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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# Agenda

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April 22, 2010

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 22, 2010 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on April 22, 2010.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
Research Park, Oklahoma City

**A G E N D A**

Thursday, April 22, 2010 – 9 a.m.  
Oklahoma State University  
Conoco-Phillips Alumni Center  
Stillwater, Oklahoma  
Chairman Stuart Price, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of the Chancellor.** (No Action, No Discussion).
6. **Host.** Welcome remarks by Oklahoma State University President Burns Hargis.

**ACADEMIC**

7. **New Programs.**
  - a. Oklahoma State University. Approval of request to offer the Master of Science in Entrepreneurship. Page 1.
  - b. Oklahoma State University-Oklahoma City. Approval of request to offer the Certificate and the Associate in Applied Science in Renewable/Sustainable Energy. Page 9.
8. **Program Deletions.** Approval of institutional requests for program deletions. Page 15.
9. **Academic Policy.** Approval of the *Residence Status of Enrolled Students* policy. Page 17.
10. **Student Transfer.** Approval of the Faculty Transfer Curriculum Matrices for the 2010-2011 academic year. Page 31. (Supplement)
11. **GEAR UP.** Approval of Grant to Oklahoma State University in Support of Two Summer Leadership Camps For Underrepresented High School Students. Page 35.
12. **Educational Planning and Assessment System.** 2009-2010 Annual Report. Page 39. (presentation)

## **FISCAL**

13. **Contracts and Purchases.**
  - a. Approval of purchasing for contracts over \$100,000. Page 45.
  - b. Approval of a Letter of Agreement with the College Board. Page 47.
14. **Investments.** Approval of investment managers. Page 49.

## **EXECUTIVE**

15. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 51.
16. **Executive Session.** Page 53.

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

Vote to return to open session.

## **CONSENT DOCKET**

17. **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 55.
    - (2) Program Suspensions. Ratification of approved institutional requests to suspend exiting academic programs. Page 73.
  - b. Degree Reconciliations. Approval of a request from Tulsa Community College. Page 75.
  - c. Cooperative Agreements. Approval of request from Oklahoma City Community College. Page 77.
  - d. Concurrent Enrollment Admission Standards. Ratification of concurrent enrollment admission standards for the University of Science of Arts of Oklahoma (USAO). Page 79.

- e. Electronic Media. Approval of request from Western Oklahoma State College to offer an existing degree program via electronic delivery. Page 81.
  - f. Ratification of GEAR UP College Access Sub-grants for Oklahoma School Districts and School Sites. Page 83.
  - g. Capital. Ratification of capital allotments. Page 87.
  - h. Agency Operations. Ratification of purchases in excess of \$25,000 but not in excess of \$100,000. Page 89.
  - i. Non-academic degrees.
    - (1) Ratification of a posthumous degree request from Oklahoma State University. Page 91.
    - (2) Ratification of honorary degree requests from Oklahoma State University. Page 93.
    - (3) Ratification of posthumous degrees request from the University of Oklahoma. Page 97.
    - (4) Ratification of an honorary degree request from Northeastern State University. Page 101.
    - (5) Ratification of an honorary degree request from the University of Science and Arts of Oklahoma. Page 103.
18. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. Page 105. (Supplement)
  - b. Annual Reports.
    - (1) Teacher Education 12th Annual Report on Systemwide Review. Page 107.
    - (2) Low Producing Programs Report. Page 123.
    - (3) Mabel Bassett Correspondence Pilot Project Report. Page 125.
    - (4) 2009 Annual Tuition Waiver Report. Page 127.
    - (5) 2010 Annual Faculty Salary Report. Page 131.
    - (6) 2010 Annual Degrees Conferred Report. Page 133.
    - (7) 2010 Annual Student Remediation Report. Page 139.
    - (8) 2010 Annual Teacher Education Admission Survey Report. Page 147.

19. **Report of the Committees.** (No Action, No Discussion).
  - a. Academic Affairs and Social Justice and Student Services Committees.
  - b. Budget and Audit Committee.
  - c. Strategic Planning and Personnel Committee.
  - d. Technology Committee.
  - e. Investment Committee.
20. **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."
21. **Announcement of Next Regular Meeting — 9 a.m., Friday, May 28, 2010, in Oklahoma City.**
22. **Adjournment.**

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #7-a:**

**New Programs.**

**SUBJECT:** Oklahoma State University. Approval of request to offer the Master of Science in Entrepreneurship.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University's (OSU) request to offer the Master of Science in Entrepreneurship on campus and via electronic media with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Master of Science in Entrepreneurship.** Continuation beyond Fall 2014 will depend upon:  
Majors enrolled: a minimum of 18 students in Fall 2013 and  
Graduates: a minimum of 10 students in 2013-14.

**BACKGROUND:**

**Academic Plan**

OSU's Academic Plan lists the following institutional priorities:

OSU-Stillwater and Tulsa faculty identified the following programs as academic priorities:

- Bachelor of Science (BS) in Alternative Energy/Energy Security
- BS in Architectural Studies
- BS in Entrepreneurship
- BS in Sustainability-related
- Master of Arts in Art History
- Master of Science (MS) and Doctor of Philosophy (Ph.D) in Aerospace Engineering
- MS and PhD in Material Science and Engineering
- MS in Aerospace Administration and Operations– elevate from MS option to degree program
- Doctor of Musical Arts
- Aerospace Security and Gender and Women's Studies Graduate Certificates
- Offer graduate certificate in Data Mining by distance education and MS in Hospitality Administration to The Cherokee Nation by distance education
- Offer the PhD in HES (option in Hospitality Administration) to a cohort of students in Jamaica, partially by distance education.

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

Degrees and/or certificate programs deleted	74
Degrees and/or certificate programs added	60

**Program Review**

OSU offers 216 degree and/or certificate programs as follows:

Certificates	14
Associate of Arts or Sciences Degrees	0
Associate of Applied Science Degrees	0
Baccalaureate Degrees	89
Master's Degrees	68
Doctoral Degrees	45
First Professional Degrees	0

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 OSU'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.

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

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

OSU requests authorization to offer the Master of Science in Entrepreneurship on campus and via electronic media, as outlined below

**Program Development Process**

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

## **POLICY ISSUES:**

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

The *Electronically Delivered and Traditional Off-Campus Courses and Programs* 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. Information related to this policy has been incorporated where appropriate in the agenda item.

## **ANALYSIS:**

### ***Master of Science in Entrepreneurship***

**Program purpose.** The purpose of this proposed degree program is to provide students with advanced, educationally based competencies in entrepreneurship.

**Program rationale and background.** The proposed degree program is designed to prepare students to conceptualize, launch, and grow new ventures in the private and non-profit sectors. There is a growing need in Oklahoma for entrepreneurship education. The Kauffman Foundation recently ranked Oklahoma as fourth in the nation in entrepreneurial activity. Oklahoma state leaders have declared that the future of Oklahoma will depend on continuing to develop an entrepreneurial culture and support for entrepreneurship. OSU's Spears School of Business has offered courses in entrepreneurship as electives in various departments since the 1980's. An option in entrepreneurship was created for management majors in 2005. Recently, OSRHE approved the addition of an option in entrepreneurship within the Master in Business Administration (MBA) (035) degree program. The proposed degree program is more focused on preparing individuals to start ventures, rather than seek managerial positions, as the MBA degree option does. There is growing demand for professional education at the graduate level that is focused on new venture creation. The proposed degree program will address this demand by offering a comprehensive and integrative curriculum that will develop competencies related to the recognition and exploration of opportunities for new and novel ventures that can become sustainable. The proposed curriculum is built around four key learning components: theory, concepts and framework, competencies and experiential learning. Each course in the curriculum will include defined elements of each of these four components. Students will also maintain an "entrepreneurial portfolio" which includes a set of completed entrepreneurship related experiences and projects. Moreover, while the program does not require a thesis, a requirement for graduation is that the student completes a business plan for an original idea, makes a formal pitch to an investor, and starts the business. Completion of the degree can be accomplished over a twelve month period.

**Employment opportunities.** OSU states that there is a demand, both nationally and in Oklahoma, for program graduates. OSU cites a recent Kauffman Foundation study that ranked Oklahoma as fourth in the nation for entrepreneurial activity. The importance of entrepreneurship to the state is emphasized by the following statement from the Oklahoma Department of Commerce: "Oklahoma's entrepreneurs will provide the innovation, creativity, and leadership needed to take us successfully into our next 100 years," and that creating culture for entrepreneurship in the state is a top priority. OSU is confident there will be sufficient employment opportunities for program graduates.

**Student demand.** The program is targeting non-traditional students who have work, family, financial commitment and personal life demands that must be balanced, creating time management challenges as they strive to continue their education. Further, many live some distance from the campus and would not be able to complete the program on a timely basis without the flexible option of non-traditional course delivery methods. The proposed degree program offered on campus and through electronic media is expected to meet the following enrollment and graduate standards by the established deadline prior to final approval by the State Regents:

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program:	18	Fall 2013
Minimum Graduates from the program:	10	2013-2014

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

<b>Existing Programs</b>
Langston University. Master of Entrepreneurial Studies in Entrepreneurship (066).

Several institutions offer baccalaureate degree programs in entrepreneurship or program options in entrepreneurship. Institutions with existing programs did not notify the State Regents' office of a protest to the proposed program. Correspondence with OSU has revealed that OSU will not be delivering this program in Tulsa and thus will not infringe upon Langston University's planned expansion of their Masters program as part of its urban mission. This will be monitored as a part of the Tulsa Accountability Report.

**Curriculum.** The proposed degree program will consist of 33 total credit hours from the following areas:

<b>Content Area</b>	<b>Credit Hours</b>
General Business Courses	12
Core Courses	15
Field Experience Courses	6
<b>Total</b>	<b>33</b>

No new courses will be added. See attached curriculum (Attachment A).

Faculty members will use identical materials for the on campus and online students. Communication (regarding assignment deadlines, examinations, and grading policies) with online students will be similar to communication with on campus students. A combination of electronic mail, telephone, fax, and the OSU Desire2Learn classroom management system will be utilized to provide online students with lecture notes, assignments and other pertinent course information.

**Faculty and staff.** Existing faculty will teach the on campus and online students for the proposed degree program.

**Support services.** The library, facilities and equipment are adequate for the proposed program offered on campus and via electronic media.

**Financing.** Private funds in the amount of \$50.6 million have been obtained to support the program, some of which are eligible for a one-to-one state match in the endowed chair program. Because the program is funded through a private endowment, no new additional costs to the state are projected. With

six new faculty members hired in entrepreneurship over the past year (funded through private donations), and one faculty reassigned from the department of management to the department of entrepreneurship, no new faculty positions will be required to support the proposed degree program. No additional funding is requested from the State Regents for this program.

**Cost/Funding Summary:**

**Program Resource Requirements**

<b>A. Funding Sources</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
<i>Annually, \$300,000 of the \$2.72 million revenue from the entrepreneurship endowment is dedicated to support the needs of this program.</i>					
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$205,500	\$234,750	\$264,000	\$292,250	\$293,250
<i>20% of cost of four tenure track and three clinical faculty is already in place.</i>					
Student Tuition	\$80,388*	\$110,418*	\$120,582*	\$160,314*	\$175,560*
<i>Based on projected enrollments, student tuition will generate an additional \$647,262 over the first five years. In state and out-of-state tuition figures are based on historical averages of resident (80%) and non-resident students (20%) majoring in business at OSU. (* indicates extra tuition not included in revenue total as not all the monies flow back into program)</i>					
<b>TOTAL</b>	<b>\$585,888</b>	<b>\$645,168</b>	<b>\$684,582</b>	<b>\$752,564</b>	<b>\$768,810</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Administrative/Other Professional <i>For Program Director</i>	\$36,000	\$37,800	\$39,690	\$41,675	\$43,758
Faculty <i>20% of cost of four tenure track and three clinical faculty</i>	\$205,500	\$234,750	\$264,000	\$292,250	\$293,250
<i>Graduate Assistants</i> <i>Two positions</i>	\$6,300	\$6,300	\$6,300	\$6,300	\$6,300
<i>Student Employees</i> <i>As needed</i>	\$0	\$1,680	\$2,520	\$2,520	\$2,520
<i>Contractual Services</i> <i>Commodities, Postage, Equipment, Instructional materials, Telecommunications and Library</i>	\$4,640	\$4,415	\$5,090	\$4,865	\$4,940
<i>Printing</i> <i>Marketing and promotional expenses</i>	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<i>Travel</i> <i>...student and faculty conference travel</i>	\$3,600	\$3,780	\$3,960	\$4,140	\$4,320
<i>Awards and Grants</i> <i>Entrepreneurship research fellows, student internship program, business plan competition awards</i>	\$26,000	\$29,517	\$32,517	\$35,517	\$38,517
<b>TOTAL</b>	<b>\$283,540</b>	<b>\$319,742</b>	<b>\$355,577</b>	<b>\$389,767</b>	<b>\$395,105</b>

Attachment

**OKLAHOMA STATE UNIVERSITY  
MASTER OF SCIENCE IN ENTREPRENEURSHIP**

<b>Degree Requirements</b>	<b>Credit Hours</b>
<b><i>General Business Courses</i></b>	<b><i>12</i></b>
ACCT 5183 Financial Accounting and Analysis	3
ACCT 5283 Managerial Accounting	3
FIN 5013 Business Finance	3
MGMT 5113 Organizational Theory and Behavior	3
<b><i>Core Courses:</i></b>	<b><i>15</i></b>
EEE 5113 Entrepreneurship and Venture Management	3
EEE 5663 Imagination in Entrepreneurship	3
<i>Select three courses (9 credit hours) from the following:</i>	
EEE 5653 Venture Capital	3
EEE 5223 Entrepreneurial Marketing	3
EEE 5313 Emerging Enterprising Consulting	3
EEE 5263 Corporate Entrepreneurship	3
EEE 5133 Dilemmas and Debates in Entrepreneurship	3
MKTG 5973 New Product Management	3
<b><i>Field Experience Courses</i></b>	<b><i>6</i></b>
EEE 5610 Advanced Entrepreneurship Practicum	6
<i>Involvement in the Entrepreneurship Empowerment in South Africa program or the Riata Entrepreneurial Internship can also meet the field experience requirement so long as six credit hours are completed.</i>	
<b><i>Total</i></b>	<b><i>33</i></b>



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #7-b:**

**New Programs.**

**SUBJECT:** Oklahoma State University-Oklahoma City. Approval of request to offer the Certificate and Associate in Applied Science in Renewable/Sustainable Energy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Oklahoma State University-Oklahoma City's (OSU-OKC) request to offer the Certificate and Associate in Applied Science in Renewable/Sustainable Energy along with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Certificate in Renewable/Sustainable Energy.** Continuation beyond Fall 2013 will depend upon:
  - Majors enrolled: a minimum of 14 students in Fall 2012 and
  - Graduates: a minimum of 6 students in 2012-13.
- **Associate in Applied Science in Renewable/Sustainable Energy.** Continuation beyond Fall 2013 will depend upon:
  - Majors enrolled: a minimum of 18 students in Fall 2012 and
  - Graduates: a minimum of 8 students in 2012-13.

**BACKGROUND:**

**Academic Plan**

OSU-OKC's Academic Plan lists the following institutional priorities and new funding initiatives:

- OSU-OKC will ensure that all general education courses are either offered online or have a significant online component.
- OSU-OKC will also ensure that at least 50% of all classrooms on campus have multimedia capabilities and will add a "smart study room" for students that will include a variety of technologies, including an LCD monitor, Smart Board, etc.

**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, OSU-OKC has taken the following program actions in response to APRA:

Degrees and/or certificate programs deleted	46
Degrees and/or certificate programs added	41

**Program Review**

OSU-OKC offers 46 degree and/or certificate programs as follows:

Certificates	5
Associate of Arts or Sciences Degrees	7
Associate of Applied Science Degrees	33
Baccalaureate Degrees	1
Master’s Degrees	0
Doctoral Degrees	0
First Professional Degrees	0

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 OSU-OKC’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

**Program Development Process**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

*Certificate in Renewable/Sustainable Energy*  
*Associate in Applied Science in Renewable /Sustainable Energy*

**Program purpose.** The purpose of the proposed certificate and degree programs are to prepare students to work as residential and building energy auditors.

**Program rationale and background.** The proposed certificate and degree programs are designed to provide students with skills and preparation to work in a number of employment fields. Renewable, sustainable energy is one of the fastest growing segments in the job market. The proposed programs will provide graduates with an overview of the renewable/sustainable industry and its occupations. Additionally, the programs will prepare graduates with the specific skills such as those necessary to conduct energy audits of both homes and commercial businesses and entry level solar systems installers. The programs will also include course work which covers areas such as retrofitting existing homes and buildings with energy-saving features. OSU-OKC reports that the Interstate Renewable Energy Council estimates that solar energy jobs will grow from 20,000 now to 62,000 by 2015. This sector includes jobs such as Solar Installers and Solar Installation Operations Management. The proposed programs build on existing programs in Architectural Technology, Construction Technology and Wind Turbine Technology. The proposed certificate program will allow the student to enter the work force, then possibly matriculate into the AAS degree program.

**Employment opportunities.** OSU-OKC states that there is a demand for program graduates. OSU-OKC reports that in a recent report, the American Solar Energy Society projects that the renewable energy and energy efficiency sector of the nation will increase from nine million jobs in 2007 to over 37 million jobs in 2030, more than 17 percent of all anticipated United States employment. Over 95 percent of these jobs are in private industry and that, unlike other industries, these jobs are not subject to overseas outsourcing. The report also concluded that “while renewable energy sectors are growing more rapidly than the energy efficiency industry, the energy efficiency industry is much larger and will see the greatest number of jobs added.” OSU-OKC cites Oklahoma Gas and Electric, Energy Wise Solar Systems and Sunrise Alternative Energy as prospective employers in Oklahoma. OSU-OKC is confident there will be sufficient employment opportunities for program graduates.

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program:	14	Fall 2012
Minimum Graduates from the program:	6	2012-2013

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

<b>Productivity Category</b>	<b>Criteria</b>	<b>Deadline</b>
Minimum Enrollment of majors in the program:	18	Fall 2012
Minimum Graduates from the program:	8	2012-2013

**Duplication and impact on existing programs.** There are no certificate or associate degree programs in Renewable/Sustainable Energy in the state of Oklahoma, therefore approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 43 total credit hours from the following areas:

<b>Content Area</b>	<b>Credit Hours</b>
Technical Occupational Specialty Courses	33
Technical Support Courses	10
<b>Total</b>	<b>43</b>

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

**Curriculum.** The proposed degree program will consist of 61 total credit hours from the following areas:

<b>Content Area</b>	<b>Credit Hours</b>
General Education courses	18
Technical Occupational Specialty Courses	33
Technical Support Courses	10
<b>Total</b>	<b>61</b>

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

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

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

**Financing.** The funding totals include both the certificate and degree programs. Perkins Grant funding is included. No additional funding is requested from the State Regents for these programs.

**Cost/Funding Summary:**

**Program Resource Requirements**

<b>A. Funding Sources</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Total Resources Available from Federal Sources	\$8,800	\$9,300	\$0	\$0	\$0
<i>Perkins funding will pay start up costs during the first two years</i>					
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$5,200	\$8,700	\$12,600	\$16,200	\$17,800
<i>Tuition is based on enrollment projections and the assumption is that students will attend part time and there will be a modest increase in tuition levels. Estimated student costs are \$100 per credit hour, with 9 students in year one, 14 students in year two, 20 students in year three, and in years 4 and 5, 30 students.</i>					
<b>TOTAL</b>	<b>\$14,000</b>	<b>\$18,000</b>	<b>\$25,000</b>	<b>\$29,200</b>	<b>\$24,800</b>

<b>B. Breakdown of Budget Expenses/Requirements</b>	<b>1<sup>st</sup> Year Of Program</b>	<b>2<sup>nd</sup> Year Of Program</b>	<b>3<sup>rd</sup> Year Of Program</b>	<b>4<sup>th</sup> Year Of Program</b>	<b>5<sup>th</sup> Year Of Program</b>
Faculty	\$7,700	\$12,400	\$19,400	\$23,550	\$29,500
<i>Faculty costs will be those associated with paying adjunct instructors and developing online course materials</i>					
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$0	\$0	\$0	\$0	\$0
Library	\$4,000	\$3,500	\$3,500	\$3,500	\$3,500
<i>Library will need to develop a collection of print and non-print materials for programs' support.</i>					
Contractual Services	\$0	\$0	\$0	\$0	\$0
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,000	\$1,800	\$1,800	\$1,800	\$1,900
<i>For support and promotion of programs</i>					
Telecommunications	\$300	\$300	\$300	\$350	\$350
<i>Costs for phone and fax</i>					
Travel:	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$14,000</b>	<b>\$18,000</b>	<b>\$25,000</b>	<b>\$29,200</b>	<b>\$24,800</b>

ATTACHMENT A

OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY  
 CERTIFICATE IN RENEWABLE/SUSTAINABLE ENERGY

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b><i>Technical Occupational Specialty Courses</i></b>		<b>33</b>
CONS 1103	Blue Print Readyng and Drafting for Construction	3
CONS 2213	Mechanical Equipment of Buildings	3
*CONS 2243	LEED Standards and Construction	3
*CONS 2233	Green Building Systems/Sustainable Construction	3
EET 1102	Elements of Electricity and Electronics	2
RSE 1004	Renewable Energy Applications	4
*RSE 1013	Residential Wind Design and Applications	3
*RSE 1023	Solar Design and Applications	3
*RSE 1033	Geothermal Design and Applications	3
*RSE 2013	Residential Energy Audits	3
*RSE 2113	Building Energy Audits	3
<b><i>Support and Related Courses</i></b>		<b>10</b>
CIS 1113	Computer Concepts with Applications	3
*CONS 2003	OSHA for Residential and Commercial Construction	3
CONS 1214	Introduction to Construction	4
<b><i>Total</i></b>		<b>43</b>

\*Asterisks denote new courses

ATTACHMENT B

OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY  
ASSOCIATE IN APPLIED SCIENCE IN RENEWABLE/SUSTAINABLE ENERGY

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b><i>General Education</i></b>		<b><i>18</i></b>
ENGL 1113	Freshman Composition I	3
ENGL 1213	Freshman Composition II OR	3
ENGL 2333	Introduction to Technical Report Writing	
SPCH 1113	Introduction to Speech Communication OR	3
SPCH 2723	Interpersonal Communication	
HIST 1483	U.S. History to 1865 OR	3
HIST 1493	U.S. History Since 1865	
POLS 1113	American Government	3
MATH 1213	College Algebra	3
<b><i>Technical Occupational Specialty Courses</i></b>		<b><i>33</i></b>
CONS 1103	Blue Print Reading and Drafting for Construction	3
CONS 2213	Mechanical Equipment of Buildings	3
*CONS 2243	LEED Standards and Construction	3
*CONS 2233	Green Building Systems/Sustainable Construction	3
EET 1102	Elements of Electricity and Electronics	2
RSE 1004	Renewable Energy Applications	4
*RSE 1013	Residential Wind Design and Applications	3
*RSE 1023	Solar Design and Applications	3
*RSE 1033	Geothermal Design and Applications	3
*RSE 2013	Residential Energy Audits	3
*RSE 2113	Building Energy Audits	3
<b><i>Support and Related Courses</i></b>		<b><i>10</i></b>
CIS 1113	Computer Concepts with Applications	3
*CONS 2003	OSHA for Residential and Commercial Construction	3
CONS 1214	Introduction to Construction	4
<b><i>Total</i></b>		<b><i>61</i></b>

\*Asterisks denote new courses

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #8:**

**Program Deletions.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

Oklahoma State University (OSU) requests authorization to delete the Doctor of Philosophy in Animal Breeding and Reproduction (016).

Northwestern Oklahoma State University (NWOSU) requests authorization to delete the Bachelor of Science in E-Commerce (063).

Tulsa Community College (TCC) requests authorization to delete the Associate in Applied Science in Dental Assisting (233), Certificate in Information Technologies Convergence (232), Certificate in Numerical Control/Machine Technology (180) and the Associate in Applied Science in Numerical Control/Machine Technology (045).

**POLICY ISSUES:**

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

**ANALYSIS:**

OSU requests authorization to delete the Doctor of Philosophy in Animal Breeding and Reproduction (016) degree program. This degree is being combined with the Doctor of Philosophy (PhD) in Animal Nutrition to create the PhD in Animal Science. This action will streamline assessment and provide corresponding names for the programs with the Bachelor of Science in Animal Science and Master of Science in Animal Science degree programs. There are four students in the program with an anticipated graduation date of Fall 2012. There are no courses being deleted. There are no funds available for reallocation.

NWOSU requests authorization to delete the Bachelor of Science in E-Commerce (063) degree program. The E-Commerce degree program does not fit the long term goals of the business department or the university. The E-Commerce degree program has had extremely low productivity for the past three academic years. Twenty-five undergraduate courses and thirteen graduate courses will be deleted. Faculty will be reassigned to other teaching responsibilities within the department. Funds will be reallocated to the Business Department. There are four students still in the program with anticipated graduation in May 2011.

TCC requests authorization to delete the Associate of Applied Science in Dental Assisting (233) degree program, and the associated cooperative agreement. Dental Assisting courses are currently offered through Tulsa Technology Center. The TCC program has been identified as a low producing program, with only 2.4 graduates averaged in the past five years. There are ten students in the program with an anticipated graduation date of June 2010. There will be no courses deleted. There are no funds for reallocation.

TCC requests authorization to delete the Certificate in Information Technologies Convergence (232) degree program. This program has been identified as a low productivity program and will be consolidated under a revised Information Technology program. There are three students still enrolled in the program with an anticipated graduation date of May 2010. No courses will be deleted. No funds are available for reallocation.

TCC requests authorization to delete the Certificate in Numerical Control/Machine Technology (180) degree program. This program has been identified as a low producing program. No students are currently enrolled in the program. No courses will be deleted. No funds are available for reallocation.

TCC requests authorization to delete the Associate in Applied Science in Numerical Control/Machine Technology (045) degree program. This program has been identified as a low producing program. No students are currently enrolled in the program. No courses will be deleted. No funds are available for reallocation.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #9:**

**Academic Policy.**

**SUBJECT:** Approval of revisions to the State Regents' policy statement on *Residence Status of Enrolled Students*.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the revised policy that includes a title change from *Residence Status of Enrolled Students* to *In-State/Out-of-State Status of Enrolled Students*, as described below. The implementation date for this revised policy will be Fall 2011. Institutions may elect early implementation upon authorization by the Chancellor.**

**BACKGROUND:**

Revisions to the Residency Policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions made at the April 1 meeting involved enacting legal immigration status legislation SB 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language, and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the *Residence Status of Enrolled Students* policy including format, definitions, and separating policy from procedures into the *Academic Affairs Procedures Handbook* to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required to enact legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.

In Spring 2009, the State Regents directed staff to revise the *Residence Status of Enrolled Students* policy to clarify confusing passages, reduce ambiguity in the policy language and provide clear guidance to State System institutions regarding residence status. Further, staff was directed to make the policy more flexible to emphasize access and economic development, use more prescriptive language regarding in-state/out-of-state status and create a framework for classifications as follows:

- ✓ In-state: No conditions based upon substantial evidence related to domicile – access to state and federal scholarships.
- ✓ Out-of-state tuition waiver: exists in current policy - recommended more emphasis on this policy.
- ✓ Out-of-state: No in-state postsecondary benefits.

