Agenda

September 9, 2010
NOTE

This document contains recommendations and reports to the State Regents regarding items on the September 9, 2010 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents’ approval or acceptance on September 9, 2010.
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.


ACADEMIC

6. New Programs.
   a. University of Oklahoma. Approval of request to offer the Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings, the Graduate Certificate in Management Information Systems, the Bachelor of Arts in Arabic, the Graduate Certificate in Area Studies, and the Graduate Certificate in Global Studies. Page 1.
   b. Oklahoma State University. Approval of request to offer the Bachelor of Arts in English (085) at Oklahoma State University-Tulsa. Page 17.
   c. Rogers State University. Approval of request to offer the Bachelor of Arts in Military History. Page 23.
   d. Southwestern Oklahoma State University. Approval of request to offer the Associate in Science in American Indian Studies, the Associate in Science in Cheyenne Arapaho Tribal College General Studies, and the Associate in Science in Children’s Teachers. Page 29.
   e. Oklahoma City Community College. Approval of request to offer the Associate in Art in Leisure Services Management. Page 41.
   f. Reach Higher Statewide Degree Completion Program. Approval of request from 12 community colleges and two technical branches to offer the Associate in Art in Enterprise Development and/or Associate in Science in Enterprise Development. Page 47.
7. **Program Deletions.** Approval of institutional requests for program deletions. Page 55.

8. **Academic Policy.**
   a. Approval of the changes to the *Professional Standards* policy regarding University of Oklahoma College of Dentistry Admissions Standards. Page 57.
   b. Tulsa Community College Policy Exceptions for pilot program for Tulsa Public Schools and Tulsa Union Schools regarding concurrent enrollment. Page 63.


10. **FISCAL**

10. **E&G Budget Allocations.**
   b. Approval of grant funds for the Oklahoma Historical Society Higher Education Archives. Page 73.

11. **Tuition and Fees.**
   a. Posting of a special FY11 Academic Service Fee request from the University of Oklahoma College of Dentistry. Page 81.

12. **EPSCoR.**
   b. Approval of Matching Funds for NASA. Page 89.
   c. Approval of Allocation of Matching Funds for the National Science Foundation. Page 91.
   d. Approval of Contract and Allocation of Matching Funds for the National Science Foundation. Page 93.

13. **Contracts.**
   a. Approval of contracts and purchases that exceed $100,000. Page 97.

14. **Item deleted**. Page 103.

**EXECUTIVE**

15. **State Regents' Meetings**. Approval of 2011 State Regents’ meeting dates and authorization to file with the Secretary of State in accordance with the Open Meeting Act. Page 105.


17. **Executive Session**. Page 109.

Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment of the director of academic programs and pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.

Vote to return to open session.

18. **Personnel**. Discussion and possible action regarding the position of director of academic programs. Page 111.

**CONSENT DOCKET**

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

a. **Programs**. Approval of institutional requests for program modifications. Page 119.

b. **Program Reconciliation**. Approval of institutional request. Page 131.

c. **Electronic Media**. Langston University. Request to offer the Bachelor in Business Administration – Management option. Page 133.

d. **Grants**.

   (1) Allocation of Minority Teacher Recruitment Center budget to fund Pre-Collegiate and Collegiate grant programs. Page 135.

   (2) No Child Left Behind. Acceptance of Improving Teacher Quality Grants funds from the United States Department of Education. Page 141.


g. Agency Operations.
   (1) Ratification of purchases in excess of $25,000 but not in excess of $100,000. Page 157.
   (2) Posting of State Regents’ Administrative Policy change to State Regents Committee Structure. Page 161.


20. Reports. Acceptance of reports listed.
   b. Annual Reports.
      (1) Annual Report on Program Requests. (Supplement) Page 175.
      (2) 2009-2010 Annual Accreditation Report. Page 177.

   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.

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

23. Announcement of Next Regular Meeting—9 a.m., Thursday, October 21, 2010, in Oklahoma City.

AGENDA ITEM #6-a:

New Programs.

SUBJECT: University of Oklahoma. Approval of request to offer the Bachelor of Arts in Arabic, the Graduate Certificate in Area Studies, the Graduate Certificate in Global Studies, the Graduate Certificate in Management Information Systems, and the Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s (OU) request to offer the Bachelor of Arts in Arabic, the Graduate Certificate in Area Studies, the Graduate Certificate in Global Studies, the Graduate Certificate in Management Information Systems, and the Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings 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.

