress and success can be measured.
   c. The systematic survey of potential "best practice" sites both in the state of Oklahoma and outside the state to discover which institutions have been successful.
   d. Site visits and/or personal interviews with key personnel at the best practices sites.
   e. A summary of findings.
   f. An implementation plan for making the necessary improvements in processes to achieve "best practice" in this institutional program.

2. Additional evaluation of the provisionally approved program will include the following student success information:
   a. Students’ background, knowledge, and technology skills.
   b. Assessment of student learning outcomes, student retention, and student and faculty satisfaction.

HLC requires an on-site visit for the first-time delivery of a program offered primarily through distance delivery methods; to add an instructional site, an evaluator’s panel or on-site visit is required. Review and approval by HLC are required prior to the program receiving continuing approval by the State Regents.
The role of the State Regents’ staff is to assist in the design of the best practices study and to solicit other participants initiating similar programs. State Regents’ staff may serve as observers during any required HLC review.

Both the HLC, where appropriate, and the best practices reviews must be completed with results and institutional plans for implementation submitted to the State Regents prior to the expiration of the provisional program approval. State Regents’ approval is required for the program to continue beyond the provisionally approved time period.

NOTE: Separated last paragraph from 3.16.10.C because it is a separate action. The following subsections have been re-numbered accordingly.

3.16.11 Approval of Subsequent Online Programs.

Once an institution has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program, existing the State Regents have approved an institution’s offering a program through online delivery or other computer-mediated format, additional programs may be considered for electronic delivery that do not require the two-step comprehensive approval method described above. The process for requesting additional existing programs (new programs must be requested through the Academic Program Approval policy) for electronic through online delivery or other computer-mediated format is for the President to send the following information to the Chancellor: 1) letter of intent 2) the name of the program, 3) delivery method/s, 4) information related to population served and student demand, 5) cost and financing. And 6) provide any substantial updates to previous best practices reviews. The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

3.16.12 Off-Campus Geographic Service Areas

This section outlines principles and procedures that colleges and universities will use to coordinate traditional off-campus offerings. Coordination with nearby colleges or universities should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. Attached maps A and B are provided to clarify colleges’ and universities’ geographic perimeters.

The primary criterion is that each state college or university will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no college or university may deliver higher education services at any site whose location is closer to another college or university than the college or university desiring to offer the service (“home rule”) without having an off-campus agreement on file with the State Regents.

A. Community Colleges

A map is on file at the State Regents’ office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.
B. Regional Universities

A map is on file at the State Regents’ office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

C. Research Universities

The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

D. Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution’s resources permit the meeting of that need.

E. Unique Programs

Colleges and universities with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

F. Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the college or university offering the program will be honored.

G. Ardmore Higher Education Program

Requests for traditional off-campus courses in the proximity of the Ardmore Higher Education Center will be coordinated with the center.

When geographical conflicts occur, college or university officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents’ Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.16.13 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

A. It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe
benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

B. Contract Credit Course Fee. As set forth in 70 O.S.§3219.3 (2001), the 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.”

C. 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 tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

Program and Course Principles and Procedures

A. Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

B. College and university requests for new traditional off-campus educational programs will be submitted in the same manner as on-campus program requests. Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs (See the State Regents' Academic Program Approval policy).

C. A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.

3.16.14 Oklahoma Learning Site State Goals, Objectives, and Strategies

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

Statement of Goals

Improve the quality of life of Oklahoma citizens.

Improve Oklahoma’s rankings on national economic indicators –
achieve a condition in which Oklahoma’s growth rate on national economic indicators is consistently above the national average.

Objectives

In furtherance of these state goals, the State System is committed to pursuing a public agenda for higher education encompassing the following objectives:

Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.

Enhance the capacity of Oklahoma’s colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:

Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.

Programmatic relevance: Consistent with this policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents’ determination that ongoing programmatic capacity should not be created in the state.

Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.

Responsiveness: Oklahoma’s higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.

Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

Strategies to Increase the Educational Attainment Levels of the State’s Adult Population
A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).

Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.

A sub-goal is to reduce the disparities among the state’s regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other employers who provide employment for an educated workforce).

3.16.15 Designation and Operation of Learning Sites

The 25 public colleges and universities, the Ardmore Higher Education Center, and a learning site in Ponca City are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

These designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.

The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

3.16.16 Responsibility
Consistent with the State Regents’ functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

3.16.17 Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

3.16.18 Program Approval and Review

This policy and the State Regents’ Academic Program Approval policy and Academic Program Review policy guide new program approval and review.

Consistent with the State Regents’ Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state’s existing educational institutions’ programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions’ academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents’ policies cited above:

No acceptable providers either within or outside the state of a needed program can be identified.

The State Regents determine that the new program is in the long-term interests of the institution and the state.

Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.
3.16.19 Planning

Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus.

Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.

Identify areas, in conjunction with the institution’s learning site designation, where the institution should import programs, courses, or modules from other institutions to serve both learning site and on-campus students.

Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

3.16.18 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

Contract Credit Course Fee. As set forth in 70 O.S.§3219.3 (2001), the 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 tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

3.16.20 Host Institutions

The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

Capacity Building/Sustaining Grants (Receive Site Funding)

Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial
years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

Service Level Rewards

In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve. As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority. The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other that the host institutions, including services produced by another institution that replace those that would normally be taught by an institution’s own faculty. (A methodology to determine service level rewards will be developed.)

Priority Investment Fund

To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

3.16.21 Provider Institutions

Electronic Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on the cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to curricular design and delivery will be necessary. To the extent funds are available; grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively
delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

3.16.22 Reporting

All electronic media and traditional off-campus course data will be an integral part of each institution’s unitized data system.

To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System (UDS). Until such time as UDS can accommodate these reports, institutions will submit the needed information.

Copies of signed and executed college or university traditional off-campus agreements will be provided to the State Regents’ office prior to the offering of the course(s).

Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

3.16.23 Policy Review

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy’s effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.