A committee of internal staff crafted the first draft of the policy and continued to provide input as the draft moved through various committees. Staff reviewed surrounding state policies regarding residence status. Additionally, given the significance of the policy review and its statewide implications, several groups were consulted as indicated below:

- ✓ The Admission/Retention/Transfer Committee of the Council on Instruction (COI);
- ✓ Presidents Council Academic Initiatives Committee;
- ✓ A special advisory committee of the Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) that included representatives from each tier of higher education;
- ✓ As requested by the Presidents Council Committee on Academic Initiatives, the Council of Business Officers was consulted regarding any fiscal implications related to some of the changes;
- ✓ The Council on Student Affairs reviewed the policy and provided thoughtful comments;
- ✓ Institutional financial aid and Veterans Affairs coordinators provided input regarding unintended consequences around classifying active members of the armed forces stationed in Oklahoma as in-state immediately upon providing evidence of military orders; and
- ✓ As the policy draft was circulated throughout the State System by chief academic officers to administrators on campus who apply the policy, valuable input was received and changes were incorporated as appropriate.

COI Admission/Retention/Transfer Committee posted the revised policy at the May 2009 meeting. The full COI approved it at the June 2009 meeting, with the understanding that further work was necessary. COI received the latest version of the policy at the February 2010 meeting. No concerns have been expressed by COI members.

The Presidents Council Academic Initiatives Committee reviewed the draft at the December 2009 meeting. Several presidents recommended the policy be changed to classify members of the armed forces (and their spouse and dependent children) stationed in Oklahoma as in-state residents consistent with the Full-Time Professional Practitioner or Worker policy language. Subsequently, staff consulted with the Department of Veterans Affairs and financial aid officers to ensure that the changes would not negatively impact educational benefits or access to state scholarships. The recommended changes were made to the Military Personnel section of the policy and the Presidents Council approved the revised policy draft at the February 3, 2010 meeting.

## **POLICY ISSUES:**

The *Residence Status of Enrolled Students* sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as residents or nonresidents for tuition and scholarship purposes. The State Regents requested the policy be revised to provide more clarity and guidance to State System institutions regarding residence classification and other areas as noted above.

During deliberations with the COI Admission/Retention/Transfer Committee, it was recommended that the title of the policy be changed to *In-State/Out-of-State Status of Enrolled Students*. Specific changes to the policy are summarized below.

## ANALYSIS:

It is important to note that a reference that includes further clarification necessary to determine in-state or out-of-state status will be included in the *Academic Affairs Procedures Handbook*. Examples of items that will further refine understanding and consistent application of the policy include examples of documentation necessary to show domicile and intent, classification of dependents whose parents are divorced when one parent lives out-of-state, frequently asked questions, etc.

### Summary of Proposed Changes:

Policy Title	<p>The title was changed from <i>Residence Status of Enrolled Students</i> to <i>In-State/Out-of-State Status of Enrolled Students</i></p> <p>Throughout the policy, all references to “residence” have been changed to “in-state” or “out-of-state” as appropriate.</p>
3.17.1 – Purpose	<p>Changes to the purpose include updating the nomenclature and adding a statement about out-of-state tuition waivers driving the ability for institutions to attract out-of-state graduate students who contribute to economic development.</p>
3.17.2 – Definitions	<p>New and revised definitions include , Domicile, Documented foreign national, Full-Time Active Duty Military Personnel, Independent person, In-state status, Lawful permanent resident, Out-of-state status, Out-of-state tuition waiver, undocumented student, and United States Citizen.</p>
3.17.3 – Principles	<p>This section was strengthened by stating that institutions are responsible for determining in-state/out-of-state classifications based on State Regents’ policy. Language was added to require institutions to review relevant student records and documentation to support classification as in-state or out-of-state enrolled students. Simply checking “in-state” on the admission form will not suffice. Editorial and clarifications were also made to policy language.</p>
3.17.4 – Dependent and Independent Persons	<p>Dependent and independent sections were combined into one section. Policy language was edited for clarity and understanding. A section was added to allow institutions to consider extenuating circumstances (e.g., divorced parents with joint custody when one parent lives out-of-state, claimed as a dependent on a tax return). There will be clear guidance about extenuating circumstances in the <i>Academic Affairs Procedures Handbook</i>.</p>

- 3.17.5 – Documented Foreign Nationals      Changed section title from “Foreign Nationals” to “Documented Foreign Nationals.” Allows enrollment of Documented Foreign Nationals with educational visas and indicates that they may be classified as in-state if they become lawful permanent residents. Additionally, individuals in this classification who carry visas that allow full-time employment with extraordinary abilities (sciences, arts, education, business, athletics, as an executive manager, etc.) and their spouse and dependents may be eligible for out-of-state tuition waivers.
- 3.17.6 – Undocumented Students      No substantive changes were made to this section because it is consistent with state law, Title 70, O.S. Section 3242 (2007). Minor editorial changes were made to enhance policy understanding.
- 3.17.7 – Military Personnel      There is a significant change in this classification. Previously, active military personnel were granted in-state tuition (out-of-state tuition waiver). The new policy allows members of the armed forces to be classified immediately as in-state status with access to state scholarships if they qualify – consistent with the Full-time Professional Practitioner or Worker. Further, if military personnel are transferred out-of-state, the spouse and dependent children may continue to retain the in-state status if they remain continuously enrolled.
- 3.17.8 - Full-Time Professional Practitioner      Clarifies that individuals classified in this category must be a United States Citizen or lawful permanent resident. Also, allows the full-time professional who is temporarily assigned to another location but maintains domicile in OK to retain in-state status along with the spouse and dependent children.

It is recommended that the State Regents approve the proposed policy revisions to the *Residence Status of Enrolled Students*, now titled, *In-State/Out-of-State Status of Enrolled Students* that clarifies the understanding of methods, documentation, and rationale for classifying in-state, out-of-state, or out-of-state with tuition waivers. The implementation date for this revised policy will be Fall 2011. Institutions may elect early implementation upon authorization by the Chancellor.

Attachment

## RESIDENCE IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

### Purpose

Oklahoma statute 70 O.S., Supp. 2003, §3218.9 2 authorizes the State Regents to establish ~~the proposed~~ tuition and fees to be charged at public institutions to Oklahoma residents and nonresidents alike in-state/out-of-state postsecondary students. ~~Theis~~ policy statement set forth in the paragraphs to follow establishes ~~principles,~~ principles, definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as residents or nonresidents in-state/out-of-state students. ~~for fee and tuition payment purposes.~~ Also, the policy statement should be helpful to prospective students in the determination of their own residence in-state/out-of-state status prior to enrollment or for those ~~non-resident~~ out-of-state students seeking to be reclassified as residents of Oklahoma in-state. ~~after having been classified originally as nonresidents.~~ Determination of residence in-state status for purposes of attendance at an institution in the State is based primarily on ~~the~~ issue of domiciliary intent as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, ~~low-cost~~ public higher education opportunities for citizens, ~~in order to make educational opportunities available for Oklahoma individuals to improve themselves, to help upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally.~~ Therefore, residents of Oklahoma are afforded subsidies covering ~~a majority of their a portion of their~~ educational costs at all state colleges and universities of the State System. ~~Nonresidents of Oklahoma~~ Out-of-state students are also provided ~~substantial educational subventions~~ subsidies, although at lower levels than those provided for permanent ~~residents of the state~~ in-state students.

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

### Definitions

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

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

“Domicile” is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile.

Domicile has two components -- residence and the intention to remain. When these two occur, there is domicile.

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

“Full-Time Active Duty Military Personnel” for the purposes of this policy, are members of the armed forces who are on active duty for a period of more than 30 days (means active duty under a call or order that does not specify a period of 30 days or less). Personnel and their spouse and dependent children may be classified upon admission as in-state as long as they are continuously enrolled. “Armed Forces” means Army, Navy, Air Force, Marine Corps and Coast Guard. Such term does not include full-time National Guard duty.

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

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

“Independent person” is one enjoying majority privileges (or is legally emancipated from the parental domicile) and who is responsible for his or her own care, custody, and support.

“Resident of Oklahoma” “In-state” status is one a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student, duration and whose has established domicile is in Oklahoma, and meets requirements associated with in-state status including sections 3.17.4, 3.17.7 and 3.17.8. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs. A person's domicile is his or her true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components — residence and the intention to remain. When these two occur, there is domicile.

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

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

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

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

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

## Principles

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

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

Attendance at an postsecondary educational institution, albeit a continuous and long-term experience, is interpreted as temporary residence does not establish in-state status. Therefore, a student neither gains nor loses in-state resident status solely by such attendance.

Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some nonresidents out-of-state students who do not intend to remain in Oklahoma after graduation, but are situationally situational and necessary and/or convenient voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are not insufficient evidence of intent to remain in Oklahoma beyond the college experience.

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

An individual is not deemed to have acquired in-state status as a resident of Oklahoma until he or she has been in the state for at least a year primarily as a permanent resident and not merely primarily as a student.

Likewise, an individual classified as a in-state resident of Oklahoma shall not be reclassified as a nonresident out-of-state until 12 months after ~~having left~~ leaving Oklahoma to live in another state.

Unless residency has been established in another state, an student individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for the two years prior to graduation from high school will be eligible for resident in-state status tuition and scholarships or financial aid provided by the state regardless of immigration status, and as allowed in 3.17.6, 3.17.7 and 3.17.8.

~~All married persons shall be treated as equal under this policy.~~ Each spouse in a family shall establish his or her own residence status on a separate basis. Exceptions include the following: (1) when an nonresident out-of-state status individual marries an person with already established resident of Oklahoma in-state status, the nonresident out-of-state individual may be considered a resident in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and (2) as provided in sections 3.17.7 and or 3.17.8.

~~G. The burden of proof of establishing Oklahoma residence or domicile, including providing any supporting documentation, shall be upon the applicant. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate institutional official(s) consistent with this policy. No definitive set of criteria can be established as sufficient to guarantee classification as a resident of Oklahoma.~~

G. Initial classification as a nonresident student out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as an Oklahoma resident in-state provided that he or she can establish proof of residence in accordance with criteria and procedures as set forth in this policy domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

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

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

#### 3.17.4 Dependent and Independent Persons

- A. The legal residence of a dependent person is ~~that of the~~ postsecondary student's parents; or the legal residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
- B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.
- C. A dependent person may ~~become emancipated (freed from the parental domicile)~~ establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, or positive action on the student's own part evidential of alienation of parental or legal guardian domicile, etc. To qualify ~~under the latter category~~, a dependent person must have completely separated from the parental or guardian domicile and ~~have proved~~ that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory ~~proof of complete emancipation~~ evidence of independent status and domicile, they may be granted in-state status.~~and~~

If an independent person can provide evidence of having come to Oklahoma with the intention of establishing domicile, the applicant may be granted resident student classification in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

### ~~3.17.5 Independent Persons~~

~~If a person enjoying majority privileges and who is independent of parental domicile can provide adequate and satisfactory proof of having come to Oklahoma with the intention of establishing domicile, that person may be granted resident student classification at the next enrollment occurring after expiration of 12 months following the establishment of domicile in Oklahoma. The spouse of such person must establish proof of his or her own domiciliary status on a separate basis, except as provided in other sections of this policy.~~

### 3.17.65 Foreign Nationals Documented Foreign Nationals

An individual who is not a U.S. or national Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. ~~become~~ These individuals are eligible for in-state classification as an Oklahoma resident provided that if they individual holds become lawful permanent residents, status as defined by U.S. Citizenship and Immigration Services (USCIS), evidenced by whatever documents may be required under applicable

~~federal law, who, have~~ resided in Oklahoma for at least 12 consecutive months, and ~~who meets other applicable criteria for establishment of domicile requirements as set forth in this policy. or who has come to Oklahoma as a full-time professional practitioner or worker as described below.~~

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

### 3.17.6 Undocumented Students

In accordance with Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51<sup>st</sup> Legislature (~~HB1804~~), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

- ~~g~~Graduated from a public or private Oklahoma high school; in Oklahoma may be eligible for enrollment, resident tuition and state student financial aid if the individual meets the following criteria listed below.
- ~~A.~~ Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
- ~~B.~~ Satisfied admission standards for the institution.

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

- A. Provides ~~to~~ the institution with a copy of a true and correct application or petition filed with the USCIS United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or
- B. Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:
  - (1) One (1) year after the date on which the student enrolls for study at the institution, or
  - (2) If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, and

- C. If the student files an affidavit pursuant to subsection ~~C(2)~~ B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:
- (1) One (1) year after the date on which the student enrolls for study at the institution, or
  - (2) If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.
- D. Any student who ~~completes the required criteria prescribed in subsection A, subsection B and subsection C(1) above,~~ completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state ~~as long as the student meets the following:~~
- Graduated from a public or private Oklahoma high school;
  - Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and
  - Satisfies admission standards for the institution.
- E. This policy shall not impose any additional conditions to maintain ~~resident tuition status~~ eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received ~~such resident tuition status~~ an out-of-state tuition waiver and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

### 3.17.7 Military Personnel

~~A student attending an institution while on~~ Members of the armed forces who provide evidence that they are full-time active duty in the armed forces is considered as having a temporary residence in the state in which the student is attending school; therefore, a student neither gains nor loses residence status solely by such military service. Members of the armed services stationed in Oklahoma, their spouses and dependent children shall be admitted without the payment of nonresident tuition and without the 12-month domiciliary requirement, so long as they continue to be stationed in the state in full-time military service and under military orders immediately classified upon admission as in-state status along with their spouse and dependent children. Further, when members of the armed services are transferred out-of-state, the member, their

spouses and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

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

~~While the policy clearly states that nonresident tuition will be waived for military personnel, such a waiver does not constitute Oklahoma residence status. Military personnel and their dependents who provide proof of a legal change in their state of residence to Oklahoma (such as claiming Oklahoma for income tax purposes) may have the full benefits of residence status.~~

~~Dependent children of military personnel that establish residency as described in section 3.17.3 of this policy shall maintain residence status if their parents are subsequently stationed out of state. Dependents of military personnel who have not established residency according to policy may maintain nonresident waiver status if their parents are subsequently stationed out of state.~~

### 3.17.8 Full-Time Professional Practitioner or Worker

~~An individual U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status declared an Oklahoma resident along with the individual's spouse and dependents children without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status residency as described in section 3.17.3 of this policy.~~

~~Dependent children of the above professionals that establish residency as described in section 3.17.3 of this policy may maintain residence status if their parents subsequently leave the state.~~

~~Likewise, a full-time professional practitioner or worker who is temporarily assigned to another location but maintains residency domicile in Oklahoma (such as claiming Oklahoma for income tax purposes) shall be considered a to have in-state status resident for tuition and state scholarship and financial aid purposes, along with the practitioner's spouse and dependent children.~~

### 3.17.9 Reclassification

~~In addition to the aforementioned criteria, an independent person seeking to be reclassified as a resident of Oklahoma must meet the following criteria for the current and immediately preceding year:~~

- ~~A. The person must not have been claimed as an exemption for state and federal tax purposes by his or her nonresident parents.~~
- ~~B. The person must be self-supporting as evidenced by having provided the majority of funds for his or her own upkeep.~~

~~C. The person must have maintained a continuous residence in Oklahoma for the period set forth in Section 3.17.3 above.~~

~~3.17.10 Administration of Policy Statement~~

~~Each institution should designate the Admissions Officer or some other individual to be responsible for administration of the policy, and should make appropriate provision for a student's appeal of an adverse decision.~~

~~3.17.11 Tuition Waivers~~

~~Nothing in this policy precludes the waiving of fees or tuition for nonresidents by any institution upon authorization by the State Regents based on criteria other than residence status provided that the residence status classification will not be affected by any such waiver alone.~~

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*Approved July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007), \_\_\_\_\_, 2010.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #10:**

**Student Transfer.**

**SUBJECT:** Acceptance of Course Equivalency Matrix.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the system faculty's 2010-2011 Course Equivalency Matrix.**

**BACKGROUND:**

During the 1996 legislative year, the State Regents presented *Facilitating Student Transfer: A Comprehensive Action Plan* to improve student transfer. This multifaceted plan included four parts: 1) creating working faculty transfer curriculum committees; 2) 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 will 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 members from public and private institutions meet by discipline to update common course descriptions and establish new course equivalencies. 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 a year in both August and December. In the Spring, the COI approves the faculty's course equivalency recommendations. 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 Regent's web site: [OKCourseTransfer.org](http://OKCourseTransfer.org).

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. To date, more than forty disciplines and 7,921 individual courses are on the Course Equivalency matrix and the CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency. Beginning in 2009, the system for adding, modifying and deleting coursework moved to an online database housed at [OKCourseTransfer.org/CEPAdmin](http://OKCourseTransfer.org/CEPAdmin).

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., American History to the Civil War), are guaranteed to transfer among institutions that sponsor courses in that group.

**POLICY ISSUES:**

The State Regents' policy on *Undergraduate Transfer and Articulation* provides standards for the articulation of course work 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.

Year	Disciplines	Courses
1996-1997	16	1,594
1997-1998	22	2,875
1998-1999	25	3,690
1999-2000	30	4,187
2000-2001	32	4,399
2001-2002	32	4,531
2002-2003	32	4,926
2003-2004	33	5,343
2004-2005	36	6,423
2005-2006	39	6,668
2006-2007	39	7,030
2007-2008	39	7,450
2008-2009	39	7,523
2009-2010	40	7,634
2010-2011	46	7,921

Other positive features of the CEP are listed below.

- ❑ 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 to help students with transfer problems within the State System.
- ❑ Beginning in 2010, faculty members will have the opportunity to share the course syllabi and textbooks for review during course articulation meetings.

The 2010-2011 faculty course equivalency information (matrices and common course descriptions) is provided as a supplement to this item. The COI approved the 2010-2011 course equivalency matrix on March 4, 2010. It is recommended that the State Regents accept this edition of the course equivalency matrix.

Supplement



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**AGENDA ITEM #11:**

**GEAR UP.**

**SUBJECT:** Approval of grant to Oklahoma State University in Support of Two Summer Leadership Academies for Underrepresented High School Students.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a \$10,000 grant to Oklahoma State University to support the institution's continuing leadership programs for Oklahoma minority high school students.**

**BACKGROUND:**

In the summer of 2008 Oklahoma State University initiated a special leadership program designed for high school girls who had not yet made the decision to attend college. The program, called STYLE (Strengthening Today's Young Leaders through Education) attracted 17 female students in its first year from primarily Tulsa high schools. In 2009 Oklahoma State University expanded the program with 24 participants. Now in 2010 Oklahoma State University proposes to add a second leadership academy that targets minority male students. The expanded academy programs (STYLE for young women and LEAD for young men) will feature activities that will guide student participants to finish high school, aspire to college and enter career fields in high demand, especially in science, technology and mathematics (STEM) careers.

**POLICY ISSUES:**

The U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are visits to higher education institutions and the dissemination of information that will help aspiring students to see a pathway to college. The on-campus sponsor for the STYLE and LEAD programs is the Oklahoma State University Division of Institutional Diversity.

**ANALYSIS:**

Both male and female students from Oklahoma high schools will be nominated for the STYLE and LEAD programs by their school counselor. The selection process will focus on students in the ninth through twelfth grade in schools where high school-to-college participation rates are low and will include young ladies and men who would not typically aspire to go to college. The STYLE and LEAD academies are resident programs that will bring participants to the Oklahoma State University Stillwater campus June 21-25, 2009 in simultaneous but separate academies. A total of forty (40) students are expected to participate. The five-day academies will feature motivating speakers, teambuilding activities, development of leadership and communication skills, health/wellness orientations, and campus tours. Several sessions during the week will focus on career assessment and introductions to careers such as

engineering, forensic sciences and other careers where science, technology and mathematics knowledge is an asset. Finally, information about academic preparation, test preparation, financial aid/scholarships and the college admission process will be provided to each of the participants. At the end of the STYLE and LEAD summer sessions, each participant will be paired with a mentor who will give each student support and guidance for the remaining high school years before college.

The STYLE and LEAD summer leadership academies will seek nominated students from throughout Oklahoma, with a special focus on students from the Tulsa and Oklahoma City urban areas.

**Tulsa Area:**

Will Rogers High School  
Union High School  
Edison High School  
Memorial High School  
Central High School  
East Central High School  
McLain High School

**Oklahoma City Area:**

Douglass High School  
John Marshall High School  
Star Spencer High School  
Northeast High School  
Putnam City West High School  
Putnam City High School  
Southeast High School  
Northwest Classen High School  
Dove Science Academy  
Capital Hill High School

**Other Communities:**

Ponca City High School  
Frontier High School (Red Rock, OK)  
Lawton High School  
Lawton MacArthur High School  
Lawton Eisenhower High School  
Newkirk High School  
Pawnee High School

Total funding for the Oklahoma State University grant is \$10,000 federal dollars – all derived from the State Regents' GEAR UP grant award. No state dollars are involved.



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**AGENDA ITEM #12:**

**Educational Planning and Assessment System.**

**SUBJECT:** 2009-2010 Educational Planning and Assessment System Annual Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. In the 2009-2010 academic year 80,084 students took the EPAS assessments. The EXPLORE assessment was taken by 40,117 8<sup>th</sup> grade students and 39,928 students took the 10<sup>th</sup> grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include well over 95 percent of Oklahoma's public schools, as well as 65 private schools and two Bureau of Indian Affairs schools.

Each of these schools voluntarily participates in EPAS, which is 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 state-funded assessment system that provides feedback to the student, parents and educators relative to college readiness.

**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 State 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 is the foundation of State Regents K-16 student preparation efforts.

**ANALYSIS:**

The EXPLORE assessment, administered to 8<sup>th</sup> graders, provides a good estimate of what a student would score on the PLAN assessment. In turn, PLAN is a good predictor of what the student would score on the ACT. The predictive nature of EPAS indicates that students will typically score two to four points higher on each successive assessment.

**Eighth Grade EXPLORE Assessment Results**

ACT has analyzed Oklahoma's EPAS student data for a number of years and has established the Oklahoma College Readiness Benchmarks based on the ACT cut score of 19. The following table shows

the EXPLORE results over the past five testing years against these Benchmarks. Data in bold indicate scores that fall below the Oklahoma benchmarks.

<b>Oklahoma EPAS</b>						
The EXPLORE Assessment over Five Years (Scale 1-25)						
Testing Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
English	<b>13.9</b>	14.0	14.0	<b>13.9</b>	14	14
Mathematics	<b>14.1</b>	<b>14.2</b>	<b>14.4</b>	<b>14.6</b>	<b>14.7</b>	15
Reading	<b>13.9</b>	14.0	14.1	14.0	14.3	14
Science	15.9	15.9	15.9	15.9	16	15
Composite	14.6	14.7	14.7	14.7	14.9	

At the eighth grade level, Oklahoma’s students appear to be on track for college readiness in English, Reading and Science. Mathematics, although showing steady improvement, continues to fall below the benchmark. The steady growth of Reading is of significance as reading is part of the mastery in every content area.

### EXPLORE and Achievement Gaps

This table compares the 2009-2010 scores of ethnic groups to the Oklahoma College Readiness Benchmarks which are based on the ACT cut score of 19. Data in bold indicate scores that fall below Oklahoma benchmarks.

<b>Oklahoma EPAS</b>							
The EXPLORE Assessment 2009-2010 (Scale 1-25)							
Testing Area	African American (3,503)	American Indian (4,962)	Caucasian (22,671)	Hispanic (3,814)	Asian (997)	Multiracial, Other, Prefer not to respond (PNR) (4,673)	Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
English	<b>12.1</b>	<b>13.4</b>	14.9	<b>12.2</b>	15.4	<b>13.4</b>	14
Mathematics	<b>12.6</b>	<b>14.2</b>	15.5	<b>13.2</b>	16.3	<b>14.1</b>	15
Reading	<b>12.7</b>	<b>13.9</b>	15.1	<b>12.7</b>	15.7	<b>13.7</b>	14
Science	<b>14.7</b>	15.6	16.6	14.9	17.5	15.6	15
Composite	13.2	14.4	15.6	13.4	16.3	14.3	

Oklahoma continues to struggle relative to equity of preparation for all subgroups. The disaggregated data by ethnic group shows significant achievement gaps for African Americans, Native Americans, Hispanics and those students identifying themselves as Multiracial, Other or PNR.

When the EXPLORE data are disaggregated by gender, female students outscore their male counterparts in all content areas except mathematics. Males score 14.8 and females score 14.6 in mathematics at the

8<sup>th</sup> grade level. Both males and females increased in every content area EXCEPT males in reading. Data in bold indicate scores that fall below the Oklahoma benchmarks.

<b>Oklahoma EPAS</b> The EXPLORE Assessment 2008-2009 and 2009-2010 (Scale 1-25)					
Testing Area	Females		Males		Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
	08-09	09-10	08-09	09-10	
English	14.4	14.6	<b>13.3</b>	<b>13.4</b>	14
Mathematics	<b>14.5</b>	<b>14.6</b>	<b>14.6</b>	<b>14.8</b>	15
Reading	14.3	14.8	14.0	<b>13.9</b>	14
Science	16.1	16.2	15.7	15.9	15
Composite	15.0	15.2	14.5	14.6	

#### Other EXPLORE Data

The EXPLORE test includes questions that allow students to self report information in several key areas, such as educational aspiration and potential career plans. Additionally, State Regents are able to add some Oklahoma specific questions to the exam. The following are a sample of student responses:

- Seventy-four percent indicate a plan to attend a two-year or four-year college after high school.
- Thirty-eight percent of eighth-grade students indicated they believe their courses are challenging.
- Thirty-two percent indicate a career preference in the Science and Technology areas.

#### Tenth Grade PLAN Assessment Results

This table compares the PLAN results over the past five testing years against the Oklahoma College Readiness Benchmarks. Data in bold indicate scores that fall below the Oklahoma benchmarks.

<b>Oklahoma EPAS</b> The PLAN Assessment 2009-2010 (Scale 1-32)						
Testing Area	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
English	16.4	16.2	<b>15.8</b>	16.0	16.0	16
Mathematics	<b>16.5</b>	<b>16.5</b>	<b>16.4</b>	<b>16.5</b>	<b>16.8</b>	17
Reading	16.5	16.5	16.4	16.2	16.3	15
Science	17.7	17.6	17.4	17.4	17.7	16
Composite	16.9	16.8	16.6	16.7	16.8	

## PLAN and Achievement Gaps

This table analyzes the 2009-2010 scores of ethnic groups compared to the Oklahoma benchmarks. Data in bold indicate scores that fall below the benchmarks.

<b>Oklahoma EPAS</b> The PLAN Assessment 2009-2010 (Scale 1-32)							
Testing Area	African American (3,453)	American Indian (5,061)	Caucasian (21,879)	Hispanic (3,341)	Asian (825)	Multiracial, Other, PNR (3,505)	Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
English	<b>13.7</b>	<b>15.4</b>	16.9	<b>14.0</b>	17.8	<b>15.7</b>	16
Mathematics	<b>14.6</b>	<b>16.0</b>	17.5	<b>15.4</b>	19.5	<b>16.3</b>	17
Reading	<b>14.2</b>	15.8	17.1	<b>14.7</b>	17.6	15.9	15
Science	16.1	17.2	18.2	16.6	19.3	17.3	16
Composite	14.8	16.3	17.5	15.3	18.7	16.4	

The challenge of achievement gaps continues throughout high school years.

When the PLAN data are disaggregated by gender, female students outscore their male counterparts in all content areas except mathematics. However females increased their mathematics score by .5 while males increased by only .2.