- **Bachelor of Arts in Arabic.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 12 students in Fall 2014; and

- **Graduate Certificate in Area Studies.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 10 students in Fall 2014; and

- **Graduate Certificate in Global Studies.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 10 students in Fall 2014; and

- **Graduate Certificate in Management Information Systems.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 6 students in Fall 2013; and
  - Graduates: a minimum of 6 students in 2013-14.

- **Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings.** Continuation beyond Fall 2014 will depend upon:
Majors enrolled: a minimum of 30 students in Fall 2013; and
Graduates: a minimum of 20 students in 2013-14.

BACKGROUND:

Academic Plan
OU’s Academic Plan lists the following institutional priorities and new funding initiatives:

- The University of Oklahoma seeks to become a leading public research university recognized for the quality of bachelor’s degree recipients and ability to enhance the public good through economic development of research and by providing through faculty and alumni, an impact on public policy within strategic areas of research excellence. With the strong economic climate within the country and within the state, OU can move forward aggressively on all components of its strategic plan during the coming year.
- OU’s six-year graduation rate is 56.2 percent based on the entering cohort of Fall 1999 freshmen and it is estimated that 60 percent will be reached within the next five years based on the academic preparedness of subsequent freshman cohorts and their first and second year retention rates. Six-year graduation rates of students, the quality of their writing (as assessed by general education assessment), and their satisfaction with their academic majors as assessed in capstone courses will be measured by general student satisfaction assessment and by assessment of the academic majors. The number of graduating students who have had internationally oriented courses, direct experience with international students at OU and study abroad experiences will be assessed.
- OU seeks to continue and stabilize capabilities to provide training regionally and nationally, and provide alternative avenues for nontraditional students to obtain college degrees through the College of Continuing Education (CCE). OU would like to maintain the level of research expenditures being generated through CCE.
- As the competition to provide educational opportunities to nontraditional students increase and to obtain contracts to provide training to public and private agencies gets even stiffer, OU seeks to maintain and grow this service to the state, region and country which will also generate revenues that support the entire Norman Campus.
- OU seeks to streamline centralized services through updated technology and to continue embedding the best practices of technology within curriculum across all academic disciplines.
- The Office of Informational Technology continues to increase wireless access to the Internet throughout campus and new buildings on campus will capitalize wireless access where appropriate. The Office of Information Technology works to ensure a very robust, redundant system of high band width internet access for the growing research campus.
- Finally, all colleges are working with their instructional faculty to embed best practices technology into their curriculum.

APRA Implementation
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, OU has taken the following program actions in response to APRA:

74 Degrees and/or certificate programs deleted
45 Degrees and/or certificate programs added
Program Review
OU offers 248 degree and/or certificate programs as follows:

- 7 Certificates
- 0 Associate of Arts or Sciences Degrees
- 0 Associate of Applied Science Degrees
- 108 Baccalaureate Degrees
- 80 Master’s Degrees
- 53 Doctoral Degrees
- 0 First Professional Degrees

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

Program Development Process
OU’s faculty developed the proposals, which were reviewed and approved by institutional officials and OU’s governing board.

ANALYSIS:

Bachelor of Arts in Arabic

Program Purpose. The purpose of the proposed degree program is to prepare students for language-related positions in education, international business, international travel, the federal government, and other associated fields.

Program Rationale and Background. The proposed degree program is designed to train students in the language, literature, and culture of the Arab world and to cultivate intellectual, political, and cultural connections between the Arab world and the United States. The focus of the proposed degree program is to provide linguistic and cultural training along with scholarly expertise currently underdeveloped in the state of Oklahoma. The Arabic language is one of the six official languages of the United Nations, spoken by more than 300 million people in more than 20 modern Arab states in the Middle East and used by approximately 1.3 billion Muslims around the globe as the language of their daily religious life. The proposed degree program was inspired by several factors: the prominence of the Arabic language and Arabo-Islamic culture across many disciplines and curricula in the academy; the growing importance of the Middle East regionally and globally; and the increasing student demand for additional course offerings in Arabic. Program majors will be strongly encouraged to have an international experience in an Arabic speaking country during their undergraduate tenure. In general, this will mean participation in a study abroad program. The proposed degree program will give students the tools to be effective in their intellectual and career development. It will assist students in becoming culturally aware and critical thinkers, gaining a profound understanding of Arabic language, literature, culture, history, and philosophy. The proposed degree program will also prepare undergraduates for further graduate or professional studies. The curriculum will consist of language skills courses, bridge courses, English-language literature and culture courses, and advanced content-based courses taught in Arabic. The program will attract transfer students who want to study Arabic language, literature, and culture at more advanced levels. Students can complete the proposed degree program in four years of full time study.
Employment Opportunities. OU states that there is a demand, both nationally and in the state of Oklahoma, for employment in the areas of Arabic language and/or literature. OU cites the International Business Division of the Oklahoma State Department of Commerce, Devon Energy, Chesapeake Energy, and World Neighbors as potential employers. OU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>12</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