<b>Oklahoma EPAS</b> The PLAN Assessment for 2009-2010 (Scale 1-32)					
Testing Area	Females		Males		Oklahoma College Readiness Benchmark (based on ACT cut score of 19)
	08-09	09-10	08-09	09-10	
English	16.7	16.7	<b>15.4</b>	<b>15.4</b>	16
Mathematics	<b>16.2</b>	<b>16.7</b>	<b>16.7</b>	<b>16.9</b>	17
Reading	16.7	16.9	15.7	15.8	15
Science	17.5	17.7	17.4	17.7	16
Composite	16.9	17.1	16.5	16.6	

## Oklahoma Student Perspective

Among Oklahoma students who took the PLAN test in the 10<sup>th</sup> grade in 2009-2010:

- Sixty-five percent plan to attend a two-year or four-year college after high school.
- Forty-five percent agreed or strongly agreed that their classes are challenging.

- Thirty-two percent indicate a career preference in the Science and Technology areas.

The percentage of students choosing each career preference category changes only slightly between 8<sup>th</sup> and 10<sup>th</sup> grades. This is consistent with some research done by this agency who followed students from their EXPLORE preferences through their college years. Those students expressing interest in science, technology, engineering and mathematics (STEM) on their EXPLORE assessment are significantly more likely to major in a STEM area and to complete a degree in those areas.

### **High School Graduation Requirements - Achieving Classroom Excellence (ACE) and EPAS**

Oklahoma statutes (70 O.S. 1210.523) allow for students to use alternate tests approved by the State Board of Education to meet the ACE Testing Requirements set forth in the same section of law. Those testing requirements state:

*Beginning with students entering the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:*

1. *Algebra I;*
2. *English II; and*
3. *Two of the following five:*
  - a. *Algebra II,*
  - b. *Biology I,*
  - c. *English III,*
  - d. *Geometry, and*
  - e. *United States History.*

*To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.*

All students must take the End-of-Instruction (EOI) exams for any course they complete and for which an EOI exists.

*Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test. (70 O.S. § 1210.508)*

This means that under current law the alternate tests may not be given in lieu of EOI exams but may be used by students who did not score at least at the proficient level on one of the required EOI exams in order to meet the ACE Testing Requirements for graduation.

Included among the several tests approved by the State Board of Education on November 17, 2009 are:

<u>EOI Exam</u>	<u>Alternate Test</u>	<u>Proficiency Score</u>
Algebra I	ACT PLAN Mathematics Subtest	15
	ACT Mathematics Subtest	18
Algebra II	ACT Mathematics Subtest	20
Geometry	ACE Mathematics Subtest	18
Biology I	ACT PLAN Science Subtest	16
	ACT Science Subtest	19

English II	A combination of: ACT Reading Subtest ACT English Subtest and ACT Writing	Combined 30 (with neither below 14)  8
English III	A combination of: ACT Reading Subtest ACT English Subtest and ACT Writing	Combined 32 (with neither below 15)  8

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**AGENDA ITEM #13-a:**

**Contracts and Purchases.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

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

Change Orders to Previously Approved Purchases Over \$100,000.

One (1) of the two (2) items relate to Core. A change order has been submitted for Hammond Associates in the amount of \$11,270.18. Additional funds are needed due to the calculation of the market value fund of which is determined on the last day trading day of the quarter. This change order increases the purchase order total from \$300,000 to \$311,270.18. (funded from 707-Endowment Fund).

Change Orders to Previously Ratified Purchases that will now Exceed \$100,000

One (1) of the two (2) items relate to Core. A change order has been submitted for Education Counsel LLC/Nelson Mullins Riley & Scarborough LLP law firm in the amount of \$33,934.07. Additional funds are needed to cover the services provided for FY10. This change order increases the purchase order total from \$99,950 to \$133,884.07. (funded from 210-Core).



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**AGENDA ITEM #13-b:**

**Contracts and Purchases.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve the Letter of Agreement between the College Board and Oklahoma GEAR UP to provide eleven (11) professional development workshops and associated materials in 2010.**

**BACKGROUND:**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

In Phase II (2005-2011) of its project, GEAR UP is continuing its partnership with the College Board and has proposed expanding its repertoire of professional development workshops for teachers, counselors and school administrators. In the summer of 2010, the College Board will provide the following workshops exclusively for GEAR UP:

<b>WORKSHOP NAME</b>		<b>DURATION</b>	<b>DATE</b>
Pre-AP Middle School Institute-English	site 1	5-Day	June 14-18, 2010
Pre-AP Middle School Institute-English	site 2	5-Day	June 21-25, 2010

Pre-AP Middle School Institute-Mathematics	site 1	5-Day	June 14-18, 2010
Pre-AP Middle School Institute-Mathematics	site 2	5-Day	June 21-25, 2010
Pre-AP Middle School Institute-Science	site 1	5-Day	June 14-18, 2010
Pre-AP Middle School Institute-Science	site 2	5-Day	June 21-25, 2010
Pre-AP Middle School Institute-Social Studies	site 1	5-Day	June 14-18, 2010
Pre-AP Middle School Institute-Social Studies	site 2	5-Day	June 21-25, 2010
Setting the Cornerstones Workshop		2-Day	June 10-11, 2010
Using Visual Materials in MS Classrooms in Social Studies		1-Day	June 9, 2010
CollegeEd® Training		1 Day	June 9, 2010

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

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

Total funding for the professional development services and deliverables is \$110,400 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.

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**AGENDA ITEM #14:**

**Investments.**

*Not Available Electronically.*



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**AGENDA ITEM #15:**

**Commendations.**

**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:

- **Dr. Cindy Brown**, student preparation director, assisted with the North Central accreditation of Camelot School of Oklahoma, a residential therapeutic and educational facility for autistic children.
- **Dr. Houston Davis**, vice chancellor for academic affairs, represented the State Regents at the Southern Regional Education Board (SREB) College Completion Conference in Charleston, West Virginia and participated in a panel session covering "State Policy Issues;" he also joined representatives from the Oklahoma Dept. of Commerce and CareerTech in participating in a Lumina Foundation for Education sponsored event hosted by the National Governors Association Center for Best Practices in Washington D.C. and continued his involvement with the Education Commission of the States Getting Past Go National Advisory Council by participating in a panel related to remedial and developmental policy.
- **Marion Dilbeck**, director of information technology and data warehousing, contributed to the successful completion of the financial aid database final report presented by Noel-Levitz.
- **Mat Higdon**, student preparation field coordinator, assisted with the North Central accreditation review of Positive Tomorrows, an Oklahoma City school for homeless children.
- **Chancellor Glen D. Johnson**, appeared on the television show *Flashpoint* with Mike Turpen and Kirk Humphreys to discuss Higher Education issues and the legislative session; met with Secretary of State Susan Savage on Higher Education issues; met with Kathy Taylor to discuss the P-20 Council and Race to the Top as well as other Higher Education issues; served as keynote speaker at the Ardmore Rotary; presented the Legislative Agenda and Budget Request to the Oklahoma Association of College and University Business Officers (OACUBO) at the annual conference in Oklahoma City; spoke to the First Robotics Science Fair in Oklahoma City; spoke at the Reach Higher Reception for graduates at the History Center in Oklahoma City; addressed students at Research Day at the Capitol and presented awards; attended meetings at the Capitol with the Council of Presidents to discuss Higher Education's budget request with Senator Mike Johnson, Representative Lee Denney, Senator Todd Lamb, Representative Ken Miller and Speaker Chris Benge; attended a Legislative Leadership breakfast with Senator Glen Coffee, Senator Mike Johnson, Senator Todd Lamb, Senator Clark Jolly and Senator John Ford and the Council of President to discuss Higher Education's budget request; met with the CLASS

Taskforce in Oklahoma City and spoke at the Governor's Cup Awards presentation in Oklahoma City.

- **Cari Lousch**, student preparation field coordinator, presented a session at the Counselor's Only conference sponsored by the State Department Education.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #16:**

**Executive Session.**

*Not Available Electronically.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-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)

- 3 degree program requirement changes
- 2 degree program course requirement changes

Oklahoma State University (OSU)

- 1 degree program option addition
- 3 degree program option deletions
- 1 degree program option name change
- 1 degree program course requirement change
- 2 degree program name changes

East Central University (ECU)

- 5 degree program course requirement changes.
- 3 degree program requirement changes
- 1 degree program option name change

Northwestern Oklahoma State University (NWOSU)

- 3 degree program requirement changes
- 5 degree program course requirement changes
- 2 degree program name changes

Rogers State University

- 4 degree program course requirement changes
- 1 degree program requirement change

Southeastern Oklahoma State University (SEOSU)

- 1 degree program course requirement change

Southwestern Oklahoma State University (SWOSU)

- 3 degree program requirement changes
- 7 degree program course requirement changes
- 2 degree program option additions

Oklahoma State University-Oklahoma City (OSU-OKC)

- 5 degree program course requirement changes
- 1 degree program requirement change
- 1 degree program option addition

Tulsa Community College (TCC)

- 9 degree program option deletions
- 8 degree program option additions
- 1 degree program requirement change
- 7 degree program course requirement changes
- 3 degree program option name changes
- 2 degree program name changes

**POLICY ISSUES:**

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

**ANALYSIS:**

**OU-Bachelor of Arts in Economics (047)**

Degree program requirement change:

- Change required minimum grade point average from 2.00 to 2.25.
- Proposed change aligns expectations for students with the rigors of the curriculum.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**OU-Bachelor of Science in Elementary Education (062)**

Degree program requirement changes and degree program course requirement changes:

- Delete MUNM 1743 and EDLT 4313 from general education requirements.
- Change elective credit hours from 1 to 4 in general education requirements.
- Add EDUC 4050 and EDEL 4063 in the Professional education courses.
- Add EDEL 3002, EDEL 3243, EDMA 3353, DEL 4980, EDMA 4353, and EDLT 4713 to specialized education requirements.
- Delete MUED 2743, HES 3173, EDEL 3143, EDMA 3153, EDLT 4201, EDLT 4313, ILAC 4043, and 'additional free electives' from specialized education requirements.
- Delete EDMA 3053 from specialized education requirements.
- Delete EDCU 5920, ILAC 5043, and Graduate Certificate Component.
- Change required hours from 19 to 32 in the professional education requirements.
- Change required hours from 50 to 37 in the specialized education requirements.
- Proposed changes will allow students to complete the program requirements in a more time efficient and cost effective manner.
- Proposed changes reflect compliance with the senior capstone requirements.
- Total credit hours will not change.
- Seven courses will be deleted.
- No new funds are required.

**OU-Bachelor of Science in Construction Science (255)**

Degree program requirement changes and degree program course requirement changes:

- Add CNS 2812, CNS 2823, CNS 3123, CNS 3223, CNS 4113, CNS 3612, CNS 3823, CNS 3821, CNS 4112, and CNS 4122 to required construction courses.

- Delete CNS 2913, CNS 3313, CNS 4123, ARCH 2233, ARCH 3633, ARCH 4733, and PHIL 3273 from required construction courses.
- Change CNS 4852 to CNS 4853.
- Change CNS 4862 to CNS 4863.
- Change CNS 4881 to CNS 4883.
- Proposed changes reflect new accreditation retirements, address concerns expressed by accreditation team, and reflect changes in industry
- 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 and degree program course requirement changes:

- Add option “Medical Physics.”
- Add “Two (2) required PHYS core courses (6 credit hours):”
- Add PHYS 5453 and PHYS 5613 to required PHYS core courses in the Medical Physics option.
- Add “Six (6) Medical Physics courses (18 credit hours) chosen from the following list with advisor approval.”
- Add PHYS 4663, PHYS 5523, PHYS 5533, PHYS 5563, PHYS 5573, PHYS 5583, and PHYS 5593 to required Medical Physics courses in the Medical Physics option.
- Add “at least 6 credit hours of supervised thesis research (PHYS 5000), with successful defense of, and submission of, an approved thesis.”
- Proposed changes will provide students with access to a program in the growing area of student interest and employer demand.
- Total credit hours will not change.
- Six new courses will be added.
- No new funds are required.

### **OSU-Doctor of Philosophy in Animal Nutrition (017)**

Degree program name change:

- Change name of program to “Doctor of Philosophy in Animal Science.”
- Proposed name change will facilitate and streamline assessment and provide parallel names for several programs.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **OSU-Master of Arts in History (121)**

Degree program option deletion and degree program option name change:

- Delete option “History.”
- Change option name “Applied History” to “Public History.”
- Proposed option deletion will reduce redundancy in similar name of degree program.
- Proposed name change will better fit with current business and industry terminology.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **OSU-Master of Science in Mathematics (142)**

Degree program option deletion:

- Delete option “Mathematics.”

- Proposed option deletion will reduce redundancy in similar name of degree program.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

#### **OSU-Certificate in Forensic Examination of Questioned Documents (430)**

Degree program name change:

- Change program name to “Certificate in Forensic Document Examination.”
- Proposed name change will better align with the field designation of the related masters degree program and will reflect preferred nomenclature among professionals within the field.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

#### **OSU-Master of Science in Interdisciplinary Science (155)**

Degree program option deletion:

- Delete option “Interdisciplinary Science.”
- Proposed option deletion will reduce redundancy in similar name of degree program.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

#### **ECU-Bachelor of Science in Legal Studies (055)**

Degree program course requirement changes:

- Add LS 4173 to required electives.
- Add LSPS 4883 in elective courses.
- Change LS 4983 to LS 4981-4 in the elective courses.
- Proposed changes reflect recommendations from the American Bar Association Paralegal Education Division’s 2008 site visit.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are requested.

#### **ECU-Bachelor of Arts in Political Science (018)**

Degree program requirement change and degree program course requirement change:

- Add ‘at least 15 hours must be at the 3000-4000 level’ in the political science major.
- Change hours in: B. required in the Political Science Major 3 to 6.
- Add PS 3163 to: B. required in the Political Science Major.
- Change hours in: C. required Political Science Electives 27 to 24.
- Delete in C. required Political Science Electives: ‘Twelve hours 1000-2000 level courses to be selected by the student with departmental approval’ and ‘Fifteen hours 3000-4000 level courses to be selected by the student with departmental approval.’
- Delete section ‘III. Related Work 3 hours.’
- Delete from minor requirements ‘A minor with the Political Science major may be selected by the student from a wide range of disciplines. Suggested minors include the following; legal studies, mass communications, speech, history, and other social sciences.’
- Proposed changes reflect increased standards in curriculum for higher level course work for the political science profession.
- Total credit hours will not change.
- One new course will be added.
- No new funds are requested.

### **ECU-Bachelor of Arts in History (022)**

Degree program requirement changes:

- Change hours in: B. required in the History Major 21 to 24.
- Add HIST 3333 to: B. required in the History Major.
- Change hours in: C. Required History Electives 12 to 9.
- Delete from minor: 'A minor with the History major may be selected by the student from a wide range of disciplines, including the following: political science, sociology, geography, psychology, English, biology, chemistry, physics, mathematics, computer science, Spanish, or speech.'
- Change hours in: B. required in the History-Teacher Certification Major 6 to 9.
- Change hours in: C. Required History Electives 24 to 21 in the History-Teacher Certification Major.
- Change hours in: C. Required History Electives d.) 6 hours to 3 hours in the History-Teacher Certification Major.
- Add 'select one of the following: GESOC 4853, SOC 2713, or SOC 2223 in 4. Anthropology and Culture in the History-Teacher Certification Major.
- Proposed changes will strengthen the World History curriculum for students' prospective success on the Oklahoma Subject Area Test for teacher certification in Oklahoma.
- Total credit hours will not change.
- One new course will be added.
- No new funds are requested.

### **ECU-Bachelor of Science in Mass Communications (049)**

Degree program option name change and degree program course requirement changes:

- Change option "Electronic and Print Media" to "Mass Media."
- Delete COMM 1153 and COMM 4743 from Advertising/Public Relations option.
- Change Advertising/Public Relations option required hours from 46 to 54.
- Add COMM 3343 and COMM 4712 to required courses in Mass Communications core in Advertising/Public Relations option.
- Add COMM 2881-4, COMM 3133, COMM 3213, COMM 3333, COMM 3863, COMM 4123, COMM 4221, COMM 4233, COMM 4323, COMM 4863, COMM 4313, COMM 4981-4, PSCOM 3863, MKTG 3313, and MKTG 3813 in required electives in the Advertising/Public Relations option.
- Delete COMM 1153, COMM 4843, COMM 4883, and COMM 4743 from Mass Media option.
- Change Mass Media option required hours from 49 to 54.
- Add COMM 3343 and COMM 4712 to required courses in Mass Communications core in Mass Media option.
- Add COMM 1813 to required courses in Mass Media option.
- Change 'IV. Minor (required)' to 'IV. Minor (not required)' in Advertising/Public Relations option.
- Proposed option name change reflects program goal to prepare students to communicate ideas to others through the use of different media.
- Proposed changes will bring curriculum in line with industry standards and assessment and program goals.
- Total credit hours will not change.
- Six new courses will be added.
- No new funds are requested

### **ECU-Master of Education in Graduate-Reading Specialist (082)**

Degree program requirement changes and degree program course requirement changes:

- Add “Prerequisite: (if not completed at the undergraduate or graduate level), One of the following: EDUC 3463, EDUC 3483 or “Comparable course approved by the Reading department OR EDUC 5233.”
- Change “II. Specialization” to “II. Foundational Knowledge.”
- Add EDLBS 5913, EDUC 5103, and EDUC 5664 to Foundational Knowledge area of study.
- Delete EDUC 5143 and EDUC 5233 from Foundational Knowledge area of study.
- Delete “Section III. Measurement and Evaluation” from program requirements.
- Delete Section IV and Renumber Section III as “III. Curriculum and Instruction.”
- Add EDUC 5093, EDUC 5363, and EDPSY 5403 to “Section III. Curriculum and Instruction.”
- Delete “Section V: Psychology.”
- Proposed changes will bring curriculum in line with International Reading Association and National Council for Accreditation of Teacher Education standards.
- Proposed changes will improve Oklahoma state reading scores.
- Total credit hours will not change.
- One new course will be added.
- No new funds are requested

### **ECU-Master of Science in Human Resources (089)**

Degree program course requirement changes:

- Delete HURES 5553 in Practicum and Internship requirements for option “Counselor.”
- Add HURES C5553 in Practicum and Internship requirements for option “Counselor.”
- Add HURES 5123 in Research requirements for option “Rehabilitation Counselor.”
- Add HURES 5053 , HURES 5163, and NURES 5633 to Specialization requirements for option “Rehabilitation Counselor.”
- Delete HURES 5113, HURES 5173, HURES 5193, and HURES 5333 from Specialization requirements for option “Rehabilitation Counselor.”
- Total credit hours will not change.
- One new course will be added.
- No new funds are requested.

### **NWOSU-All Degree Programs**

Degree program requirement change:

- Change HED 1820 from “Section IV Natural Sciences” to “Section VII Electives, Natural Science.”
- Proposed change reflects the decision of the General Education Committee.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **NWOSU-Master of Education in Guidance and Counseling (011)**

Degree program name change:

- Change degree program name to “Master of Education in School Counseling.”
- Proposed change reflects current terminology used nationally and by the state for accreditation and certification purposes.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **NWOSU-Bachelor of Science in Mass Communications (052)**

Degree program name change and degree program course requirement change:

- Change degree program name to “Bachelor of Science in Mass Communication” (without the “s”).
- Delete MCOM 2013, MCOM 2653, MCOM 3403, and MCOM 3801 from required courses
- Delete MCOM 4402, MCOM 4143, MCOM 3801, GBUS 3013, MGMT 3063, and MIS 4412 from prescribed electives in the Major/minor.
- Add MCOM 2023, MCOM 3113, MCOM 3531, and MCOM 4332 to required courses.
- Add MCOM 3833 to prescribed electives in the Major/minor.
- Change MCOM 4122 to MCOM 3102 in required courses.
- Change MCOM 4322 to MCOM 3322 in required courses.
- Change MCOM 4461 to MCOM 4462 in required courses.
- Change SCOM 2313 to SCOM 3123 in prescribed electives in Major/minor.
- Proposed name change reflects consistency with the Associated Press (AP) standard professional guide for all aspects of media writing.
- Proposed changes will allow students to gain competencies in different aspects of mass communication and on line media competencies.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **NWOSU-Bachelor of Science in Business Administration (007)**

Degree program requirement change and degree program course requirement change:

- Change degree program admission requirements to “Students must have completed the Program Specific General Education courses (ENGL 1113, ENGL 1213, SCOM 1113, MATH 1513, GBUS 2033, CMSC 1103) with grades of C or better”, “Students must have completed all of the classes in the Foundation Core with a grade of C or better”, “Students must have an overall G.P.A. of 2.50 or better in the Foundation Core and Program Specific General Education courses combined,” “Students must have a retention/graduation GPA of 2.50 or better for all coursework taken to date.”
- Add to Standard University Graduation Requirements: “Students must have been accepted as a Business major” “Students must have passed each course in the Business core with a grade of C or better” “Students must have passed each course satisfying minor requirement with a grade of C or better” “Students must have passed each course satisfying the minor requirements with a grade of C or better” “Students must have an overall GPA of 2.50 or better in the Business core requirements” “Students must have an overall GPA of 2.50 in their minor courses” “Students must have a retention/graduation GPA of 2.50 or better for all coursework” “Students must have successfully completed (a grade of C or higher) a minimum of 45 hours of upper-level Business courses; of which 24 hours, including MGMT 4433, must have been completed at NWOSU.”
- Change required Foundation core from 0 to 18 lower-division hours.
- Change required Business core from 0 to 24 upper-division hours.
- Change required minor coursework 0 to 21 hours.
- Change ACCT 2123, ACCT 2133, ECON 2113, ECON 2123, and MATH 1313 to Foundation Core requirements.
- Change FIN 3163, MGMT 3063, MIS 3413, MRKT 3043, and MGMT 4433 to Business core requirements.
- Delete ACCT 1003, ACCT 4103, ACCT 4113, GBUS 3013, GBUS 3213, GBUS 3223, GBUS 3233, GBUS 3242, GBUS 3253, GBUS 3313, GBUS 3713, GBUS 3903, GBUS 3913, GBUS 4013, GBUS 4053, GBUS 4262, ECON 1113, ECON 2163, ECON 3003, ECON 3103, ECON 3603, ECON 4123, ECON 4133, ECON 4153, ECON 4353, FIN 3003,

FIN 3133, INTB 3213, INTB 3513, INTB 4113, INTB 4303, INTB 4343, MIS 3003, MIS 3023, MIS 3053, MIS 4013, and MRKT 3033 from catalogue.

- Add GBUS 2903 to foundation core requirements.
- Add GBUS 3953, MGMT 4343, and GBUS 3753 to Business Core requirements.
- Proposed changes reflect the strategic planning process of the Department of Business, E-Commerce and Accounting in preparation for accreditation from the Association of Collegiate Business Schools and Programs (ACBSP).
- Proposed changes reflect the ACBSP accreditation requirements.
- Total credit hours will not change.
- Four new courses will be added.
- Thirty-seven courses will be deleted.
- No new funds are required.

### **NWOSU-Bachelor of Science in Accounting (001)**

Degree program requirement change and degree program course requirement change:

- Change degree program admission requirements to “Students must have completed the Program Specific General Education courses (ENGL 1113, ENGL 1213, SCOM 1113, MATH 1513, GBUS 2033, CMSC 1103) with grades of C or better”, “Students must have completed all of the classes in the Foundation Core with a grade of C or better”, “Students must have an overall GPA of 2.50 or better in the Foundation Core and Program Specific General Education courses combined”, “Students must have a retention/graduation GPA of 2.50 or better for all coursework taken to date.”
- Add to Standard University Graduation Requirements: “Students must have been accepted as a Business major” “Students must have passed each course in the Business core with a grade of C or better” “Students must have passed each course satisfying minor requirement with a grade of C or better” “Students must have passed each course satisfying the minor requirements with a grade of C or better” “Students must have an overall GPA of 2.50 or better in the Business core requirements” “Students must have an overall GPA of 2.50 in their minor courses” “Students must have a retention/graduation GPA of 2.50 or better for all coursework” “Students must have successfully completed (a grade of C or higher) a minimum of 45 hours of upper-level Business courses; of which 24 hours, including MGMT 4433, must have been completed at NWOSU.”
- Change required Foundation core from 0 to 18 lower-division hours.
- Change required Business core from 0 to 24 upper-division hours.
- Change required upper-level Accounting coursework from 0 to 30 hours.
- Change ACCT 2123, ACCT 2133, ECON 2113, ECON 2123, and MATH 1313 to Foundation Core requirements.
- Change FIN 3163, MGMT 3063, MIS 3413, MRKT 3043, and MGMT 4433 to Business core requirements.
- Change ACCT 3013, ACCT 3113, ACCT 3133, ACCT 3153, ACCT 4133, ACCT 4173, ACCT 3123, and ‘3 hours upper level Accounting electives’ to Accounting core requirements.
- Add GBUS 2903 to foundation core requirements.
- Add GBUS 3953, MGMT 4343, and GBUS 3753 to Business Core requirements.
- Add ACCT 4303 and ACCT 3923 to upper-level Accounting core requirements.
- Proposed changes reflect the Association of Collegiate Business Schools accreditation requirements.
- Total credit hours will change from 129 to 126.
- Six new courses will be added.
- No new funds are required.

### **NWOSU-Bachelor of Science in Organizational Leadership (775)**

Degree program course requirement change:

- Add ACCT 2003, GBUS 3953, and GBUS 4953 to focus area courses.
- Delete ECOM 4033, ECOM 4353, and ECOM 3903 from focus area.
- Renumber/classify ECOM 4013 to MRKT 4013.
- Renumber/classify INTB 3513 to GBUS 3513.
- Renumber/classify MIS 4413 to MIS 3413.
- Change ECOM 2013 to FIN 1113 in the Math and Natural Science general education requirements.
- Proposed changes are a result of Business Administration and E-Commerce curriculum changes within the department.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **NWOSU-Bachelor of Applied Arts and Science in Technical Management (064)**

Degree program course requirement changes:

- Change ECOM 2013 to FIN 1113 in the Math and Natural Science general education requirements.
- Change GBUS 3903 to GBUS 2903 in the Technical Management core requirements.
- Change MIS 3003 to MIS 4423 in the Technical Management core requirements.
- Renumber/classify MIS 4413 to MIS 3413.
- Add FIN 3013 to Technical Management core requirements.
- Change directed upper-level class hours from 14 to 11.
- Proposed changes are a result of Business Administration and E-Commerce curriculum changes within the department.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **RSU-Bachelor of Science in Biology (112)**

Degree program course requirement changes:

- Change BIOL 3104 to BIOL 3103.
- Add BIOL 3950 to program course offerings.
- Proposed changes will better reflect scope and sequence of program.
- Proposed changes will allow an increase in program diversity and permit flexibility in student enrollment..
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

### **RSU-Bachelor of Arts in Liberal Arts (109)**

Degree program course requirement changes:

- Delete HUM 2003 from program requirements.
- Add HUM 3513 and HUM 3523 to program requirements
- Proposed changes will provide students with a better understanding of the scope of theatre history.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

**RSU-Bachelor of Arts in Communications (114)**

Degree program course requirement changes:

- Add COMM 2433, COMM 3713, and COMM 4103 to course offerings.
- Proposed changes will better prepare students with an understanding of program and employment opportunities.
- Total credit hours will not change.
- Three new courses will be added.
- No new funds are required.

**RSU-Bachelor of Science in Social Science (110)**

Degree program course requirement changes and degree program requirement change:

- Add HIST 3243 to course offerings.
- Change wording of the History option to “Students must take required courses listed below in addition to 15 credits of non-General Education HIST prefix courses.”
- Proposed changes will better prepare students with understanding of research and writing from an historical perspective.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

**SEOSU-Bachelor of Science in Aviation Management (002)**

Degree program course requirement change:

- Delete CJ 3223, CJ 3833, CJ 3933, CJ 4133, and CJ 4163 from Security option.
- Add CJ 3113, CJ 3323, CJ 3333, CJ 3433, and CJ 4253 to Security option.
- Proposed changes reflect course offerings in the current Criminal Justice program.
- Total credit hours will not change.
- Five new courses will be added and five courses will be deleted.
- No new funds are required.