Duplication and Impact on Existing Programs. There are no degree programs in Arabic offered in Oklahoma. Approval will not constitute unnecessary duplication, and no State System institution notified the State Regents’ office of a protest to the proposed program.

Curriculum. The proposed program will consist of 120 total credit hours as shown in the following table. No new courses will be added as indicated on the attached curriculum (Attachment A.)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>50</td>
</tr>
<tr>
<td>Core Courses</td>
<td>36</td>
</tr>
<tr>
<td>Support Courses</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
</tr>
</tbody>
</table>

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

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

Financing. The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. OU anticipates increased student enrollment. No additional funding is required.

Program Resource Requirements. Program resource requirements for the Bachelor of Arts in Arabic are shown in the following tables.
## A. Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$39,710</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources*</td>
<td>$314,638</td>
<td>$323,577</td>
<td>$332,784</td>
<td>$342,267</td>
<td>$352,035</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition**</td>
<td>$6,846</td>
<td>$6,846</td>
<td>$6,846</td>
<td>$6,846</td>
<td>$6,846</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$361,194</td>
<td>$330,423</td>
<td>$339,630</td>
<td>$349,113</td>
<td>$358,881</td>
</tr>
</tbody>
</table>

* Amount allocated to the Department of Modern Languages, Literatures, and Linguistics.

** Represents student fees paid associated with enrollment in ARAB1115/1225 ($20) and ARAB 2113/2223 ($15).

## B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff*</td>
<td>$25,166</td>
<td>$25,921</td>
<td>$26,698</td>
<td>$27,499</td>
<td>$28,324</td>
</tr>
<tr>
<td>Faculty**</td>
<td>$272,800</td>
<td>$280,984</td>
<td>$289,414</td>
<td>$298,096</td>
<td>$306,039</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instruction Materials***</td>
<td>$11,672</td>
<td>$11,672</td>
<td>$11,672</td>
<td>$11,672</td>
<td>$11,672</td>
</tr>
<tr>
<td>Library****</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$314,638</td>
<td>$323,577</td>
<td>$332,784</td>
<td>$342,267</td>
<td>$351,035</td>
</tr>
</tbody>
</table>

* Reflects the Arabic program’s share within the departmental budget.

** Based on the current salaries of one tenured faculty, one tenure-track faculty, and two full time instructors.

*** For Language lab and other instructional expenses.

**** For Arabic acquisitions.
Graduate Certificate in Area Studies  
Graduate Certificate in Global Studies

Program Purpose. The purpose of these proposed certificate programs is to provide and enhance knowledge in the global community and international workplace.

Program Rationale and Background. The proposed certificate programs will provide students with an opportunity to complement, enrich, and strengthen existing graduate programs at OU by providing an opportunity to add an international dimension to fields outside of International and Area Studies, such as social and physical sciences, humanities, journalism, architecture, engineering, etc. The number of International and Area Studies undergraduate and graduate students has grown substantially over the past several years. There is a clear awareness that knowledge of global affairs, economics and history, as well as foreign languages, is extremely important for the future success of all. OU has seen tremendous growth in students who are studying other subjects, choosing International and Area Studies for a minor field of study at the undergraduate level. There is a growing desire among those studying various subjects at the graduate level to enhance their education with an international set of courses. Students understand that international skills are important because potential employers are engaging more and more in a global community and workplace. The proposed certificate programs will provide students earning a graduate degree in another field, such as Journalism, Engineering, Anthropology, Earth and Energy, among many others, to expand and strengthen their graduate curriculum to make them and their employers more effective and competitive in the local, national, and international workplace. The curriculum includes 15 graduate credit hours where the students will gain specific exposure to and training in important international topics and regions that will complement and enhance their training in their primary graduate field. There are two significant differences in these certificates. There is a requirement for prospective students in the Area Studies Certificate to enter with a proficiency in foreign language, but not for students in the Global Studies Certificate which is a more general program. Also, the Area Studies Certificate is structured specifically to require the development of knowledge in a specific geographic area, where the Global Studies Certificate is more open. Students will take most of these courses with other Master of Arts in International Studies (337) students, serving to develop links and relationships among student interested in and committed to international issues and education.