**SWOSU-Bachelor of Science in Athletic Training (143)**

Degree program requirement change and degree program course requirement change:

- Change application deadline from April 1 to November 1.
- Change prerequisite requirements to reflect change in application date.
- Add ATEP 3273 and ATEP 4233 to required courses.
- Delete ATEP 3723 and ATEP 4323 from required courses.
- Change free elective credit hours from 1-2 to 3.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Associate in Science in Tribal Administration (154)**

Degree program course requirement change:

- Change course number CATC 1413 to CATC 1513.
- Proposed change reflects changes to curriculum in effort to combine courses in American Indian Studies and Tribal Administration.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Bachelor of Fine Arts in Art (007)**

Degree program requirement change:

- Change Approved Elective Studio Art courses requirement from “A minimum of two studio art areas below must be taken” to “3-6 hours need to be taken in all three studio art areas below.”
- Proposed change will encourage students to select elective courses in more than one studio area.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Bachelor of Social Work in Social Work (134)**

Degree program course requirement change:

- Add GSTDY 1711 to required upper level elective courses.
- Proposed change will be the foundation for safety courses in the degree program.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Doctor of Pharmacy (142)**

Degree program requirement change and degree program course requirement changes:

- Change PHARM 3892 to PHARM 3893.
- Change PHARM 4892 to PHARM 4893.
- Delete PHARM 3894, PHARM 4894, and BIOL 1004 from program requirements.
- Add BIOL 1054 to general education requirements..
- Proposed changes will reflect compliance with the Accreditation Council for Pharmacy Education.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required

**SWOSU-Associate of Science in Wildland Firefighting (153)**

Degree program course requirement changes:

- Change COMSC 1023 to COMSC 1022.
- Change NRM 2995 to NRM 2996.
- Proposed changes will meet 60 credit hour requirement for program.
- Total credit hours will change from 59 to 60.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Bachelor of Science in Park Law Enforcement (146)**

Degree program course requirement changes:

- Change PRM 4201 to NRM 4201, PRM 4211 to NRM 4211, and PRM 4773 to NRM 4773.
- Proposed changes will give students hiring preference for career federal Wildland Fire and Natural Management positions.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**SWOSU-Bachelor of Science in Parks and Recreation Management (049)**

Degree program option additions and degree program course requirement changes:

- Add options “Wildland Fire Management” and “Natural Resource Management.”

- Change PRM 4201 to NRM 4201, PRM 4211 to NRM 4211, and PRM 4172 to NRM 4172.
- Change KINES 4233 to KINES 4234.
- Add PRM 4053 to option “Fitness.”
- Proposed option additions will provide more specialized courses within program.
- Proposed changes will give students hiring preference for career federal Wildland Fire and Natural Management positions.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

#### **OSU-OKC- Associate of Applied Science in Civil/Surveying Technology (018)**

Degree program course requirement changes:

- Delete CSUR 2422 from Technical Occupational Specialty requirements.
- Delete ARCH 1103, ARCH 2263, ARCH 2613, CONS 1214, CONS 2343, CONS 2423, CSUR 2113, CSUR 2133, CSUR 2543, and CONS 2623 from Support and Related course requirements.
- Add CSUR 2643, CSUR 2413, CSUR 2743, CIS 1113, CSUR 2783, CSUR 1133, and CSUR 2242 to Technical Occupational Specialty requirements.
- Add CSUR 2433, CSUR 1233, CSUR 2603 CSUR 2773, CSUR 1232, CONS 2103, CSUR 2050, and CSUR 1101 to Support and Related course requirements.
- Proposed changes reflect update of program to align with licensed surveying coursework.
- Total credit hours will change from 61 to 60.
- Two new courses will be added.
- No new funds are required.

#### **OSU-OKC- Associate in Science in Horticulture Technology (066)**

Degree program option addition and degree program requirement changes:

- Add option “Pre-Landscape Architecture/Landscape Contracting.”
- Add course HRT 1133 to option requirements.
- Delete CHEM 1314, CIS 1503 or “Select 3 credit hours from CIS” from requirements
- Add CHEM 1214, BIOL 1303 and BIOL 1311 to General Education requirements.
- Add ACCT 2103, BUS 2023, and CSUR 2614 to Guided electives.
- Proposed option addition and changes will better align with recent changes made to the baccalaureate degree in Horticulture at OSU’s main campus.
- Total credit hours will change from 62 to 63.
- One new course will be added.
- No new funds are required.

#### **OSU-OKC- Associate in Applied Science in Horticulture Technology (011)**

Degree program course requirement changes:

- Delete HRT 2223 from program requirements.
- Add HRT 2343 and HRT 2443 to program requirements.
- Change “Select a minimum of 9 credit hours from the following” to “Select a minimum of 6 credit hours from the following.”
- Proposed changes will reflect the modern practices of nursery and green house growers and assist students with knowledge and skills.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

#### **OSU-OKC- Certificate in Early Care Education Administration (087)**

Degree program requirement change and degree program course

requirement changes:

- Delete three credit hour CIS course requirement.
- Delete ECEA 2413 and ECEA 1223 from course requirements.
- Add ECEA 2412 and ECUA 1233 to course requirements.
- Add ECEA 2133, ECEA 1101, and ECEA 1233 to options “Child Care Center” and “Family Child Care Home.”
- Add ECEA 1133 to option “FamilyChild Care Home.”
- Require developmental courses to be completed or taken currently with early care courses.
- Proposed changes are a result of recommendations from the National Association for Education of Young Children site review team.
- Total credit hours will change from 33 to 34.
- Three new courses will be added.
- No new funds are required.

### **OSU-OKC- Certificate in Wind Turbine Technology (106)**

Degree program course requirement changes:

- Delete EET 1104, WTT 1123, and PTDT 1453 from course requirements.
- Add WTT 1134 and WTT 1213 to course requirements.
- Proposed changes will better align program with American Wind Energy Association requirements.
- Proposed changes better reflect recommendations of industry.
- Total credit hours will change from 48-51 to 42-47.
- Two new courses will be added.
- No new funds are required.

### **OSU-OKC- Associate in Applied Science in Construction Technology (065)**

Degree program course requirement changes:

- Delete ARCH 1103, ARCH 1223, and ARCH 2263 from Technical Occupational Specialty courses in Building Inspection option.
- Add CONS 1103, CONS 2243, and ARCH 2444 to Technical Occupational Specialty courses in Building Inspection option.
- Add CONS 1214, ARCH 2322, and “Choose 9 credits with departmental approval” to Support and Related Courses in Building Inspection option.
- Delete ARCH 1103, ARCH 1223, ARCH 2003, and ARCH 2263 from Technical Occupational Specialty course in Construction Techniques option.
- Delete CONS 2253, CONS 2342, and GENT 2323 from Support and Related courses in Construction Techniques option.
- Add CONS 1103, CONS 2113, CONS 2243, and CONS 2003 to Technical Occupational Specialty courses in Construction Techniques option.
- Add “Select 3 credit hours from the following”, CONS 2233 and ARCH 2263 to Support and Related Courses in Construction Techniques option..
- Delete ARCH 1103, ARCH 1223, ARCH 2263 from Technical Occupational Specialty course in Construction Management option.
- Add CONS 1103, CONS 2243, and CONS 2423 to Technical Occupational Specialty courses in Construction Management option.
- Proposed changes will allow students to receive a broader education in the options for the field of construction.
- Proposed changes will allow for a better understanding of the construction industry.
- Total credit hours will change from 64 to 61.
- No course will be added or deleted.
- No new funds are required.

### **TCC-Associate in Applied Science in Business (153)**

Degree program option deletion, degree program requirement change and degree program course requirement changes:

- Delete option “Customer Service Representative.”
- Change General Education required credit hours from 21 to 18.
- Change specialized credit hours from 30 to 18.
- Change required credit hours in all options to 24.
- Change ECON 1353 from General Education requirements to specialized general requirements.
- Change “Economics 6 hours” to “Economics 3 hours” in the general education requirement.
- Change English elective and Social Science elective from “select 3 hours” to “select one course.”
- Change “Accounting 6 hours” to “Accounting 3 hours” in the Specialized Course requirements.
- Change “Business 12 hours” to “Business 9 hours” in Specialized Course requirements.
- Change “Computer Information Systems 6 hours” to “Computer Information Systems 3 hours” in Specialized Course requirements.
- Change “Marketing 3 hours” from Specialized Course requirements to requirement in Hospitality and Gaming Operations option.
- Change “Controlled Electives Credit Hours: 9” in Specialized Course requirements to “Controlled Electives Credit Hours: 6” in Hospitality and Gaming Operations option and “Controlled Electives Credit Hours: 9” in Administrative Careers option.
- Add “Select from one of the following three (3) degree options: 1. Administrative Careers, 2. Health Care Business Operations, 3. Hospitality and Gaming Operations” in Specialized Course requirements.
- Add CSYS 2073 and CSCI 2033 to Computer Information Systems required courses.
- Add BUSN/SPCH 2053, MGMT 2103, and MGMT 2323 to Controlled Electives.
- Add CSYS 1033 and CSYS 1043 to Computer Information Systems required courses in the Administrative Careers option.
- Add MGMT 2363 and PLGL 2413 to Controlled Electives in the Administrative Careers option.
- Add EVNT 1113 and EVNT 2113 to Event Management cluster in the Hospitality and Gaming Operations option.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

### **TCC-Certificate in Business (241)**

Degree program option deletions, degree program option name change, and degree program course requirement changes:

- Delete options “Medical Administrative Career”, “Customer Account Representative 1”, “Customer Account Representative 2”, and “Legal Administrative Career.”
- Change name of option “General Administrative Careers” to “Administrative Careers.”
- Add CSYS 1043 to program requirements.
- Add “Controlled Electives 3 hours” to Administrative Careers option.
- Proposed changes reflect updates to the program recommended by the current advisory committee.
- Total credit hours will change from 12 to 18.
- No courses will be added or deleted.
- No new funds are required.

### **TCC-AAS in Accounting Associate (017)**

Degree program option additions and degree program course requirement changes:

- Add options “Accounting Specialist” and “Accounting Software Applications Specialist.”
- Delete ECON 2023, CSCI 1641, CSCI 2163, ACCT 2303, ACCT 2363, ACCT 2383, ACCT 2393, ACCT 2403, ACCT 2463, PHIL/BUSN 1143, BUS 2323, BUSN 2333, BUSN 2363, ECON 2123, MGMT 2103, MGMT 2363, BUSN 1313, and PSYC 1313 from program requirements.
- Add ACCT 2363 to “Accounting Specialist” option.
- Add ACCT 2253, ACCT 2263, ACCT 2273, ACCT 2433, and ACCT 2563 to “Accounting Software” option.
- Proposed changes reflect updates to the program which created a common core with two degree options.
- Total credit hours will change from 63 to 60.
- Three new courses will be added.
- No new funds are required.

### **TCC-AAS in Marketing (046)**

Degree program option deletion and degree program course requirement changes:

- Delete options “Disney Internship” and “E-Business.”
- Change MTKG/CSYS 1393 from elective to required course.
- Change BUSN 1053 from required to elective course.
- Add ECON 2023 as elective course.
- Add four areas of emphasis: General Marketing, Web Design and Marketing, Marketing Internship, and Merchandising and Fashion Design.
- Add CSYS 1063 as elective in Web Design emphasis.
- Proposed changes will provide students with more course specific alternatives within the degree program.
- Proposed changes are a result of restructuring degree program.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

### **TCC-AAS in Computer Information Systems (098)**

Degree program name change, degree program option additions, degree program option deletion and degree program course requirement changes:

- Change program name to Associate in Applied Science in Information Technology.
- Add options “Information Technology” and “Mobile Computing Development.”
- Delete option “UNIX.”
- Create a common core of general education courses (18 credit hours) and specialized courses (15 credit hours) for all options.
- Delete ACCT 2213, ACCT 2223, MATH 2193, MATHN 2513, CSCI 2053, CSYS 2053, CSCI 2803, CSCI 2143, CSYS 2083, CSCI 2103, CSCI 2243 from program requirements.
- Add CSCI 1483, CSYS 2023, ITCV 2023, ITCV 2033, ITCV 2063, and CSYS 2563 to option “Networking” requirements.
- Add CSYS 1793, CSYS 2623, CSYC 2793 and CSYS 2813 to option “Mobile Computing Development.”
- Add CSCI 2473, CSCI 2843, CSCI 2133, CSYS 2413, CSCI 2283, CSCI 2893. CSYS 2643, as requirements in option “Programming.”
- Add CSYS 2463, CSYS 2533, and CSCI 2983 as electives in option “Programming.”
- Add CSYS 2063 as a requirement in option “Information Systems.”
- Add CSCI 2163, CSYS 2033, CSCI 2283, CSYS 2643, CSYS 2463, and CSYS 2853 as requirements in option “Web Development.”

- Add CSCI 1483, CSCI 2983, and CSYS 2873 as Controlled Electives in option “Web Development.”
- Add CSYS 1443/MKTG 1443, CSCI 1483, and CSYS 2153 as requirements in option “Website Management.”
- Add CSCI 2043, MKTG 2423, MKTG 2393, MGMT 2123 and CSCI 2983 as Controlled Electives in option “Website Management.”
- Proposed name change will better fit with current business and industry terminology.
- Proposed option additions will provide students with new technology options.
- Proposed option deletion results from program restructuring.
- Proposed changes are a result of restructuring degree program.
- Total credit hours will not change.
- Seven new courses will be added.
- No new funds are required.

### **TCC-Certificate in Accounting Associate (173)**

Degree program name change, degree program option additions, degree program option deletion, degree program option name change, and degree program course requirement changes:

- Change program name to Certificate in Accounting.
- Add options “Accounting Specialist,” “Accounting Software Applications Specialist,” and “Income Tax Specialist.”
- Delete option “Microcomputer Accounting.”
- Change option name “Payroll Administration” to “Payroll Administration Specialist.”
- Delete ACCT 2323, CSCI 1641, and CSCI 2163 from program requirements.
- Delete ACC 1211, ACC 1221, ACC 1231, ACC 1241, ACC 1251, ACC 1411, and ACC 1621 from catalog.
- Add CSYS 2073 to core requirements.
- Add ACCT 2263 to option “Accounting Software Application Specialist” requirements.
- Add ACCT 2433 to option “Income Tax Specialist” requirements.
- Add options “Information Technology” and “Mobile Computing Development.”
- Proposed name changes will better fit with current business and industry terminology.
- Proposed option additions will provide students with new areas of specialization in the field of accounting.
- Proposed option deletion results from program restructuring.
- Proposed changes are a result of restructuring degree program.
- Total credit hours will not change.
- Seven courses will be deleted and two new courses will be added.
- No new funds are required.

### **TCC-Associate in Applied Science in Digital Media (216)**

#### **Certificate in Digital Media (217)**

Degree program option addition, degree program option name change, and degree program course requirement changes:

- Add option “Radio Production Specialist.”
- Change option name “Print and Online Reporting Specialist” to “Multimedia Reporting Specialist.”
- Delete CSYS 2683, JRMC 1143, JRMC 1151, JRMC 2163, and JRMC 2863 from program requirements.
- Add JRMC 1013, JRMC 2173, JRMC 2263, JRMC 2433, and JRMC 2573 to option “Multimedia Reporting.”
- Proposed option addition will provide students with new career opportunities.
- Proposed name changes will better fit with current business and industry terminology.

- Proposed changes are a result of addition of new facilities and equipment to offer new option.
- Total credit hours will not change.
- Four new courses will be added.
- No new funds are required.



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**AGENDA ITEM #17-a (2):**

**Programs.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

Tulsa Community College (TCC) requests authorization to suspend the Associate in Science in Quality Control Technology (254).

**POLICY ISSUES:**

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

**ANALYSIS:**

TCC requests authorization to suspend the Associate in Science in Quality Control Technology (254) degree program. This program was identified as a low producing program with a five-year graduate average of 0.6. This program will be deleted or reinstated by July 1, 2012.

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



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**AGENDA ITEM #17-b:**

**Degree Reconciliations.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve requests for degree program inventory reconciliations for Tulsa Community College, as described below.**

**BACKGROUND:**

Tulsa Community College (TCC) requests program modification changes for the Certificate in Healthcare Business Operations (269) and the Associate in Science in Science Related Concentration (014) to reconcile institutional practice with the official degree program inventory.

**POLICY ISSUES:**

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

**ANALYSIS:**

TCC requests an option addition "Accounting" for the Certificate in Healthcare Business Operations (269). The "Accounting" option was approved at the September 13, 2007 State Regents' meeting but was not added at that time. This action will correct this error.

TCC requests an option addition "Horticulture" for the Associate in Science in Science Related Concentration (014). The Associate in Science in Horticulture (211) was approved for deletion at the October 26, 2006 State Regents' meeting. At that time, TCC requested that Horticulture be added as an option under the Associate in Science Related Concentration (014). This request was approved but the option was not added to the degree program. This action will correct this error.



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**AGENDA ITEM #17-c:**

**Cooperative Agreements.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents ratify Oklahoma City Community College's request for a Cooperative Agreement, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the *Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges*. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 373 cooperative agreements (involving 128 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTCs) within Oklahoma.

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

Oklahoma City Community College (OCCC) requests authorization for a cooperative agreement with Mid-America Technology Center (MATC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science in Manufacturing Technology (034).

**POLICY ISSUES:**

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

**ANALYSIS:**

OCCC requests authorization for a cooperative agreement with MATC to allow students to receive up to 29 hours of college credits for the Associate in Applied Science in Manufacturing Technology (034).

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

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

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

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**AGENDA ITEM #17-d:**

**Concurrent Enrollment.**

**SUBJECT:** Increased Concurrent Enrollment Admission Standards for University of Science and Arts of Oklahoma.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify approval of concurrent enrollment admission standards for the University of Science of Arts of Oklahoma (USAO), as described below.**

**BACKGROUND:**

On June 30, 2005 the State Regents approved a request from USAO to incrementally increase admission standards each academic year until 2010-2011. The change began Fall 2006 to culminate in Fall 2010. USAO's request called for gradual, multi-year increase in admission requirements to a level equal to the highest existing undergraduate standards of any state institution. When reviewing admission standards tables, it was discovered that USAO's concurrent enrollment standards were unaligned with the USAO's intended concurrent enrollment admission standards. The President of USAO recently submitted a letter clarifying that the increased admission standards were intended to apply to concurrent enrollment students as well as first-time entering freshman. The President recommends the current first-time entering freshman admission standards be extended to concurrent enrollment students. This action is pending USAO board approval April 13. The President will verify that the board approved the recommended action before the State Regents' meeting on April 22.

**POLICY ISSUES:**

The State Regents' *Institutional Admission and Retention* policy establishes admission requirements for institutions. The policy encourages institutions to establish higher admission standards: "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents."

**ANALYSIS:**

The ratification allows USAO to set concurrent enrollment admission standards consistent with USAO's first-time freshman standards. The change reflects USAO's commitment to reinforce and advance USAO's distinctive mission as Oklahoma's public liberal arts college and for successfully achieving the institution's goals.

It is recommended that the State Regents' ratify the action of Chancellor Johnson to make USAO concurrent enrollment admission standards consistent with first-time entering freshman.



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**AGENDA ITEM #17-e:**

**Electronic Media.**

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

**RECOMMENDATION:**

**It is recommended that the State Regents approve Western Oklahoma State College's request to offer the Associate in Applied Science in Criminal Justice (025) 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)
- Associate in Applied Science in Child Development (010)
- Associate in Applied Science in Early Childhood (066)

WOSC requests authorization to offer an existing Associate in Applied Science in Criminal Justice (025) 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.** The mission of WOSC is to provide exemplary educational opportunities to meet the needs of the individual and the community in an increasingly global society. Over the past four decades WOSC has been challenged with a 31 percent population decline in the five major county service areas. WOSC's non-traditional students have time management issues based upon the need to balance work, home, family and completing their higher education degree. Many students live a great

distance from WOSC and are in need of non-traditional course delivery. By offering the degree through the online format, WOSC will help meet the higher education needs of those seeking degrees in criminal justice throughout Oklahoma and nationally. Currently there are 101 students seeking criminal justice degrees with the average number of on campus graduates at 17. Offering an online degree will allow WOSC to increase the number of graduates.

- **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.** Initial cost and financing of the program will be negligible, but as the program grows there may be a need for additional adjunct faculty members. Cost for the additional general education faculty to teach on-line courses and publicity for the program will increase, but the tuition and fees will offset the costs. Much of the publicity can be done through free web-based advertising and added to the current publicity media funded by the college.

The request to offer the existing degree program via electronic media online has been approved by the WOSC Board of Regents. WOSC's online self-study was reviewed by the Higher Learning Commission of the North Central Association of Colleges and Schools in March 2008 and WOSC was approved to offer the Associate in Applied Science in Criminal Justice degree program online.

Based on staff analysis and institutional expertise, approval of WOSC's request to offer the existing degree program through electronic media online delivery as described above is recommended.

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**AGENDA ITEM #17-f:**

**GEAR UP.**

**SUBJECT:** Ratification of GEAR UP College Access Sub-grants 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 sub-grants 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 sub-grants 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:

A State Regents' GEAR UP project participation requirement, school districts and school sites must select one of the following institutes for implementation with sub-grant funds:

- The *Math Institute* and *Advanced 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 2010 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. The *Advanced Math Institute* has been added in 2010 to focus on building algebraic skills and the vertical alignment from third grade through the high school Algebra II course.
- The *Science Institute* and *Advanced Science Institute* will be a training opportunity for physical science, biology, chemistry and physics teachers to acquire additional skills and strategies to engage students and build science confidence. The *Science Institute* has three parts: an eight day teacher institute, a fall site visit and a spring follow up session. The *Advanced Science Institute* will focus on classroom strategies that model science reasoning activities found in the ACT College Readiness Standards.

Four exemplary professional development/educational programs provided by GEAR UP partners are also available in the upcoming fifth year of the project.

- 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.
- *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 sub-grant 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.
- *AVID* (Advancement Via Individual Determination), a college-readiness "system" that features a unique elective academic class taught during the school day, focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

Other college access activities may be incorporated into the school district's overall plan for student college readiness, including: 1) expanded academic counseling/advising 2) student academic tutoring, 3) promotion of the Oklahoma's Promise scholarship, 4) college campus visits 5) test preparation for the

ACT and SAT, 6) career interest/career exploration activities, and 7) activities that promote effective communication with parents and/or the development of skills that help parents support their child's education.

Thirty-six eligible school districts and school sites will receive College Access Sub-grants in 2010. The following 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. Sub-grant activity will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is \$710,309 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	<b>School District/School Site</b>	<b>City or Community</b>	<b>Higher Education Partner</b>	<b>Grant Amount</b>
1	Agra Public Schools	Agra	Southeastern Oklahoma State University	\$20,500
2	Altus High School	Altus	Western Oklahoma State College	\$20,500
3	Amber-Pocasset Public Schools	Amber	Southwestern Oklahoma State University	\$20,500
4	Ardmore Middle School	Ardmore	Ardmore Higher Education Center	\$20,500
5	Broken Bow High School	Broken Bow	Southeastern Oklahoma State University	\$20,500
6	Chouteau-Mazie Public Schools	Chouteau	University of Tulsa	\$16,375
7	Crooked Oak Public Schools	Oklahoma City	Rose State College	\$16,049
8	Dickson Public Schools	Dickson	Oklahoma State University	\$20,500
9	Duke Public Schools	Duke	Western Oklahoma State College	\$20,500
10	Durant Middle School	Durant	Southeastern Oklahoma State University	\$20,500
11	Durant High School	Durant	Southeastern Oklahoma State University	\$20,500
12	Eagletown Public Schools	Eagletown	Southeastern Oklahoma State University	\$20,500
13	Fairview Public Schools	Fairview	Northwestern Oklahoma State University	\$20,500
14	Fletcher Public Schools	Fletcher	Cameron University	\$20,500
15	Grove Public Schools	Grove	Northeastern Oklahoma A&M College	\$20,500
16	Hammon Public Schools	Hammon	Southwestern Oklahoma State University	\$20,500
17	Hardesty Public Schools	Hardesty	Oklahoma Panhandle State University	\$20,500
18	Ketchum Public Schools	Ketchum	Northeastern State University	\$20,500
19	Keys Public Schools	Park Hill	Northeastern State University	\$12,500

**GEAR UP College Access Subgrants** *(continued)*

	<b>School District/School Site</b>	<b>City or Community</b>	<b>Higher Education Partner</b>	<b>Grant Amount</b>
20	Lawton Central Middle School	Lawton	Cameron University	\$20,500
21	Lawton Eisenhower High School	Lawton	Cameron University	\$20,500
22	Lawton Eisenhower Middle School	Lawton	Cameron University	\$20,500
23	Lawton High School	Lawton	Cameron University	\$20,500
24	Lawton MacArthur Middle School	Lawton	Cameron University	\$20,500
25	Lawton MacArthur High School	Lawton	Cameron University	\$20,500
26	Lawton Tomlinson Middle School	Lawton	Cameron University	\$20,500
27	Mason Public Schools	Mason	Seminole State College	\$19,000
28	Mountain View-Gotebo Public Schools	Mountain View	Western Oklahoma State College	\$12,500
29	Putnam City West High School	Oklahoma City	Southern Nazarene University	\$20,500
30	Sentinel Public Schools	Sentinel	Southwestern Oklahoma State University	\$20,500
31	Silo Public Schools	Durant	Southeastern Oklahoma State University	\$18,885
32	Snyder Public Schools	Snyder	Cameron University	\$20,500
33	Thackerville Public Schools	Thackerville	Southeastern Oklahoma State University	\$20,500
34	Thomas-Fay-Custer Unified Schools	Thomas	Southwestern Oklahoma State University	\$20,500
35	Turner Public Schools	Burneyville	Murray State College	\$20,500
36	Weleetka Public Schools	Weleetka	Oklahoma State University Institute of Technology, Okmulgee	\$20,500
<b>TOTAL</b>				<b>\$710,309</b>

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-g:**

**Capital.**

**SUBJECT:** Ratification of Capital Allotments for FY2010.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify the capital allotments made during the period of February 18, 2010, through April 6, 2010.**

**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 February 18, 2010, through April 6, 2010, 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 \$230,000, representing \$30,000 in State funding and \$200,000 in Section 13/New College Funds.

ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS  
 (For the Period of February 18, 2010, through April 6, 2010)  
 Section 13, New College, and State Funding Sources

Institution	Resolution No.	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
Oklahoma State University	4955	295-State	Boiler Public Safety Building	3/ 15/ 2010		30,000	
			Totals		0	30,000	30,000
Northern Oklahoma College	Not Required	650-New College	ADA-Compliance Enid	2/ 24/ 2010	10,000		
	Not Required		Campus Site Development	2/ 24/ 2010	10,000		
	Not Required		Campus Site Development	2/ 24/ 2010	10,000		
	Not Required		Physical Plant Equipment	2/ 24/ 2010	20,000		
	Not Required		Technology Upgrades	2/ 24/ 2010	20,000		
	Not Required		Instructional Equipment and Furniture	2/ 24/ 2010	10,000		
	Not Required		Roof Replacement	2/ 24/ 2010	20,000		
	Not Required		Renovation of Campus Buildings	2/ 24/ 2010	100,000		
					200,000	0	200,000
			System wide Totals		200,000	30,000	230,000

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-h:**

**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 February 11, 2010 and March 22, 2010.**

**BACKGROUND:**

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

**POLICY ISSUES:**

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

**ANALYSIS:**

For the time period between February 11, 2010 and March 22, 2010, there were three (3) purchases in excess of \$25,000 but not in excess of \$100,000.

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

One (1) of three (3) items relate to GEAR UP. A requisition has been issued to 1) The Center for Parent Leadership in the amount of \$30,200.00. Exercising the Expansion Option of the original agreement to continue early intervention services to fulfill requirements of the GEAR UP grant. (funded from GEAR UP).

Two (2) of three (3) items relate to OneNet. A requisition has been issued to Teena E. Belcik in the amount of \$32,500.00. Ms. Belcik will provide consulting and professional services in developing, writing and filing the broadband stimulus application. (funded from 718-OneNet). A requisition has been issued to Telco Supply in the amount of \$59,430.60. This is for a telecommunications timing reference which synchronizes the internal clocks of the network allowing our network to seamlessly communicate with all other networks. (funded from 718-OneNet).



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-i (1):**

**Non-Academic Degrees.**

*Not Available Electronically.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-i (2):**

**Non-Academic Degrees.**

*Not Available Electronically.*







Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-i (3):**

**Non-Academic Degrees.**

*Not Available Electronically.*







Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-i (4):**

**Non-Academic Degrees.**

*Not Available Electronically.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #17-i (5):**

**Non-Academic Degrees.**

*Not Available Electronically.*



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #18-a:**

**Reports.**

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

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2009 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 (2009-2010).

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

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

Supplement available upon request.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #18-b (1):**

**Reports.**

**SUBJECT:** Teacher Education Annual Report on Systemwide Review.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

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

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

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

The first annual report was presented to the State Regents at the May 29, 1998, meeting. This, the twelfth annual report, covers the 2008-2009 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents' annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation. In fact, much work was done this past summer (Summer 2009) with the two agencies collaborating to streamline the reporting process for the institutions.

**POLICY ISSUES:**

As noted above, the information and actions described in this report are consistent with the State Regents' teacher education initiative, the APRA effort, and the State Regents' commitment to efficiency and excellence.

## **ANALYSIS:**

Over 15 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. In that time, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments.

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

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

In August 2009, the State Regents received the eighth consecutive No Child Left Behind (NCLB) grant from the United States Department of Education. The State Regents awarded subgrants to seven colleges of education which have formed partnerships with eligible local education agencies to provide professional development to teachers to improve teacher content knowledge in literacy, mathematics, and science.

Since 2001, Oklahoma has consistently ranked in the top fifteen in the Improving Teacher Quality in the *Education Week Quality Counts Report*. In 2010, Oklahoma received a grade of B minus compared to the national average of a C and was ranked 9<sup>th</sup> in the nation (up from 10<sup>th</sup> last year) in *The Teaching Profession* category.

## **REPORT ON RECOMMENDATIONS:**

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

**Report on the number of graduate students admitted conditionally**

<b>Universities</b>	<b>Admitted Conditionally</b>
Cameron University (CU)	27
East Central University (ECU)	293
Langston University (LU)	4
Northeastern State University (NSU)	0
Northwestern Oklahoma State University (NWOSU)	2
Oklahoma Panhandle State University (OPSU)	NA
Oklahoma State University (OSU)	2
Southeastern Oklahoma State University (SOSU)	12
Southwestern Oklahoma State University (SWOSU)	11
University of Central Oklahoma (UCO)	37
University of Oklahoma (OU)	26
University of Science and Arts of Oklahoma (USAO)	NA

**2. The appointment of a State Regents’ staff member to coordinate teacher education should be continued.**

Dr. Lisa Holder has served as Director of Teacher Education and the Minority Teacher Recruitment Center since August 2008. Prior to her hiring, Ms. Kyle Dahlem served as Director from January 2000 to July 2008.

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

Cameron University (CU)

Based upon ECE program reviews, changes in sequencing of assessments were implemented. Elementary Dispositional Assessment rubrics were re-written to clarify expectations. The number of reflections for the elementary education program was streamlined. Special Education components within the Elementary Education program were revised. Emphasis-implementation of phonics elements in preparation for the state test were begun.

East Central University (ECU)

No significant changes were made in elementary education during the 2008-2009 year.

Langston University (LU)

No significant changes were made in elementary education during the 2008-2009 year.

Northeastern State University (NSU)

The elementary education program faculty added an assignment focused on diversity to the children’s literature course and an inquiry-based oral history assignment to the social studies methods course. Program faculty implemented a pre-post test to assist in measuring candidate learning across the entire program. The pre-test is administered at the point of admission to the program, and the post-test will be done at the final student teaching seminar. The first post-test for this cohort is expected in Fall 2009.

Northwestern Oklahoma State University (NWOSU)

After each Oklahoma Subject Area Test (OSAT), the program coordinators are required to list the students who have not passed the OSAT with an explanation of what is being done to assist the

students with their preparation for taking the tests. Since the Elementary program students were not scoring at the level we desired, we were especially interested in strengthening the program. Courses syllabi were examined by the entire Education Division as a group to see that Association for Childhood Education International (ACEI) standards were being addressed and assessed. Rubrics for the Elementary Education Specialized Professional Association (SPA) were examined for alignment with assessments and ACEI standards. OSAT competencies were added to the syllabuses. As weaknesses were seen, then positive changes to improve the program were implemented. The process is still in progress.

#### Oklahoma Panhandle State University (OPSU)

The reading instructor for the elementary education program has been an active member of the state-wide committee that is working on the Phonics test to be implemented for elementary education candidates June 2010. Because of his involvement, modifications have been made in the three reading classes required for this degree. He piloted the test during the Fall 09 semester, and all of the elementary education candidates passed the test.

#### Oklahoma State University (OSU)

The elementary education program asks each graduating senior to provide an assessment of the program each semester. This data is used for course adjustments each semester as needed according to the information provided by our graduating students. Additionally, this year OSU started using an informal survey and focus group activity to ask our student teachers if they were prepared to teach students with disabilities and students who are English Language Learners, and to use student performance data to guide instructional decisions.

#### Southeastern Oklahoma State University (SOSU)

No significant changes were made in elementary education during the 2008-2009 year.

#### Southwestern Oklahoma State University (SWOSU)

In response to new legislation, candidates must pass a phonics assessment with 70% accuracy during the course ELEM 4222 Phonics and Penmanship in order to graduate with an elementary, early childhood, or special education degree. This goes into effect beginning Fall 2010. During Fall 2009 and Spring 2010, faculty are piloting the assessment along with other universities.

Split student teacher assignments are made when possible to give candidates experience in lower and upper elementary classrooms.

#### University of Central Oklahoma (UCO)

The Elementary Education faculty has established an assessment plan for all candidates in the Elementary Education Graduate Program. The plan will provide a specific means by which non-licensure candidates in the Masters of Education. In Elementary Education Program will be tracked and assessed systematically. The faculty is currently preparing rubrics to be used for the assessment plan. The plan will be put in place by Summer 2010 at which time data collection will begin.

#### University of Oklahoma (OU)

The most recently proposed change is to institute a four-year program in place of the current four and a half year program. This has been proposed after receiving input from elementary majors, public school teachers and public school administrators.

University of Science and Arts of Oklahoma (USAO)

A faculty member has been involved in the preparation of the reading assessment to be administered to all Early Childhood, Elementary, and Deaf Education majors prior to program completion. Already in place for the Elementary major, Early Childhood majors are now required to earn a “C” or better in major area courses.

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

**Percentages of “A” and “B” Grades Awarded in Selected Upper Division Courses at Public Universities**

<b>Subject</b>	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Change</b>	<b>2007 Enrollment</b>	<b>2008 Enrollment</b>
Education*	76.7%	75.3%	-1.4%	20,704	19,577
Biological Sciences	62.1%	50.8%	-11.3%	6,692	7,977
Business	62.8%	64.6%	1.8%	35,791	30,768
Engineering	73.3%	66.4%	-6.9%	6,861	6,115
English	72.0%	71.8%	-0.2%	7,922	4,863
History	66.4%	59.2%	-7.2%	14,528	3,799
Mathematics	61.7%	60.0%	-1.7%	2,741	2,600

Source: OSRHE Survey of 2008 Fall Enrollment and Grading Level of Courses

\*Excludes physical education courses

- In 2008, the highest percentage of “A” and “B” grades was in Education (75.3 percent), 3.5 percentage points higher than the next highest discipline, English (71.8 percent).
  - In 2008, with the exception of Business, all disciplines’ grade points declined from 2007.
  - In 2008, the percentage of “A” and “B” grades in Education (75.3 percent) declined 1.4 percent from 2007.
  - Since 1996, all education students must present a grade point average of 3.0 in liberal arts and sciences courses before admission to a teacher education program. If a candidate’s grade point average is below 3.0, passing scores on the OGET or the Pre-Professional Skills Test (PPST) must be attained.
- 5. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.**

In 1996-1997, the State Regents funded more than \$1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets.

In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses and technology upgrades.

#### CU

The education division purchased Picture Exchange Communications system (software for autism) for \$207. This was funded by a Cameron Research grant entitled Effects of Discrete Trail Intervention on Communication Skills for Children with Autism. A Star Program combination software kit for \$907.50 and another piece of software, Board Making with Speaking was purchased for \$649. Both of these were funded by a Cameron Research grant entitled Discrete Trail Using Computer Assisted Instruction. A Flip Ultra camcorder with accessories, two flip camcorders, and two webcams for \$518.94. Our total spent for technology in 2008-2009 was \$2,279.44

#### ECU

A total of \$25,266 was spent on instructional technology in the 2008-2009 academic year by the education unit. The Education Department Computer Lab had a budget of \$13,000. An additional \$3,500 was allocated and spent by the Education Department Media Lab and \$3,116 was expended for technology for the HPER education computer lab used by teacher education students in the HPER education programs. An additional \$5,460 was spent in the college for technology by the three departments in the unit through equipment line-items.

#### LU

Through Title II and additional grant monies, a total of approximately \$33,000 was expended on technological equipment. A regular classroom was remodeled to create a new smart classroom that has an instructor station, equipped with a computer and a document camera, enabling faculty and candidates to enrich their lectures and/or presentations with rich media, such as videos, overhead displays, DVD and VHS playback, a SmartBoard, power point presentations, and more, all displayed via a video projector onto a screen. Smart carts, mobile multimedia instructional workstations which can be moved from classroom to classroom, are also made available to faculty. The school's computer laboratory for candidates and the Resource Center were upgraded with 14 new desktop PC computers and 2 iMac desktop computers to allow candidate to prepare their presentation projects using video projection technology. The faculty Seminar Room has been equipped with distance learning technology, which allows the main campus to connect with the two urban centers. There has been an increase in the number of candidates taking full advantage of the technological equipment available. Consequently, more faculty members are using instructional technology in their teaching, with a noted increase in the number of class presentations and projects being assigned as part of course requirements. A new fax machine needed for the transmission of information was purchased. Additional funding was used for the maintenance of existing computers and other technological equipment. All the computers in the education computer laboratory are networked and have access to local, state, and national resources. This networking capability allows candidates and faculty access to any technological resource for research and publications.

#### NSU

The College of Education spent \$92,655 for technology purchases during the 2008-2009 academic year compared to \$197,456 during the previous academic year. Technology funds come from the College of Education's portion of student technology fees as well as other institutional funds. These funds support instruction directly and included the purchase of SmartBoards, document and digital cameras, and specialized equipment and software for

elementary, instructional technology, and physical education. Productivity purchases included laptops, scanners, and specialized software. These purchases enhanced learning of teacher candidates and provided opportunities to model effective use of technology in K-12 classrooms.

#### NWOSU

NWOSU spent \$302,180. This included the installation of updated ITV equipment and SmartBoards in each ITV classroom on all three campuses. Regular rotation of new computers continues every year. In two classrooms in the Education Center, SmartBoards were installed, along with two projectors with the necessary wiring and two laptops with carts. The total amount spent for these additions was \$9,934.

#### OPSU

OPSU spent \$1,262 for technology during the 2008-2009 school year. These funds were used for additional teaching programs, light bulbs for existing projectors, new printers, etc. During the 2008-2009 school year, over \$7,000 was spent from the education budget for technology including computers, printers, and projectors to get ready for the National Council for Accreditation of Teacher Education (NCATE) visit. All equipment is relatively new and in excellent working condition.

#### OSU

The College of Education Technology currently provides technology services in support of the College in the areas of Technical Support, Instructional Support, and Administrative Applications, as indicated below.

#### *College of Education Administrative Applications - \$24,274*

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

#### *College of Education Computer Support - \$305,697*

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

*College of Education Instructional Support - \$565,007*

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

*Changes to technology resources that have occurred within the academic year:*

- Scheduled replacement of computers in Willard 007 computer classroom
- Scheduled replacement of computers in Willard 002 computer lab
- Scheduled replacement of computers (dual platform) in Willard 103 computer classroom
- Scheduled replacement of printers in all computer labs
- Scheduled replacement of all Willard classroom computers
- Deployment of SmartBoards in eight Willard classrooms
- Scheduled replacement of faculty and staff computers

A grant for Technology was awarded to add technology to the Early Childhood Education Program and facilities. Items purchased included:

- 6 Digital cameras for candidates to take pictures at field placement sites
- 6 Flip video cameras for candidates to video teaching lessons at two different levels of their program.

SOSU

Expenditure for educational technology is estimated at \$215,788 for the 2008-09 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, purchase SmartBoards for classrooms, and purchase computer/media managers for each classroom on the 2<sup>nd</sup> floor of the Morrison Building.

SWOSU

The 2009 SRA 6 Report to the OSRHE listed \$63,454 ITS Allocation to the Education Department. This included three SmartBoards that were purchased during Summer 2009 for use in the Media and Technology course and other courses required for all teacher education majors.

SMART notebook software was purchased and installed on computers in the lab located in the education building. The software was also installed on the personal workstations of several faculty members. This software allows students and faculty to create interactive lessons and presentations for use on the SmartBoards.

UCO

The Instructional Technology Center (ITC) is the technology support arm of the College of Education and Professional Studies. The chart below represents the spending during the reporting year (2008-2009):

Equipment, software, infrastructure maintenance	\$224,534
Professional staff (ITC, network, lab)	203,055
Student wages (resource centers, labs, e-portfolio)	56,541
Miscellaneous (supplies, lamps, batteries, etc)	<u>51,915</u>
	\$536,045

OU

The total amount spent on technology resources was \$460,397. The funds were used for tech staff salaries, training and supplies and equipment for classrooms, labs and checkout.

USAO

Note: During Spring 2009, a newly remodeled building serving Deaf Education was completed and occupied. Their space, the second floor of Canning Hall, includes 5 offices, 3 classrooms, a work area, and an ASL Lab. Technology equipment for Canning is included in the following figures.

Acer 22" Widescreen LCD Monitor	\$539.97
Apple iMac - 20" screen	\$1,361.52
Dell Optiplex 755 + Dell 19" LCD flat-panel monitors	\$3,333.00
Dell Optiplex 760 + 20" widescreen LCD flat-panel monitors	\$8,152.00
Dell Optiplex 960 + Dell 19" LCD flat-panel monitors	\$1,810.00
Gyration 2.4 Cordless Optical Air Mouse	\$255.84
Hitachi CP-X401 LCD Projectors, 3000 ANSI Lumens	\$2,442.00
Hitachi Projector Lamp for CP-X443 (replacement bulb)	\$351.06
Lexmark E360dn laser printer	\$374.00
Logitech Quickcam 3000 web cameras	\$225.63
OKI B4400 laser printer	\$210.97
OKI B4400N laser printer	\$272.65
SmartBoards (SB680) - 77" screen	\$3,660.00
SCT Software	\$12,120.25
Extreme Network Equipment	\$7,388.00
Telephone Equipment	<u>\$3,608.50</u>
	\$46,105.39

**6. Professional development should be focused on university faculty members' ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.**

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students as well

as to mentor student teachers and serve on Resident Year Teacher Committees (RYTC). Serving on the RYTC gives faculty an opportunity to observe, assess and model best practices.

#### CU

In addition to the professional development requirements, all teacher education faculty are required to spend 10 hours in meaningful contact with P-12 students.

#### ECU

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Almost all of the faculty in the unit have now been trained in the Blackboard delivery system and have attended numerous hours of training at the university's Center for Excellence in Teaching and Learning. Over one hundred hours of professional development have been made available to unit faculty through university programs such as the Center for Excellence in Teaching and Learning (CETL). Regular university sponsored professional development activities are provided on campus during the academic year. Additionally, all unit faculty have listed substantial individualized faculty development as part of the required reporting to the Education Faculty Development Committee, a standing committee of the university. At the beginning of the academic year all unit faculty turn in a Faculty Development plan which is reviewed by a standing university committee made up of a representative of each college and a public school teacher. The plans are returned to the faculty with approvals or disapprovals made for the planned activities. The faculty then completes elements of the plan that were approved and hours of professional development are awarded. Every plan is reviewed by the committee to ensure that the plans address the professional development requirements of the state.

In the Education Department alone, over 200 hours of professional activities were noted as professional activity and service to the community. A majority of all classes offered by the unit now employ some phase of blackboard assignments.

#### LU

The Unit has the opportunity to partake of the university faculty development activities, as well as those sponsored by the School of Education and Behavioral Sciences. The university sponsors monthly presentations for the entire faculty. Topics that have been presented are "Curriculum Mapping," "Writing Importance in College," "Motivational Techniques for Instructional Design," "Effective Use of Test Results," "Establishing Rubrics," "Safety in the Classroom," and "Rubrics: Using Performance Criteria to Improve Student Achievement" Scheduled training workshops are also presented by the Computer Technology Integration department. Such technological topics as "D2L Training," "Power Point Basics," "Excel," "Windows 2007," and "Microsoft Outlook." The School of Education's faculty development activities and programs are on topics as suggested by members to the Faculty Development Committee. Presentations have been given of "NCATE Updates," "Program Review," "National Certification," and "Innovative Technology Used in Public Schools." Faculty also receive staff development by attending professional conferences, such as the Oklahoma Association of Colleges of Teacher Education (OACTE)/Oklahoma Association of Teacher Education annual conference, the Cooperative Teaching Conference for Special Education, Service Learning/Teaching Methodology Conference, Teacher Work Sample Conference, and National Aeronautics Space Administration Pre-Service Teacher Conference. Additionally, faculty are encouraged to attend professional conferences specific to their area of expertise.

### NSU

Teacher education faculty have the opportunity for professional development through college-sponsored activities, experiences supported through the NSU Center for Teaching and Learning and professional workshops and conferences at state and national levels. During the 2008-2009 academic year, faculty participated in activities involving strengthening on-line teaching skills, improving assessment, use of classroom technology such as SmartBoards, and improving accountability measures.

### NWOSU

The OACTE Fall Conferences and SPA training were attended by the Teacher Education Faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended American Association of Colleges for Teacher Education/NCATE Conferences in the Fall and Winter. Other conferences attended included the Oklahoma Reading Conference, National Association for the Education of Young Children, Oklahoma School Counselors Association, National Science Academy, State Math Workshops, CEC state meeting, BOE training, Student Oklahoma Education Association State and National Conferences.

### OPSU

Teacher Education Faculty has attended several on-line professional development activities dealing with topics such as Differentiating Instruction, Dealing with Problem Students, Use of Cell Phones in the Classroom, etc. Some members also attended state and national conferences. Budget restraints and lack of being able to hire additional faculty has caused this area to be a challenge.

### OSU

Faculty participates in a variety of professional development experiences designed to make them more effective teachers and scholars. The OSU Institute for Teacher and Learning Excellence offers numerous topical sessions to address these issues including teaching lessons with games, using social networking in courses, understanding the effect of cultural differences on learning, building research teams in science, and writing questions and assignments for students critical thinking skills. Additionally, faculty attends professional conferences and workshops to extend their expertise and sharpen their skills.

### SOSU

The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2008-2009, 25 teacher education faculty members attended a professional development activity. The following list indicates the types of professional activities in which the faculty has the opportunity to participate: Children's Literature Association International conference; ADEC Conference; Hospice Teleconference; SE Behavioral Sciences workshop; Counseling Supervision workshop; College Reading Association; Texas A&M Annual Symposium; TAPSI – Richard Lavoie; TAPSI – Teacher Motivator; NCATE Multicultural webinar; Oklahoma Reading Association conference; American Education Studies Association; Society of Philosophy and History of Education; National Conference on Race and Ethnicity in American Higher Education; Legal Issues in Higher Education; American Association of Affirmative Action; Governors Summit on Poverty; Family Center on Technology and Disability Institute on Assistive Technology; Midwest Symposium for Leadership in Behavioral Disorders; Oklahoma City Assessment Workshop; Ethnics Seminar; and Education Law Association.

### SWOSU

During the past year, professional development programs that focused on effective teaching included the following:

- Using the Desire2Learn electronic education platform;
- Scoring seminars to improve inter-rater reliability in scoring the Culminating Performance Assessment used for student teachers;
- Effective methods of teaching with Interactive Television (distance learning);
- NCATE Board of Examiners training for selected faculty;
- Attendance at state/national conferences such as International Reading Association;
- OACTE Annual Conference was attended by several faculty;
- Service learning and Campus Compact; and
- Using the SMART board interactive whiteboards and SMART notebook software.

All teacher education faculty have reported meeting their requirements for 15 hours of professional development during the past academic year. All faculty members without terminal degrees are enrolled in doctoral course work.

### UCO

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

Beginning in 1998, UCO established a Faculty Enhancement Center. The initial impetus for the creation of the center came from the Faculty Senate and faculty members who saw a need to assist professors to strengthen their teaching and maximize student learning. This center provides professional development opportunities in many areas including technology, assessment, class organization, various instructional strategies, student learning, transformational learning, and other emerging, relevant topics. Unit faculty have shared their expertise with colleagues in all colleges by presenting concurrent presentations during Faculty Enhancement Day, as well as offering faculty gatherings (brown bags, etc) throughout the year on issues such as cooperative learning, developing course syllabi, infusing technology into the curriculum, and other relevant issues. The FEC, as well as other entities on campus have been responsible for bringing noted educators to campus. In 2008, Dr. Tyrone Hayes, noted biologist from the University of California-Berkley, visited campus and presented to the university faculty on a format he uses in the process of involving students in research. Among other presentations of interest was that of Ron Clark, founder of the Ron Clark Academy in Atlanta, Georgia.

The Information Technology Center (ITC) in the College of Education and Professional Studies provides technology support for the entire college. A part of that support is to provide training in various uses of technology. The ITC has installed SmartBoards in all classrooms in the Education Building, and training is provided to faculty.

### OU

Faculty members engage in a variety of professional development activities that promote and support effective teaching styles such as inquiry, group discussion and collaborative learning. Specific examples, reflective of many faculty efforts, include the following:

- Co-teaching and otherwise collaborating with doctoral candidates to teach them and model for others what co-teaching and collaboration entail.

- Conducting pilot studies using collaborative and consultative models for undergraduate candidates.
- Mentoring graduate teaching assistants regarding group discussions and collaborative approaches to class meetings.
- Conducting professional development days for public school teachers that demonstrate and model collaboration and co-teaching.

A number of faculty engage in national conferences of their professional associations or other entities to enhance their skills. Examples include:

- Attending a professional development seminar on “Technology in the Classroom,” this was an in-depth session on creative and effective use of D2L.
- Attending International Conference on Creativity Education.
- Attending National Council of Teachers of Mathematics Annual meeting, the primary mission of which was the improvement of mathematics teaching at all levels. All of the sessions must address one or more of the goals of NCTM for student learning.
- Attending the SREB Leadership Forum in Atlanta, Georgia for professional development regarding the use of in-class simulations, enactments and role play as progressive forms of higher education pedagogy in the preparation of school and district leaders.
- Attending the International Reading Association and the National Reading Conference.
- Attending two day workshop of the Oklahoma Mentoring Workshop to improve supervision of mentoring of Resident Year teachers.

Other faculty develop and implement professional development activities for others; to wit:

- Developing and delivering a five day, 35 hour professional development workshop for teachers in Seminole County.

Other Professional Development Activities Include:

- Completing Smartboard training at the Oklahoma State Department of Education.
- Completing a 30 hour PBS Teachline course in order to learn more about Wikis, blogs and social networking (Twitter and Facebook).
- Attending a supervision and ethics workshop.
- Learning more about cultural issues in mental health treatments.
- Participating in a Social Justice Educators Institute that connects facilitators, teachers and trainers of diversity with one another.
- Facilitating a Diversity In-Service for faculty in an Oklahoma City high school.
- Conducting classes such that students can reflect on their learning vis á vis the various learning theories they study.
- Working with OU’s Instructional Development office to explore and try out collaborative activities for classes.

### USAO

In addition to participation at various state and national meetings, faculty members participated in the following opportunities on campus:

- Autism presentation by one of our Speech Language Pathologists
- Giles Symposia – Linda Williams
- Sexual Harassment
- OATE/OACTE/OCTP Fall Conference
- SmartBoard trainings
- Emerson/Weir Symposia – EO Wilson
- Bernstein Festival

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

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

CU

Arts and Sciences faculty serve on Teacher Education Council with education faculty and meet monthly. This year, representatives from departments across the campus have been working on mid-cycle data collection for new programs, so education faculty and arts and sciences faculty have met multiple times throughout the year to ensure data is being collected in meaningful ways and to form advisory committees.

ECU

Arts and Sciences faculty are heavily involved with the entire program of teacher education. Since all candidates must complete 45 or more hours in general education from the Arts and Sciences they have regular contact with their faculty. Also, members of all secondary education programs have a representative who serves as the program coordinator and also serves on the Teacher Education Standing Committee. ECU has 19 teacher education programs including secondary education programs in the following areas: Art, Biology, Chemistry, Family and Consumer Science, History, Mathematics, Music, Physics, Spanish, and Speech. Additionally, in the past year the departments from Arts and Sciences and the Education Department have worked on federal and state grants to enhance teacher education. ECU was just awarded an approximate \$900,000 federal grant to provide financial and other support for prospective math and science teachers. ECU also involves faculty from the Colleges of Arts and Sciences to supervise student teachers in their respective fields. By involving the Arts and Sciences faculty in all aspects of our teacher education programs, not only do the Arts and Sciences faculty have regular opportunities to communicate with Education Department faculty and administrators, they also have opportunities to communicate regularly with K-12 public school teachers and administrators.

LU

The Unit at Langston University acquaints and involves arts and sciences faculty in the areas of approved programs through the Teacher Education Committee, of which a representative from each area is a member. The Committee is responsible for any changes, requirements, and/or concerns affecting teacher education. The Committee also approves all candidates for admission to teacher education and candidates for clinical teaching. Arts and Sciences faculty serve as College Supervisor for clinical teachers in the respective area, as well as the higher education representative for the Resident teacher, if there is not a subject area teacher in the local school to serve as mentor.

### NSU

Arts and sciences faculty participate in all aspects of the teacher education unit from curriculum development and program improvement, to assessment and unit governance. These faculty propose curriculum changes and revisions based on assessment data provided by the unit and the institution. Recent examples include changes to the elementary program in the areas of mathematics, science, and music. Arts and science faculty also assess key assignments to verify candidate competency on both the general teaching competencies as well as the subject-specific competencies. Finally, arts and science faculty who serve as program coordinators for secondary and K-12 programs serve on the Teacher Education Council which is the governing committee for all teacher education programs. Arts and science faculty participate in subcommittees and serve on the NCATE and assessment committees.