Employment Opportunities. OU states that there is a demand, both nationally and in the state of Oklahoma, for employment in the field of international studies. OU cited several potential employers, including the Department of Commerce’s International Business division, the international Non Governmental Organization’s World Neighbors, and various church missions who work with international refugees and migrants. OU is confident there will be sufficient employment opportunities for program graduates.

Student Demand. The proposed certificate programs are expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>10</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>
**Duplication and Impact on Existing Programs.** The proposed certificate program would duplicate the existing degree programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>Graduate Certificate in International Studies (425)</td>
</tr>
</tbody>
</table>

None of the State System institution notified the State Regents office of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate programs will consist of 15 total credit hours as shown in the following tables. No new courses will be added as indicated in the attached curricula (Attachments B and C).

**Graduate Certificate in Area Studies**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>3</td>
</tr>
<tr>
<td>General Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Graduate Certificate in Global Studies**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>3</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td>General Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

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

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

**Financing.** Since the proposed certificate programs will use existing courses and faculty, additional funding is not required.

**Program Resource Requirements.** Program resource requirements for the Graduate Certificate in Area Studies and the Graduate Certificate in Global Studies are shown in the following tables.
### A. Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources*</td>
<td>$3,900</td>
<td>$7,800</td>
<td>$8,700</td>
<td>$14,040</td>
<td>$14,040</td>
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<tr>
<td>State Resources Available through Internal Allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition**</td>
<td>$4,185.50</td>
<td>$18,705.00</td>
<td>$33,223.50</td>
<td>$47,742.00</td>
<td>$66,447.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$8,085.50</strong></td>
<td><strong>$26,505.00</strong></td>
<td><strong>$41,923.50</strong></td>
<td><strong>$61,782.00</strong></td>
<td><strong>$80,487.00</strong></td>
</tr>
</tbody>
</table>

* From existing budget.
** 1 student X 15 hours of coursework X $279.10 in state tuition in yr.1, 3 students X 15 hours of coursework X $279.10 in state tuition (for 2 students) and $688.80 for out of state tuition for 1 student in yr. 2, 5 students X 15 hours of coursework X $279.10 in state tuition (for 3 students) and $688.80 for out of state tuition for 2 students in yr.3, 7 students X 15 hours of coursework X $279.10 in state tuition (for 4 students) and $688.80 out of state tuition for 3 students in yr 4, and 10 students X 15 hours of coursework X $279.10 in state tuition (for 6 students) and $688.80 out of state tuition for 4 students in yr. 5.

### B. Breakdown of Budget

<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative/Other Professional*</td>
<td>$3,900</td>
<td>$7,800</td>
<td>$8,700</td>
<td>$14,040</td>
<td>$14,040</td>
</tr>
<tr>
<td>Faculty**</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,500</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials***</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing (incl. promotional mls for advertising)</td>
<td>$500</td>
<td>$500</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
</tr>
<tr>
<td>Telecommunications****</td>
<td>$100</td>
<td>$100</td>
<td>$150</td>
<td>$150</td>
<td>$150</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$7,000</strong></td>
<td><strong>$10,900</strong></td>
<td><strong>$13,100</strong></td>
<td><strong>$18,440</strong></td>
<td><strong>$18,940</strong></td>
</tr>
</tbody>
</table>

* 1 staff person to work 5 hours per week at $15 per hour for yr. 1, 10 hours per week at $15 per hour for yr. 2, then 15 hours per week at $18 per hour for yrs. 4 & 5.
** Stipend for faculty coordinator.
*** To cover additional computer equipment to support the program with materials and websites.
**** Includes telecom and website costs to advertise and administer the program.
Graduate Certificate in Management Information Systems

Program Purpose. The purpose of the proposed certificate program is to provide graduate training for individuals in Management Information Systems (MIS).