### NWOSU

Discussions occurred with the arts and sciences faculty and the education faculty as the results of the OGET was presented. Collaboration will continue as all faculty assisted candidates in passing these tests and in increasing their content knowledge. The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program which represent the arts and sciences faculty. The TEF make recommendations to the governing unit, Teacher Education Committee.

### OPSU

Arts and sciences faculty are represented on the OPSU Teacher Education Council and participate during each monthly meeting. Since the programs of English, social studies, music, and sciences have been placed on hiatus, there has been less participation from these areas unless they are serving on a RYT committee. Both the English and social studies representatives are interested in the reinstatement of their respective programs and will begin work in the Spring 2010 semester to revise their program reviews. Another very significant collaboration has been between the Education department and the Math department, as we have worked together for the past four summers to provide professional development activities for the Oklahoma Panhandle teachers of mathematics.

### OSU

Every program area has an Advisory Group that is comprised of program faculty, community stakeholders, Arts and Sciences (A&S) faculty (as appropriate) and students. The Advisory Group meets a minimum of once each year to discuss program issues including curriculum, course delivery, assessments, admission requirements, etc.

Each year the Professional Education Council holds a retreat that includes faculty from Arts and Sciences. At this retreat, updates are given and input is given about programs and ways of improving programs and the overall educational experience of the candidates. There is also open communication between colleges throughout the year and faculty work closely together on program related topics.

The secondary science program is working closely with A&S to provide the teacher candidates with a clinical lab experience. Secondary Science teacher candidates are assigned to serve as lab assistants in freshman biology and chemistry classes so that they learn how to run effective lab programs.

### SOSU

The faculty from the School of Arts and Sciences are included in the Teacher Education Council (TEC) which is the governing body of the teacher education program at Southeastern. The TEC, is comprised of a representative from each of the program areas which provide a teacher education program. Six programs are from the School of Education and Behavioral Sciences and eight programs are from the School of Arts and Sciences. Each program has equal representation and opportunity to participate in the development of the teacher education unit. TEC sub-committees are designed to include faculty from both schools and various departments to maintain a balance among academic units.

### SWOSU

Arts and Sciences faculty serving as instructors for teaching methods courses are invited to attend EDU faculty meetings. Some of these faculty members also serve on the Admissions/Retention Committee which is responsible for reviewing candidates for admission to teacher education. Collaboration with Department of Music faculty resulted in modification of course requirements for music education majors. Those candidates will now take a Media and Technology course taught by music faculty instead of the Media and Technology course taught by Department of Education faculty.

### UCO

Faculty from the Colleges of Liberal Arts, Math and Science, and Fire Arts and Design continue to participate in unit governance. These faculty members hold memberships on the Council on Teacher Education and the three committees that make up that Council.

### OU

The Arts and Sciences faculty serve on the Education Professions Division council (EPD). The EPD is responsible for all of the professional certification programs. Emerging issues, problems and changes are dealt with and resolved by the EPD after extensive discussion and deliberation. The Arts and Sciences faculty members on the council play important roles in all of the discussions, deliberations and decisions.

### USAO

The Teacher Education Committee with representatives from all certification programs meets monthly. The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to Professional Trimester.

The annual Fall Workday was held September 12, 2008, with teacher education faculty from all program areas included as well as two candidates and one adjunct faculty. Review of assessment data from the previous year(s) and final preparations for the NCATE accreditation visit kept the group spellbound.

All teacher education faculty, candidates, and university personnel were active in preparations and events for the NCATE/State accreditation visit on September 17 through October 1, 2008. Teacher education faculty served on all standards committees in preparation for the university Higher Learning Council accreditation visit on March 20 through April 1, 2009.

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**AGENDA ITEM #18-b (2):**

**Reports.**

**SUBJECT:** Low-Productivity Programs Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

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

	<b>Minimum Degrees Conferred</b>	<b>Minimum Majors Enrolled</b>
Associates in Arts or Sciences	5	25
Associates in Applied Sciences	5	17.5
Baccalaureate	5	12.5
Master's	3	6.0
Doctoral	2	4.5

**First low-productivity program review cycle.** In June 1996, institutions were informed of degree programs that did not meet the minimum productivity standards. State Regents' staff worked with institutional staff to complete the project. Based on these standards at the time adopted, 25 percent of the programs offered in 1996-1997 fell below the minimum productivity standards.

**Continuing low-productivity reviews.** Since the first review cycle in 1996, institutions have diligently revitalized, consolidated, justified or deleted programs not meeting the minimum standards. In May 2009, institutions were informed of programs not meeting the minimum productivity standards for the current cycle. Following these program reviews, only 31 percent of Redlands Community College's (RCC) and Seminole State College's (SSC) programs did not meet the minimum productivity standards.

Based on reviews of these identified programs, institutions make recommendations regarding appropriate measures to reduce its low producing program inventory. The following table describes the status and/or recommendation each institution has made for its low producing programs.

**POLICY ISSUES:**

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

**ANALYSIS:**

Low-Productivity Degree Programs by Institutions and Disposition					
Institution	Total Program Offerings	Low Producing Programs (number and percentage)	Disposition		
			Deleted or Scheduled for Deletion	Suspended or Scheduled for Suspension	Restructured and/or Justified
<i>RCC</i>	31	9 (29%)		1	8
<i>SSC</i>	24	8 (33%)	2		6
Totals	55	17 (31%)	2	1	14

**DISPOSITION:**

1. **Deleted programs.** Two programs (12 percent) have been deleted or are scheduled for deletion.
2. **Suspended programs.** One program (6 percent) has been suspended or is scheduled for suspension. Suspensions allow institutions to study and assess the viability of a program, keeping it available for students currently in the program to complete, but no new students are allowed to enroll. It is understood that the suspended programs will be reactivated or deleted within three years of the suspension date.
3. **Restructured or justified programs.** Fourteen programs (82 percent) have been restructured or justified. Restructured programs are revised to meet current student or industry demands, and are expected to meet the minimum productivity standards within a given time period. Justified programs with low-productivity are not expected to achieve minimum productivity standards. However, the institution has made a compelling case regarding the continuation of such programs, and the programs will be placed on the regular five-year review schedule. For example, an institution may have several humanities degree programs that provide excellent liberal arts programs from courses that are inherent to the institution's offerings with little saving if they were deleted. Some justified programs serve a unique and sometimes small population, and meet important program needs in the community. It is understood that each program's low-productivity will be addressed. Continuation, if recommended by the institution, must be justified.

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

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**AGENDA ITEM #18-b (3):**

**Reports.**

**SUBJECT:** University of Central Oklahoma Mabel Bassett Correctional Facility Pilot Project Update.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

On April 28, 2008, the State Regents' ratified an institutional policy exception for the University of Central Oklahoma (UCO) to use correspondence credit earned at UCO as resident credit to satisfy the 30 hour resident credit requirement (section 3.14.5.C.2 of the *Undergraduate Degree Requirements* policy). The exception allowed non-traditional UCO students to take correspondence courses necessary to complete their degree and satisfy the 30 hour resident credit requirement.

At the February 12, 2009 State Regents' meeting, UCO was authorized to exceed the 30 hour limit placed on the use of correspondence credit. The exception allowed incarcerated students participating in the pilot project at Mabel Bassett Correctional Facility to exceed the 30 hour limit and facilitate completion of a baccalaureate degree. In authorizing this policy exception, the State Regents requested a report on the success and challenges of the program and a recommendation regarding its continuance.

**POLICY ISSUES:**

The previous actions allow UCO to exceed the 30 hour limit on the application of correspondence credit and allows incarcerated female students at the Mabel Bassett Correctional Facility to apply credit earned via UCO correspondence as needed for baccalaureate completion. The previous actions are institutional exceptions to the State Regents' *Undergraduate Degree Requirements* policy which states, "...the faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work...."

**ANALYSIS:**

There are currently six students in the pilot project. One student is within nine credit hours of graduation and the other five students are within 37-60 credit hours of graduation. In an effort to recruit additional students, UCO has developed a brochure to be distributed to the Mabel Bassett Correctional Facility. The area of concern for the project is inadequate funding for tuition. Students are not eligible for federal Title IV funding and rely on private sources, Youthful Offender Grants, and/or subsidies from local Churches. It has been suggested UCO collaborate with the Oklahoma Women's Coalition in an effort to secure additional funding. Regarding the success of the pilot project, President W. Roger Webb has stated "the

project is off to a good start and has the potential to make a real difference in the lives of those who participate.”

UCO requested the correspondence credit exception for two years at which time it will be evaluated at the institutional level for continuance. A final report on the efficacy of the pilot project will be prepared that will include a recommendation about the future of the project.

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**AGENDA ITEM #18-b (4):**

**Reports.**

**SUBJECT:** 2008-09 Tuition Waiver Scholarship Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The 2008-2009 Tuition Waiver Scholarship Report provides detailed information on the resident and nonresident tuition waiver scholarships granted by state public institutions during the 2008-2009 academic year. The number of scholarship recipients and the amount of scholarships granted are reported for each institution and reported in summary by the following categories: (1) basis of the award; (2) student classification; (3) gender; (4) race; (5) residency status; (6) field of study; and (7) semester.

In 2003, 70 O.S. 2001, Section 3218.8, as amended by Sections 2 and 8 of House Bill No. 1748 authorized the State Regents to establish tuition and mandatory fee rates at levels less than the average rate charged at peer institutions in the Big Twelve Conference for the research universities and at like-type institutions in surrounding and other states for regional universities and community colleges. In addition, the legislation stipulated that the State Regents make a reasonable effort to increase need-based financial aid proportionate to any increase in tuition. In May 2003, the State Regents approved an increase in tuition waivers to three and one half percent (3.5%) in an effort to comply with the legislative intent. The increase in tuition waivers from three to three and one half percent (3% to 3.5%) became effective in FY2004.

**ANALYSIS:**

During FY2008-2009, public institutions granted resident and nonresident tuition waiver scholarships to 54,884 students totaling \$124.2 million.

- Approximately one in every five students received a full or partial tuition waiver scholarship during the fiscal year.
- Compared to FY2007-2008, the total number of scholarships granted increased by 1,590 (3.0%) and the amount of scholarship funding increased by \$12.8 million (11.5%).

During FY2008-2009, resident tuition waivers were granted to 39,553 students, totaling \$54.7 million in scholarships granted.

- Compared to FY2007-2008, the number of scholarships granted increased by 319 (0.8%) and the amount of scholarship funding increased by \$4.4 million (8.8%).

- In comparison, resident undergraduate tuition rates for FY2008-2009 increased by an average of 9.9 percent.

State Regents policy authorizes institutions to grant discretionary resident tuition waivers up to three and one-half percent (3.5%) of their current Educational and General Budget, Part I. A minimum of 50 percent of these scholarships must be granted to students who demonstrate financial need. The remainder of these scholarships may be granted to students to promote scholastic and student achievement and to “benefits” eligible employees. In addition, institutions are authorized to grant special resident tuition waiver scholarships to students who meet the criteria established and authorized by legislation and by specific State Regents’ policy.

- Tuition waivers subject to the 3.5 percent limitation were granted to 26,641 (67.4%) recipients totaling \$36.0 million (66.0%).
  1. Students with financial need received 15,889 (59.6%) scholarships totaling \$21.5 million (59.7%).
  2. Students with scholarship/achievement received 9,232 (34.7%) scholarships totaling \$13.4 million (37.3%).
  3. Benefits eligible employees received 1,520 (5.7%) scholarships totaling \$1.1 million (3.0%).
- Statutory and policy mandated resident tuition waiver scholarships, not subject to the 3.5% limitation, were granted to 12,913 (32.6%) recipients totaling \$18.6 million (34.0%).
  1. Concurrently enrolled high school seniors received 6,032 (46.7%) scholarships totaling \$3.4 million (18.4%).
  2. Graduate teaching and research assistants received 3,063 (23.7%) scholarships totaling \$6.7 million (36.2%).
  3. Student recipients of the State Regents Academic Scholars Program received 1,395 (10.8%) scholarships totaling \$4.8 million (25.6%).
  4. Oklahoma National Guard members received 1,532 (11.9%) scholarships totaling \$2.2 million (11.9%).
  5. Other recipients including senior citizens, students in custody of DHS, former prisoners of war or missing in action and/or their dependents, students called to active duty, recipients of the regional university baccalaureate scholarship program, and dependents of firefighters or law enforcement officers killed in the line of duty received 891 (6.9%) scholarships totaling \$1.5 million (7.9%).

During FY2008-2009, nonresident tuition waivers were granted to 15,331 students totaling \$69.6 million.

- Compared to FY2007-2008, the number of nonresident scholarships granted increased by 1,271 (9.0%) and the amount of scholarship funding increased by \$8.4 million (13.8%).
- In comparison, nonresident undergraduate tuition rates for FY2008-2009 increased by an average of 9.1 percent.

From FY2001-2002 to FY2008-2009, the number of resident and nonresident tuition waivers has increased from 45,121 scholarships to 54,884 scholarships, an increase of 9,763 recipients or 21.6 percent. The dollar amount of scholarships granted has increased from \$59.8 million to \$124.2 million, an increase of \$64.4 million or 107.6 percent.

- Resident tuition waivers have increased by 4,985 (14.4%) scholarships, and scholarship funding has increased by \$24.0 million or 78.2 percent.
- Nonresident tuition waivers have increased by 4,478 (45.3%) scholarships, and scholarship funding has increased by \$40.4 million or 138.4 percent.



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**AGENDA ITEM #18-b (5):**

**Reports.**

**SUBJECT:** Salaries in the Oklahoma State System of Higher Education, 2009-2010 Faculty and Selected Administrative Positions.

**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 \$62,096 for the year 2009-2010. This is an increase of \$167 or 0.3 percent above 2008-2009. The total number of full-time faculty in Oklahoma's 25 colleges and universities (not including constituent agencies) in 2009-2010 is 4,989, an increase of 53, or 1.1 percent, over 2008-2009. When the constituent agencies are included, the total for the system is 6,793, an increase of 102 or 1.5 percent above the previous year.

The 2009-2010 salaries range from a low of \$11,140 to a high of \$236,299 on a 9-10 month basis and from \$8,850 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 3.7 percent for 9-10 month faculty and by 3.47 percent for 11-12 month contracts. The average benefit package for 9-10 month faculty is \$21,892 and \$29,047 for 11-12 month faculty. The increase is largely influenced by increases in health care costs that became effective during FY10.

Supplement



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**AGENDA ITEM #18-b (6):**

**Reports.**

**SUBJECT:** Degrees Conferred in Oklahoma Higher Education 2008-09.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Article XIII-A of the Oklahoma Constitution states that the State Regents “*shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions.*” This report is a summary of degrees granted.

**POLICY ISSUES:** None

**FINDINGS:**

- During the 2008-09 academic year, Oklahoma public higher education institutions conferred a total of 30,661 certificates and degrees. Compared to 2007-08, the number of certificates and degrees conferred increased 3.4 percent from 29,660. An accurate comparison of the number of degrees conferred at private institutions is not possible because not all private institutions reported or verified their data in both years.
- The number of bachelor’s degrees conferred per person in Oklahoma increased 4.2 times from 1941-42 to 2008-09, from one in 973 to one in 232. The number of master’s degrees awarded per person increased 14.6 times, from one in 12,038 to one in 827. The number of doctoral degrees conferred per person increased 80.4 times, from one in 738,333 to one in 9,172.
- During the last 15 years from 1994-95 to 2008-09, the largest number of degrees conferred at public institutions was bachelor’s, followed by associate, master’s, first-professional, and doctoral, respectively. (Figure 1)
- The number of degrees conferred increased from 1994-95 to 2008-09 for the associate degree (from 6,566 to 8,291), for the bachelor’s degree (from 12,496 to 15,920), for first-professional degrees (from 579 to 907), and for master’s degrees (from 3,603 to 4,456). During the same period of time doctoral degrees decreased from 359 to 402.
- From 1991-92 to 1993-94, and from 1998-99 to 2008-09, the largest number of bachelor’s degrees awarded at public institutions was in business and management followed by education. From 1994-95 to 1997-98, education had the largest number of bachelor’s degrees

awarded. In 2008-09, the most master's degrees were awarded in education followed by business and management. Education accounted for the most doctoral degrees conferred from 1994-95 through 2007-08. The largest number of doctoral degrees awarded in 2008-09 was in physical sciences.

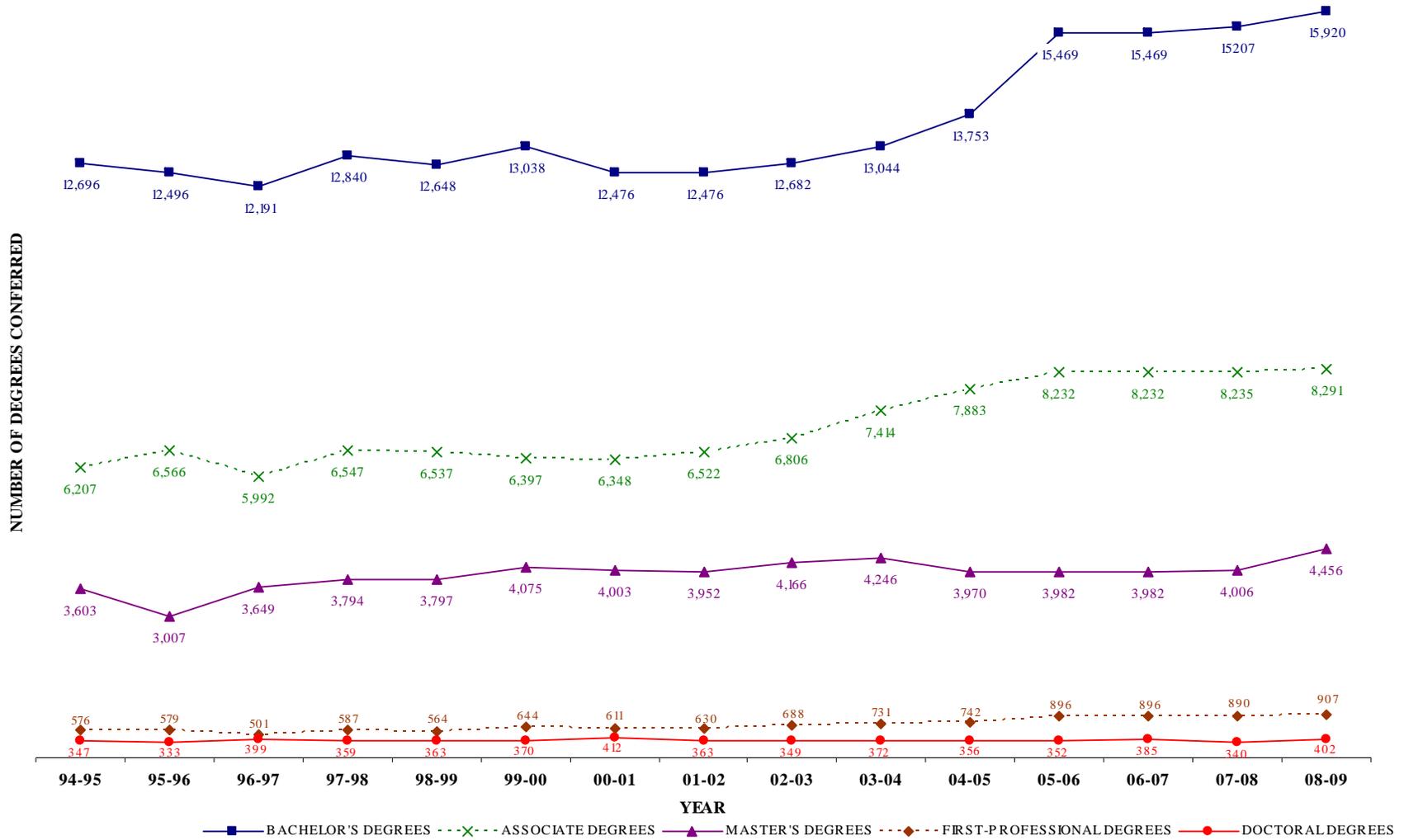
- From 1994-95 to 2008-09, the largest percentage of degrees was awarded to White students, averaging 80.9 percent at the first-professional level, 77.1 percent at the associate level, 74.7 percent at the bachelor's level, 69.1 percent at the master's level, and 63.3 percent at the doctoral level. In 2008-09, American Indians were second at the associate, bachelor's, and first-professional levels. Nonresident Aliens ranked second at the master's and doctoral levels. (Figure 3)

<b>Degrees from Public Institutions</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>Five-Year Difference</b>	<b>One-Year Difference</b>
<b>Certificates</b>	621	637	587	555	544	598	-3.7%	9.9%
<b>Associates</b>	7,883	8,155	8,091	8,232	8,235	8,291	5.2%	.70%
<b>Bachelor's</b>	13,753	14,631	15,207	15,469	15,610	15,920	15.8%	2.0%
<b>First-Professional</b>	742	696	696	896	890	907	22.2%	1.9%
<b>Master's</b>	4,246	4,294	4,294	3,982	4,006	4,456	4.9%	11.3%
<b>Graduate Certificates</b>					35	87	-	145.6%
<b>Doctoral</b>	362	356	352	385	340	402	11.9%	18.2%
	27,607	28,769	28,934	29,519	29,660	30,661	11.1%	3.4%

- Comparing 2008-09 to 2007-08 at public institutions, the number of degrees conferred increased for certificates, associate, bachelor's, first-professional, master's, graduate certificates, and doctoral for men; and increased for certificates, bachelor's, master's, graduate certificates, and doctoral for women.

This report will be available on the State Regents' website at [www.okhighered.org](http://www.okhighered.org) under Studies, Reports and Data..

**FIGURE 1**  
 Fifteen Year History of Degrees Conferred at Public Institutions by Type of Degree  
 1993-94 to 2008-09



**FIGURE 2**

Degrees Conferred at Public Institutions  
2008-09

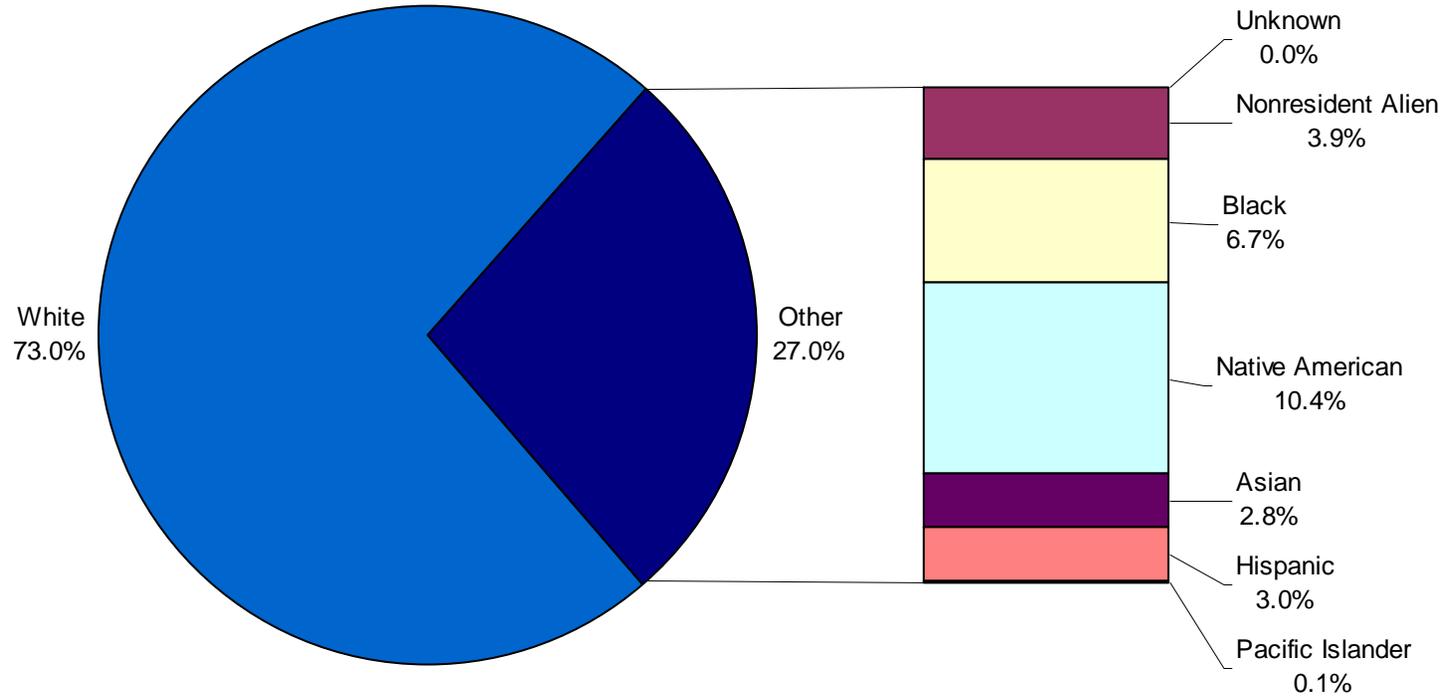
	<b>CERTIFICATES</b>		<b>ASSOCIATE</b>			<b>BACHELOR'S</b>			<b>FIRST-PROFESSIONAL</b>			<b>GRADUATE CERTIFICATES</b>		<b>MASTER'S</b>			<b>DOCTORAL</b>		
	<b>606</b>		<b>8,291</b>			<b>15,920</b>			<b>907</b>			<b>87</b>		<b>4,456</b>			<b>402</b>		
Top Three Degree-Producing Institutions	TCC	255 42.1%	TCC	1,794 21.6%	OU	3,862 24.3%	OUHSC	481 53.0%	OUHSC	62 1.4%	OU	1,645 36.9%	OU	205 51.0%					
	OSU	123 20.3%	OSU	3,829 24.1%	OSU	156 17.2%	OULAW	156 17.2%	OSU	24 0.5%	OSU	994 22.3%	OSU	172 42.8%					
	CASC	54 8.9%	RSC	720 8.7%	UCO	2,320 14.6%	SWOSU	80 8.8%	UCO	1 0.0%	UCO	436 9.8%	OUHSC	24 6.0%					
Top Three Fields of Study	Consumer Serv	266 43.9%	Health	2,008 24.2%	Business	3,387 21.3%	Pharmacy	210 23.2%	Health	59 1.3%	Education	1,119 25.1%	Phys Sci	55 13.7%					
	Health	100 16.5%	Lib. Arts	1,601 19.3%	Education	1,710 10.7%	Law	156 17.2%	Business	11 0.2%	Business	947 21.3%	Educ	53 13.2%					
	Business	60 9.9%	Business	1,305 15.7%	Health	1,217 7.6%	Medicine, MD	148 16.3%	Inf. Serv	9 0.2%	Engineering	396 8.9%	Psych	50 12.4%					
<b>Gender</b>																			
Men	139	22.9%	3,022	36.4%	6,849	43.0%	430	47.4%	41	47.1%	1,827	40.8%	222	55.2%					
Women	467	77.1%	5,269	63.6%	9,071	57.0%	477	52.6%	46	52.9%	2,656	59.2%	180	44.8%					
<b>Race</b>																			
White	415	68.5%	6,046	72.9%	11,625	73.0%	709	78.2%	56	64.4%	3,071	68.9%	220	54.7%					
Black	71	11.7%	543	6.5%	1,074	6.7%	32	3.5%	6	6.9%	342	7.7%	14	3.5%					
Hispanic	25	4.1%	317	3.8%	476	3.0%	13	1.4%	1	1.1%	123	2.8%	9	2.2%					
Asian Amer.	7	1.2%	158	1.9%	449	2.8%	65	7.2%	1	1.1%	92	2.1%	4	1.0%					
Amer. Indian	67	11.1%	1,015	12.2%	1,654	10.4%	66	7.3%	4	4.6%	325	7.3%	12	3.0%					
Hawaiian/Pac Isl	0	0.0%	11	0.1%	14	0.1%	3	0.3%	0	0.0%	0	0.0%	0	0.0%					
Nonres. Alien	20	3.3%	193	2.3%	626	3.9%	19	2.1%	19	21.8%	502	11.3%	143	35.6%					
Unknown	1	0.2%	8	0.1%	2	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%					

Note: Top Three Degree-Producing Institutions: [Figure 14, Tables 111-121]. Top Three Fields of Study: [Figure 3, Tables 6-10]. Gender and Race: [Figures 5-7, Tables 15-46].  
Small differences in percentages are due to rounding.

<u>Acronym</u>	<u>Institution Name</u>
CASC	Carl Albert State College
OSU	Oklahoma State University
OU	University of Oklahoma
OUHSC	University of Oklahoma Health Sciences Center
OULAW	University of Oklahoma Law Center
RSC	Rose State College
TCC	Tulsa Community College
UCO	University of Central Oklahoma
SWOSU	Southwestern Oklahoma State University

**FIGURE 3**  
Bachelor's Degrees at Public Institutions by Gender and Race  
2008-09

Male: 6,849 Female: 9,071





Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #18-b (7):**

**Reports.**

**SUBJECT:** 2008-2009 Annual Student Remediation Report.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

- In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the eighteenth annual student remediation report.
- Societal, demographic, and technological changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.
- The widespread need for college remediation has brought about efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses, and states with mandatory assessment and placement programs, such as Oklahoma, report higher remediation rates.
- Nationally, little change in the number of students enrolled in remedial courses has taken place in the last few years. Community colleges report the greatest percentage of remediation, with mathematics being the most cited area of deficiency.
- Nationally, 60 percent of all remediation is conducted by community colleges. Oklahoma community colleges have over 80 percent of the State System's remedial enrollments.
- Financial costs of remediation are being addressed in different ways by various states, with some requiring additional fees from the remediated student. Others have proposed that the remediation costs be borne by the secondary schools that graduated the student needing remediation. Nationally, remediation costs are less than 1 percent of the total public higher education budget.
- Oklahoma students pay more for remedial courses at State System institutions. Those remedial fees, set by the individual institution, generated \$2.4 million in 2008-09.

**OKLAHOMA INITIATIVES:**

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

- Legislation passed in 2005 established a college preparatory track with strengthened graduation requirements and made it the default curriculum. It also created the Achieving Classroom Excellence (ACE) Task Force to study testing requirements for eighth-graders and high school students.
- Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

## **FINDINGS:**

- 41,738 students enrolled in remedial courses in 2008-09: 2.8 percent (1,150 students) at the research universities, 17.3 percent (7,204 students) at the regional universities, and 80.0 percent (33,384 students) at the community colleges. (Figure 1)
- Of fall 2008 first-time freshmen, 37.7 percent enrolled in remedial courses. (Figure 2)
- Of fall 2008 first-time freshmen who did not meet the State Regents' 15-unit high school core curriculum, 48.8 percent enrolled in remedial courses, compared to 23.7 percent of freshmen who completed the high school core curriculum. (Figure 3)
- Remediation by subject for fall 2008 first-time freshmen was as follows: 32.6 percent mathematics, 18.1 percent English, 5.4 percent reading, and 2.1 percent science. (Figure 4)
- From fall 1999 to fall 2008, the percentage of freshmen with an ACT score below 19 decreased in mathematics, from 28.9 to 27.8 percent; in English, from 21.9 to 20.2 percent; in science, from 18.5 to 16.5 percent; and in reading, from 19.8 to 17.3 percent. (Figure 5)
- Secondary test pass rates for English and reading were 25.2 percent and 29.1 percent, respectively. For mathematics, the secondary test pass rate was 12.0 percent and for science, 10.8 percent. (Figure 6)
- From 1999-00 to 2008-09, the remediation rate for first-time freshmen direct from Oklahoma high schools increased from 36.5 percent to 38.3 percent. The 2008-09 rate of 38.3 percent is higher than the 37.7 percent for all first-time freshmen. (Figure 7)
- Older freshmen require more remediation. During the 2008-09 academic year, a higher percentage of first-time freshmen 21 years of age and older (46.7 percent) enrolled in remedial courses than freshmen less than 21 years of age (33.9 percent). (Figure 8)
- A study of seven cohorts of first-time freshmen indicates that math remediation increases the chances of success in college algebra. (Figure 9)
- In 2008-09, Oklahoma State System institutions generated \$2.4 million from student-paid remedial course fees.

## **CONCLUSIONS:**

- Community colleges continue to be the primary source of remediation in the State System. This is consistent with the community college's mission.
- Relatively high secondary test pass rates for English and reading indicate a need to examine the appropriateness of cut scores for ACT subjects and secondary tests.
- Students enrolling soon after high school (17 to 20 year-olds) are less likely to need remediation than older students (33.9 and 46.7 percent, respectively). Colleges and universities are encouraged to

continue monitoring the relationship between cut-scores for course placement, remediation effectiveness and the academic success of the remedial student.

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

FIGURE 1  
Tier Distribution of Oklahoma Students Taking Remedial Courses

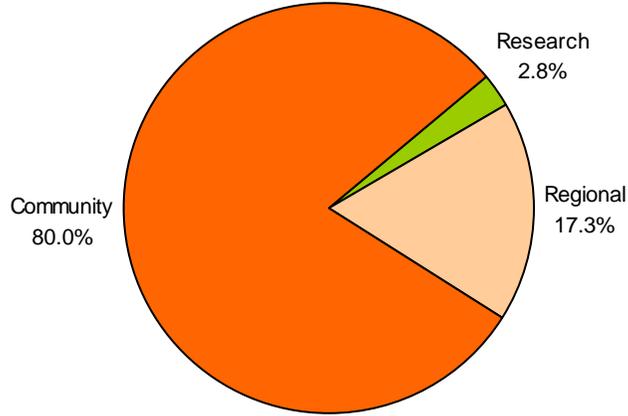


FIGURE 2  
Percent of First-Time Freshmen Enrolled in Remedial Courses

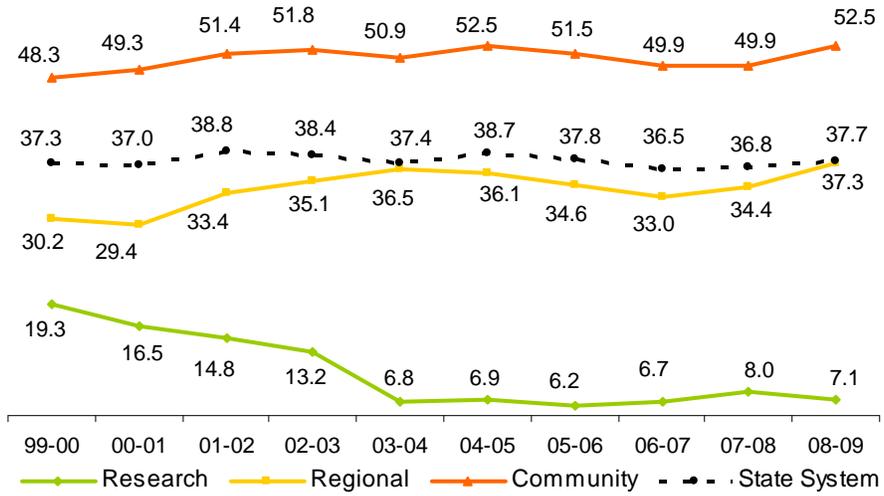


FIGURE 3  
Percent of Remediation and High School Core Curriculum

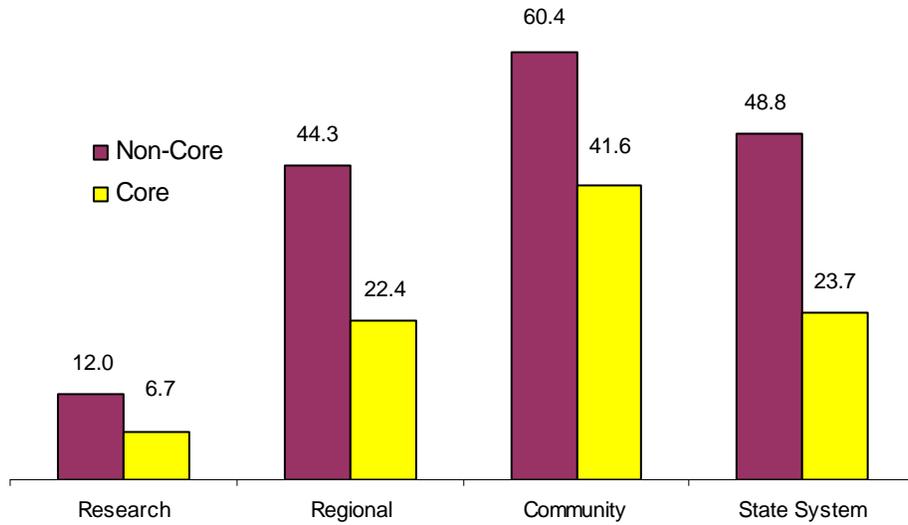


FIGURE 4  
Percent of First-Time Freshmen Enrolled in Remedial Courses by Subject

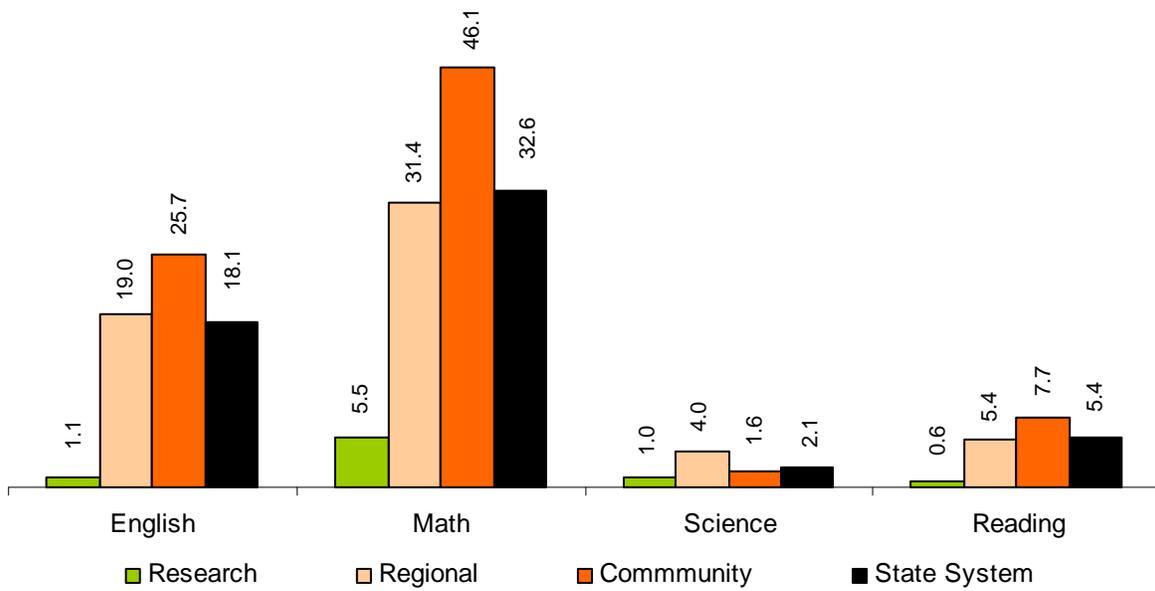


FIGURE 5

Percent of First-Time Freshmen Enrolled System-Wide Scoring Below 19 on ACT

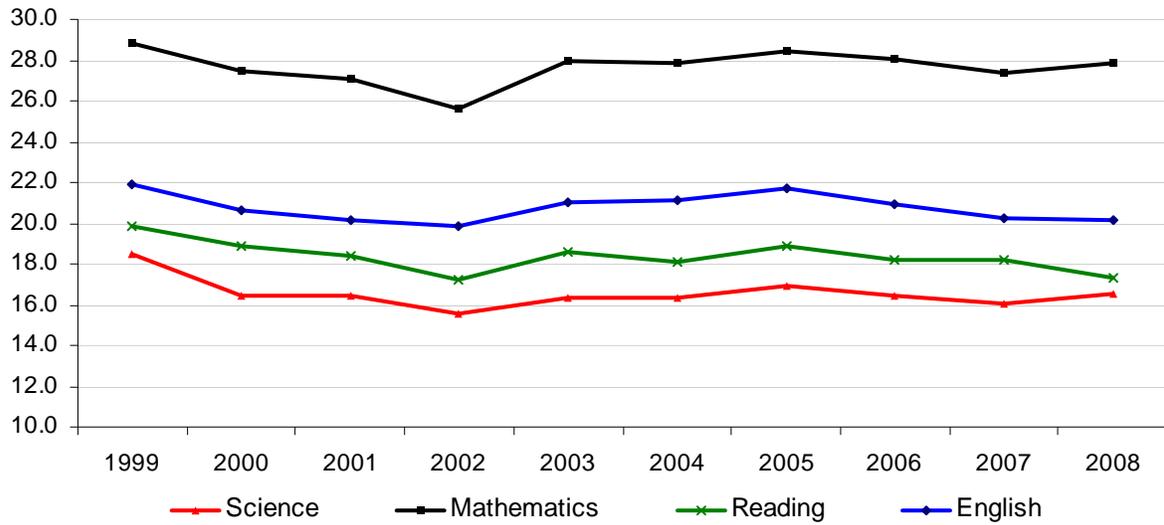


FIGURE 6

Percent of First-Time Freshmen Enrolled System-Wide Scoring Below 19 on ACT and Passing Secondary Tests

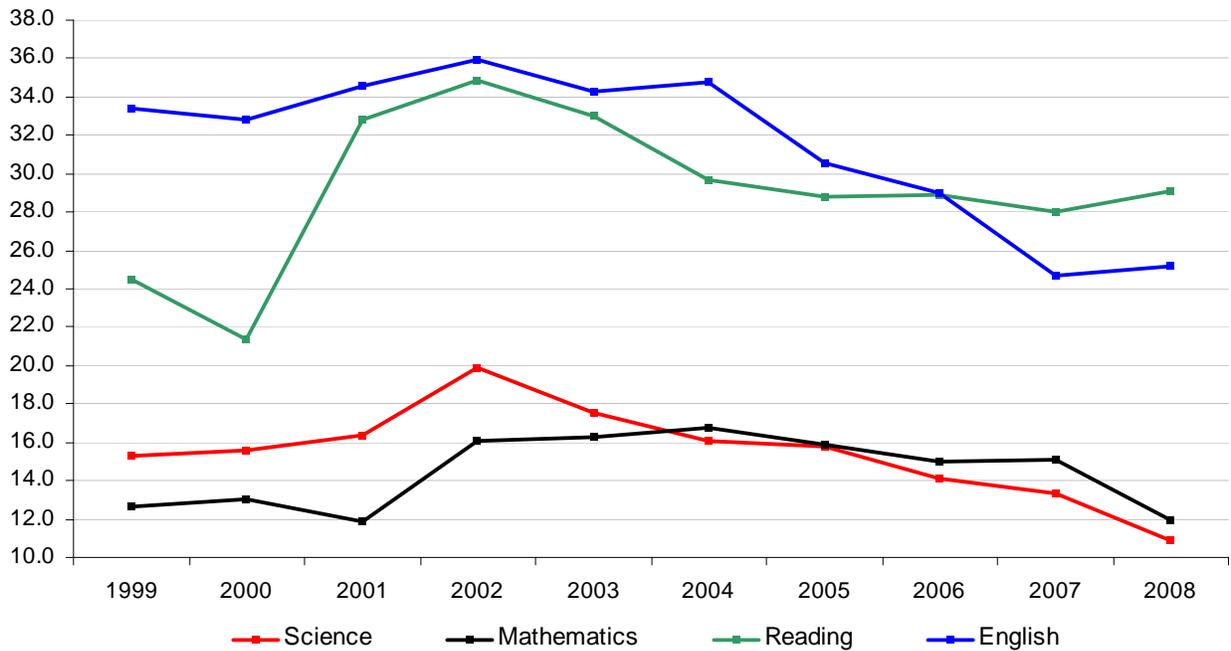


FIGURE 7

Percent of All First-Time Freshmen and Fall First-Time Freshmen Direct from Oklahoma High Schools Enrolled in Remediation  
Fall 1999 to Fall 2008

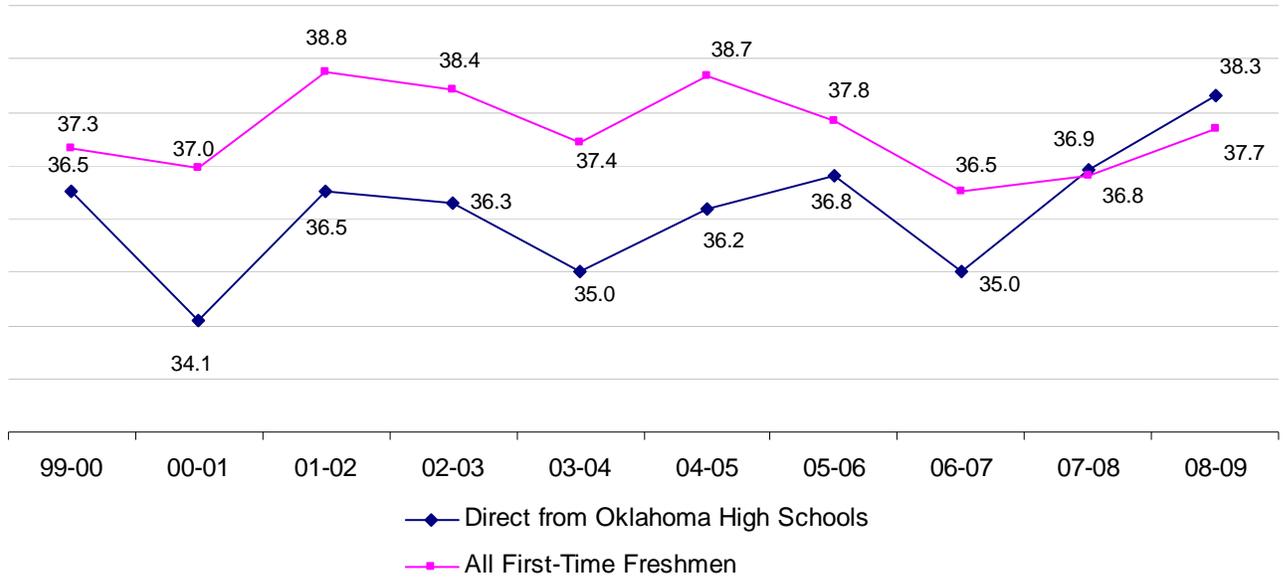


FIGURE 8

Percent of First-Time Freshmen Enrolled in Remedial Courses by Age  
Fall 1999 to Fall 2008

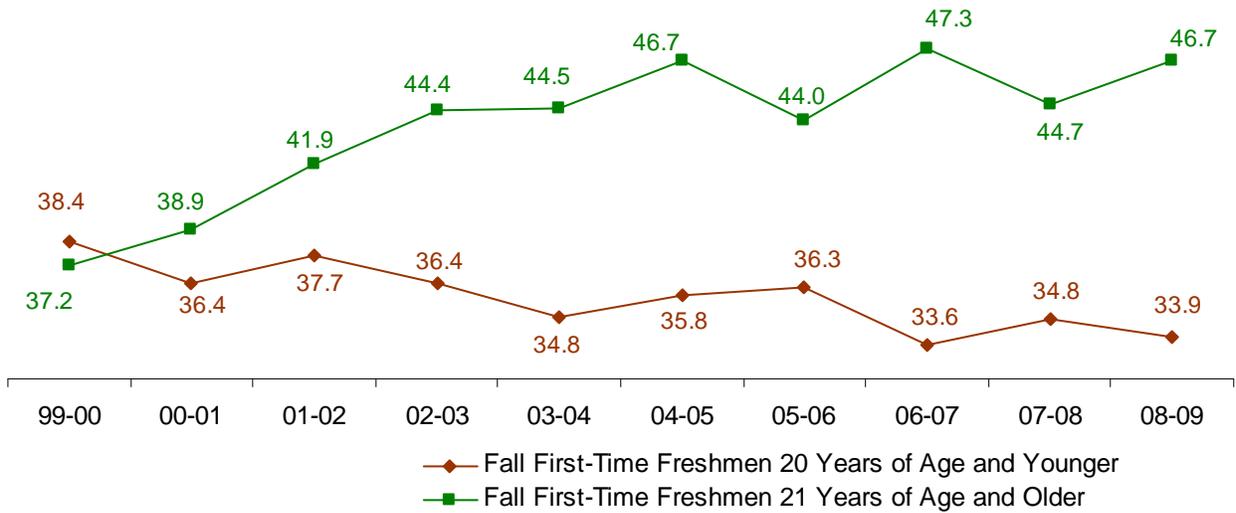
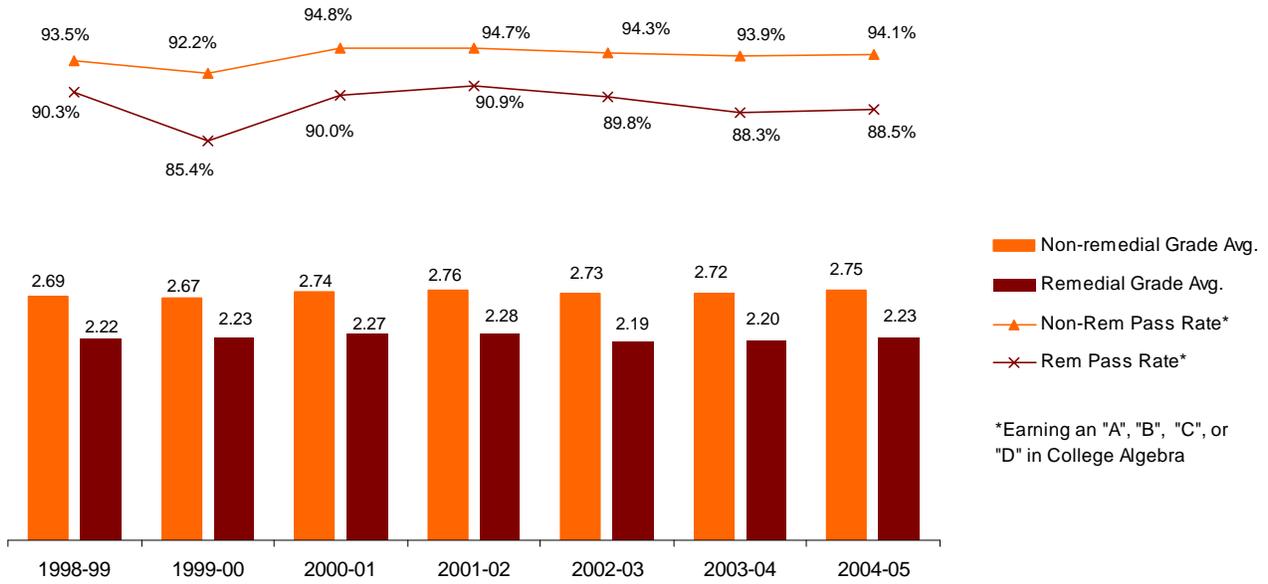


FIGURE 9

Average Grade and Pass Rate Comparison of Remedial and Non-Remedial Student Success in College Algebra by Cohort Years 1998-99 to 2004-05



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
April 22, 2010

**AGENDA ITEM #18-b (8):**

**Reports.**

**SUBJECT:** Teacher Education Program Admission Study.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

In response to the legislature in 1985, 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 tenth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1999-00 to 2008-09, the most recent data available.

**POLICY ISSUES:**

The State Regents' policy, "*Criteria for Admission to Teacher Education*" (3.22.3) regulates admission standards to teacher education programs and requires a review of data to evaluate its impact.

**FINDINGS:**

During 2008-09, The 12 Oklahoma public universities with teacher education programs admitted a total of 1,774 students to teacher education programs (Chart 1). The number of students admitted decreased 11.2 percent from 1,998 in 1999-00 to 1,774 in 2008-09, possibly due to, and the availability of alternative certification.

Most of the students admitted were Caucasians (79.7 percent). The next largest ethnic group, Native Americans, comprised 12.9 percent of admissions, a decrease of 21.2 percentage points from 2007-08 (Chart 2). Asian Americans more than doubled their representation from 14 in 2007-08 to 29 in 2008-09. Males comprised 20.6 percent of admissions with females making up 78.2 percent. Gender was unknown for 1.2 percent of admissions (Chart 3).

In 2008-09, 85.5 percent of the students were admitted to teacher education programs by passing the OGET, 10.9 percent by achieving a GPA of 3.00 or higher, 0.2 percent by passing the PPST, and 2.4 percent had at least a bachelor's degree (Chart 4). The OGET was not used as an admission criterion until 2002-03.

An analysis of 2008-09 OGET test-takers by the Oklahoma Commission for Teacher Preparation shows that nearly half (48.7 percent) are getting their initial license/certification and 40.3 percent an alternative certification. In 2007-08, 53.7 percent of OGET test-takers were getting their initial license/certification and 33.9 percent an alternative certification.

### **CONCLUSIONS:**

- Admissions to teacher education programs have decreased 11.2 percent from 1,998 in 1999-00 to 1,774 in 2008-09, the lowest in ten years.
- Male admissions continue to decline from a high of 529 in 2000-01 to 365 in 2008-09.
- Black admissions have decreased by 61.4 percent from a high of 73 in 2003-04 to 28 in 2008-09
- Minority admissions, especially Black and Hispanic, are of concern.
- The number and percentage of students pursuing alternative certification 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 if 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. Phase out the use of PPST as an admission option. Only one student was admitted through PPST in 2007-08 and only three students in 2008-09.
2. Monitor the effects of alternative certification on teacher education admissions.
3. Increase emphasis on minority teacher recruitment to meet the demands of changing student demographics.

CHART 1  
NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS AT PUBLIC UNIVERSITIES  
1999-00 TO 2008-09

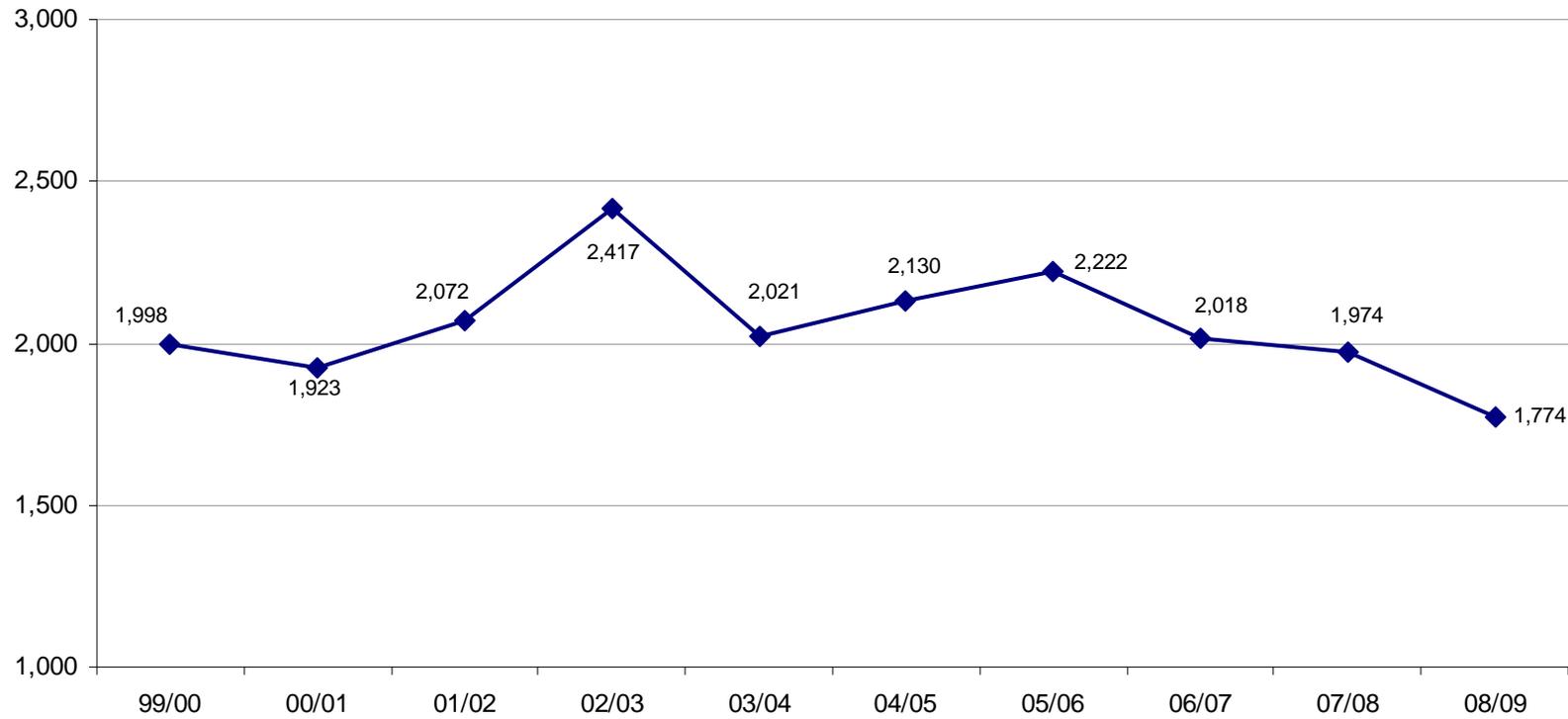


CHART 2  
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ETHNIC GROUP  
 1999-00 TO 2008-09

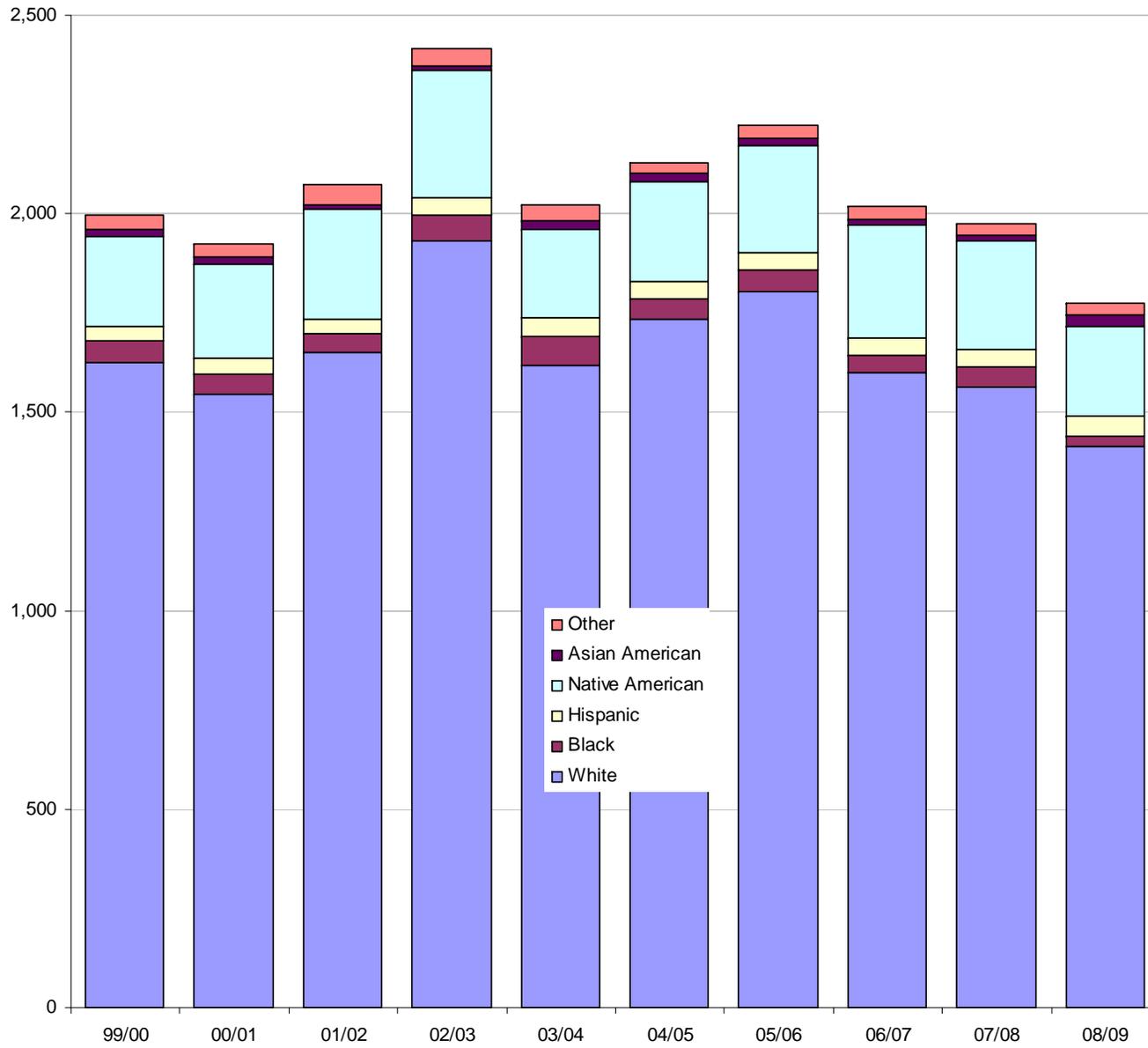


CHART 3  
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY GENDER  
 1999-00 TO 2008-09

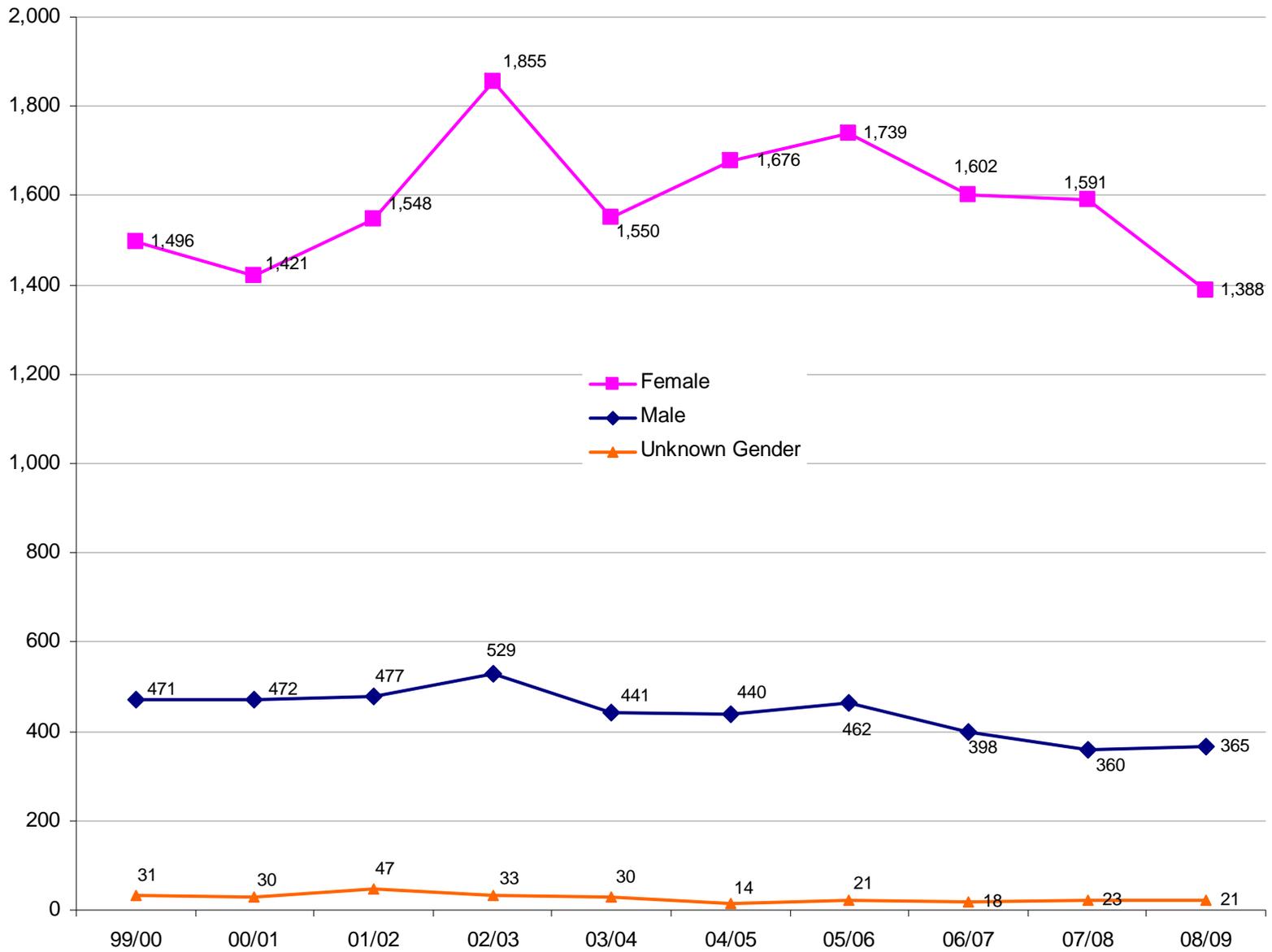


CHART 4  
 NUMBER OF STUDENTS ADMITTED TO TEACHER EDUCATION PROGRAMS BY ADMISSION CRITERION  
 1999-00 TO 2008-09

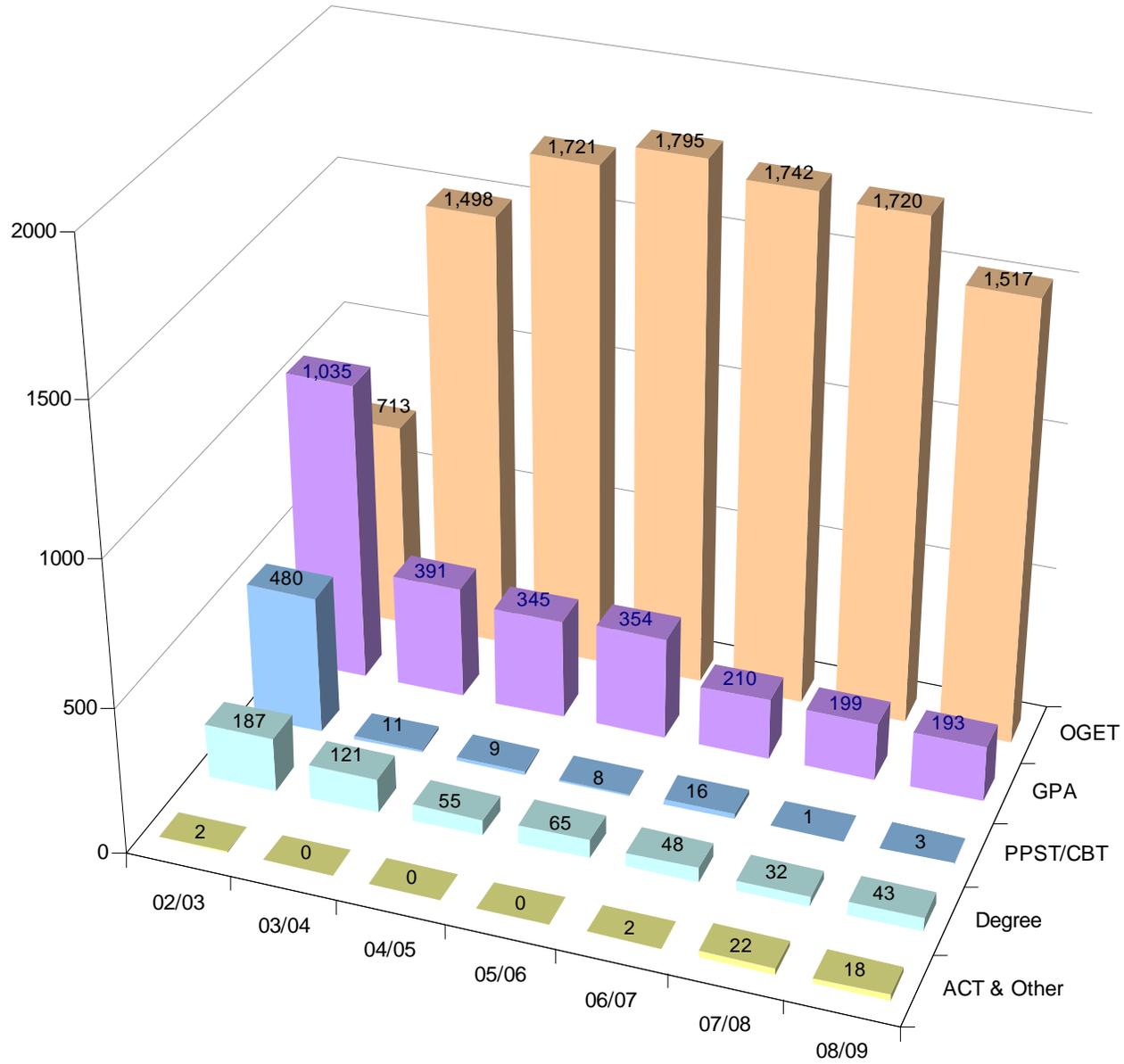
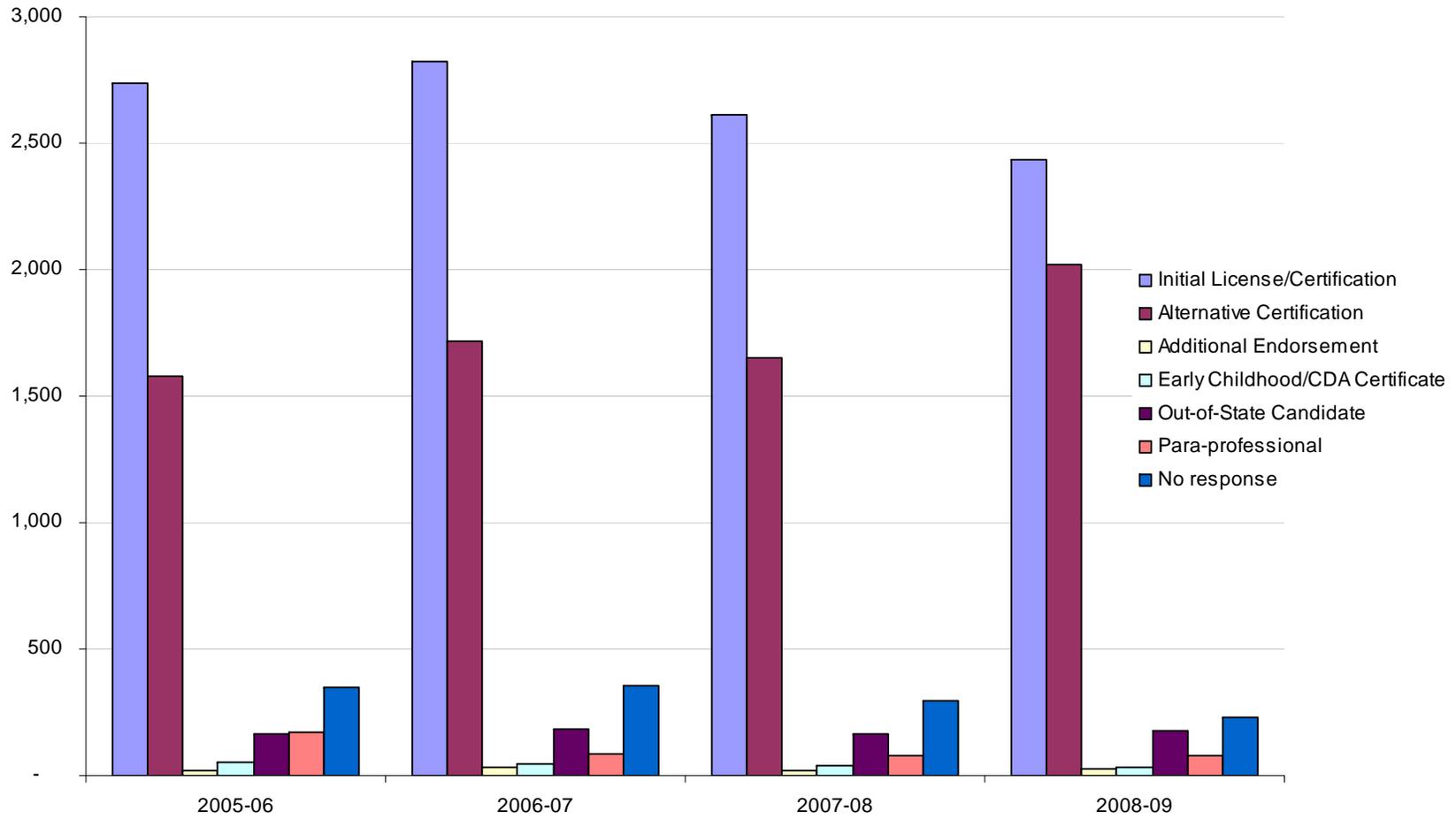


CHART 5  
 OGET TEST TAKERS BY ROUTE TO CERTIFICATION  
 2005-06 TO 2008-09





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

**MINUTES**

**Seven Hundred Twenty-Fifth Meeting**



March 11, 2010

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

Minutes of the Seven Hundred Twenty-Fifth Meeting  
March 11, 2010

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**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Twenty-Fifth Meeting  
of the  
Oklahoma State Regents for Higher Education  
March 11, 2010**

- 1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 1 p.m. on Thursday, March 11, 2010, in the Regents Conference Room of the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 17, 2009. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- 2. CALL TO ORDER.** Regent Price called the meeting to order and presided. Present for the meeting were State Regents Bill Burgess, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey.
- 3. MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Harrel, to approve the minutes of the State Regents' Committee-of-the-Whole on February 11, 2010, and the State Regents' regular meeting on February 11, 2010. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Burgess. Voting against the motion were none.
- 4. REPORT OF THE CHAIRMAN.** Chairman Price thanked presidents, administrators, and faculty across the State System of Higher Education for their continued efforts to provide a quality education to a growing number of students in spite of the difficult budget constraints. He congratulated Chancellor Glen D. Johnson on the recent naming of the Southeastern Oklahoma State University Student Union in his honor. Chairman Price indicated that Northeastern State University had announced that the Northeastern Educational Technology (NET) building will be renamed the W. Roger Webb Educational Technology Center in a dedication ceremony on April 21, 2010.

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen D. Johnson thanked Chairman Price and all the Regents for their congratulations. He provided Regents with an update on events, including the Nigh Scholars and the Tulsa Community College Textbook Conference. Chancellor Johnson asked to observe a moment of silence for Dr. Bill Cole, former President of East Central University, who passed away on March 10, 2010, following a brave fight against cancer.
6. **CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM.** Regent Massey made a motion, seconded by Regent Burgess, to approve the selection of the following individuals as Chancellor Hans Brisch Scholarship Program Honorees for the 2010-2011 academic year and to ratify payment of the one-time scholarship award in the amount of \$2,000 to each honoree. Individuals chosen as Chancellor Hans Brisch Scholars for 2010-2011 were: Ms. Austin Christopher, Wright City High School; Ms. Juliann Jantz, Dickson High School; Ms. Quynh Phi, Southeast High School in Oklahoma City; and Mr. Zachary Youngblood, Tushka High School. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, and Price. Voting against the motion were none. The honorees were present to receive their award checks. Honorees also received a congratulatory gift from Chancellor Johnson.
7. **NEW PROGRAMS.**
  - a. Regent Parker made a motion, seconded by Regent Glass, to approve the request from Cameron University to offer the Bachelor of Music Education in Music Education. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Price, and Parker. Voting against the motion were none.
  - b. Regent Parker made a motion, seconded by Regent Glass, to approve the request from Eastern Oklahoma State College to offer the Certificate in Administrative Office Technology. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Price, Parker, and Carson. Voting against the motion were none.
8. **PROGRAM DELETIONS.** Regent Glass made a motion, seconded by Regent Massey, to approve the following requests for program deletions:

- The University of Oklahoma requested to delete the Bachelor of Science in Geosciences and the Bachelor of Science in Laboratory Technology.
- Cameron University requested to delete the Bachelor of Science in Natural Science, the Master of Science in Entrepreneurial Studies, and the Certificate in Entrepreneurship.
- The University of Central Oklahoma requested to delete the Bachelor of Science in Training and Development.
- Tulsa Community College requested to delete the Associate in Applied Science in Information Technologies Convergence.

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

## **9. ACADEMIC POLICY.**

- a. Regent Massey made a motion, seconded by Regent Harrel, to approve the proposed moratorium on institutional function change or exception requests. The proposed moratorium would defer consideration of any requests for changes or exceptions to community college and university functions for at least the next fiscal year, through academic year 2010-2011. The proposed moratorium also limits further expansion of associate degrees by regional universities and Oklahoma State University constituent agencies unless significant demand is documented and full funding resources. Dr. Houston Davis, Vice Chancellor for Academic Affairs, indicated that the moratorium period would be used by State Regents' staff to review the validity of existing function policy to determine if changes should be considered. Voting for the motion were Regents Turpen, Massey, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.
- b. Regents reviewed the posting of revisions to the State Regents' policy statement on *Residence Status of Enrolled Students*, which includes a title change to *In-State/Out-of-State Status of*

*Enrolled Students.* Other revisions included new and updated definitions, clarification of dependent and independent persons, documented foreign nationals, and undocumented students, and changes to the classification of military personnel and their dependents. This item was for posting and did not require State Regents' action.

10. **FINANCIAL AID DATABASE.** Regents received a report from Kevin Crockett, CEO and President of Noel-Levitz, on the development of a financial aid database. The main goals of the database are: to provide the ability to research and report on financial aid related issues; to collect financial aid data to supplement existing student data collected in the State Regents' Unitized Data System (UDS); and to assist institutions by providing information on the impact of student aid on enrollment. Regent Massey made a motion, seconded by Regent Turpen, to accept the report on the financial aid database. Voting for the motion were Regents Massey, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none. A copy of the full report is on file at the State Regents' office.
11. **TEACHER EDUCATION.** Regent Glass made a motion, seconded by Regent Massey, to approve the Teacher Shortage Employment Incentive Program (TSEIP) benefit of \$13,602 for each teacher eligible by December 2010. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.
12. **SPRING 2010 PRELIMINARY ENROLLMENT REPORT.** Chancellor Johnson announced that the increases in enrollment from the previous spring reached nearly 7 percent across the state and noted that the number of first-time freshmen increased 31.7 percent from spring 2009. Regent Massey suggested that the increases in enrollment during the fall and now the spring semesters reflect the public's respect for higher education, particularly during difficult economic situations. Regent Parker made a motion, seconded by Regent Turpen, to accept the Spring 2010 Preliminary Enrollment Report. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, and Price. Voting against the motion were none.

**13. E&G ALLOCATION.**

- a. Regent Parker made a motion, seconded by Regent Turpen, to allocate \$25,560,000 in supplemental appropriations to offset the reduction in state appropriations for the current fiscal year and uphold the tuition freeze agreement implemented for FY2010. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, clarified that the allocations to institutions and constituent agencies were based on the cuts received during FY2010. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Price, and Parker. Voting against the motion were none.
- b. Regent Parker made a motion, seconded by Regent Massey, to approve the allocation of \$1,004,112.33 each to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Price, Parker, and Carson. Voting against the motion were none.

**14. TUITION AND FEES.**

- a. Regents reviewed the requests for academic service fee changes and peer limits for tuition and mandatory fees for FY2011. Vice Chancellor Paliotta explained that the posting of the peer limits each year was required by law. This item was for posting and did not require State Regents' action.
- b. Chairman Price announced that the public hearing on tuition and fees would be held at the State Regents' offices in Oklahoma City on April 27, 2010.

- 15. MASTER LEASE.** Regent Parker made a motion, seconded by Regent Glass, to authorize the submission of master lease projects from four institutions totaling approximately \$14.3 million to the Council of Bond Oversight. Projects included building renovation, HVAC and utilities updates, and administrative software updates. Voting for the motion were Regents Harrel, Turpen, Massey, Price, Parker, Carson, and Glass. Voting against the motion were none.

**16. REVENUE BONDS.**

- a. Regent Parker made a motion, seconded by Regent Massey, to approve for transmittal to the Attorney General of Oklahoma the Statement of Essential Facts for the University of Oklahoma Health Sciences Center, Series 2010A in an amount not to exceed \$21,345,000 and Series 2010B in an amount not to exceed \$11,025,000. Voting for the motion were Regents Turpen, Massey, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.
- b. Regent Parker made a motion, seconded by Regent Massey, to approve for transmittal to the Attorney General of Oklahoma the Statement of Essential Facts for Oklahoma State University, Series 2010A in an amount not to exceed \$45,000,000 and Series 2010B in an amount not to exceed \$20,000,000. Voting for the motion were Regents Massey, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

**17. PURCHASES.** Regent Parker made a motion, seconded by Regent Massey, to approve purchases for amounts that are in excess of \$100,000. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

**18. ITEM DELETED.**

**19. COMMENDATIONS.** Regent Massey made a motion, seconded by Regent Parker, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, and Price. Voting against the motion were none.

**20. EXECUTIVE SESSION.** Mr. Robert Anthony, general counsel for the State Regents, stated that there was not a need for Regents to enter into an executive session.

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

- a. Programs. Approval of institutional requests for program modifications.

- b. Concurrent Enrollment Standards. Approval of Oklahoma State University's concurrent enrollment standards.
- c. Capital. Ratification of capital allotments.
- d. Agency Operations. Ratification of purchases in excess of \$25,000 but not in excess of \$100,000.
- e. Non-academic degrees. Ratification of an honorary degree request from the University of Oklahoma.
- f. Regents' Officers. Ratification of Regent Massey to serve as chairman for the purpose of signing a diploma.

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

**22. REPORTS.** Regent Massey made a motion, seconded by Regent Carson, to approve the following reports:

- a. Programs. Status report on program requests.
- b. Brain Gain "Programs of Excellence" Audit Report.
- c. Annual Reports.
  - (1) Annual Low Productions Program Report
  - (2) 2009 Oklahoma College Savings Plan Annual Program Report
  - (3) 2008-2009 Annual Student Financial Aid Survey
  - (4) Annual Supplemental Pension Report, FY2009
  - (5) Deleted Item.
  - (6) Regents Education Program Annual Report

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

**23. REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. Regent Glass reported that all of the Committee's items had been handled during the meeting.
- b. Budget and Audit Committee. Regent Parker stated that all of the Committee's items had been acted on during the meeting.
- c. Strategic Planning and Personnel Committee. Regent Parker reported that the Committee had no additional action items.
- d. Technology Committee. Regent Glass reported that the Committee had no action items.
- e. Investment Committee. Regent Massey reported that the Committee had no action items.

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

**25. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Price announced that the next regular meeting of the State Regents would be held at 9 a.m. on Thursday, April 22, 2010, at Oklahoma State University in Stillwater, Oklahoma.

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

ATTEST:

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Stuart Price, Chairman

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Julie Carson, Secretary