Program Rationale and Background. The proposed certificate program will provide an educational opportunity for students with a specific interest in the core MIS coursework, but who do not wish to complete the full Master of Science in MIS (341) degree program. It is intended to impart critical information technology and development skills to individuals with no formal training in MIS. Coursework will provide an overall understanding of data and systems modeling, utilizing information systems to support decision making and report generation. The need for those skilled in the application of information systems is well documented. The completion of the proposed certificate program will provide students who are matriculating in other programs such as the Master of Business Administration (025) or scientific/technical areas of study with additional capabilities, which in turn will make them more marketable.

Employment Opportunities. OU states that there is a demand, both nationally and in Oklahoma, for employment in the field of MIS. OU cites several businesses and industry who have indicated a shortage of MIS employees, including Devon Energy, Chesapeake Energy, ONEOK, Hertz, Telelogical, and the Federal Aviation Agency. OU is confident there will be sufficient employment opportunities for graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>6</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>6</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

Duplication and Impact on Existing Programs. There are no graduate certificate programs in MIS in Oklahoma. However, the proposed program could duplicate the existing programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>Graduate Certificate in Business Data Mining (464)</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Master of Science in MIS (412)</td>
</tr>
</tbody>
</table>

None of the State System institutions notified the State Regents’ office of a protest to the proposed certificate program. Due to distance and student demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added, as indicated in the attached curriculum (Attachment D).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>4</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
Faculty and Staff. Existing faculty will teach the proposed degree program.

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

Financing. The proposed certificate program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. OU anticipates increased student enrollment. No additional funding is required.

Program Resource Requirements. Program resource requirements for the Graduate Certificate in Information Management Systems are shown in the following tables.

### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Resources Available from Federal Sources</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Resources Available from Other Non-State Sources</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Existing State Resources</strong>*</td>
<td>$708</td>
<td>$708</td>
<td>$1,416</td>
<td>$1,416</td>
<td>$1,416</td>
</tr>
<tr>
<td><strong>State Resources Available through Internal Allocation and reallocation</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Student Tuition</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$708</strong></td>
<td><strong>$708</strong></td>
<td><strong>$1,416</strong></td>
<td><strong>$1,416</strong></td>
<td><strong>$1,416</strong></td>
</tr>
</tbody>
</table>

* From existing budget.

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administrative/Other Professional Staff</strong>*</td>
<td>$708</td>
<td>$708</td>
<td>$1,416</td>
<td>$1,416</td>
<td>$1,416</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Graduate Assistants</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Student Employees</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Equipment and Instructional Materials</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Support Services</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Commodities</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Printing</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Telecommunications</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>B. Breakdown of Budget Expenses/Requirements</td>
<td>1\textsuperscript{st} Year</td>
<td>2\textsuperscript{nd} Year</td>
<td>3\textsuperscript{rd} Year</td>
<td>4\textsuperscript{th} Year</td>
<td>5\textsuperscript{th} Year</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Awards and Grants**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$708</td>
<td>$708</td>
<td>$1,416</td>
<td>$1,416</td>
<td>$1,416</td>
</tr>
</tbody>
</table>

* 1 staff person @$17.70 per hour 1 hour per week for 40 weeks for 1\textsuperscript{st} two years, then 2 hours per week for 40 weeks for years 3-5.

** Teaching awards and grant applications.

\textbf{Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings}

**Program Purpose.** The purpose of the proposed certificate program is to provide educators and administrators the tools to better educate the growing Hispanic populations in their schools.

**Program Rationale and Background.** The proposed certificate program will help bridge the gap that educators face in communication and cultural issues which represent the two greatest barriers for Hispanic English as a Second Language/English Language Learners (ESL/ELL) students and their families. The goal of the proposed certificate program is to incorporate knowledge of communication and culture with pedagogical practices which will both engage and acculturate students in the classroom, school and community. In recent years, Oklahoma and other states in the south and southwest have experienced a large increase in the number of ELL, primarily Hispanic students. The communication issues facing these students can be addressed by increasing educators’ facility of pedagogical language and cultural understanding. Educators must understand cultural values and orientations to promote education and school involvement for immigrant students and their parents (Greenfield, 2006). The increase in Hispanic student population is seen in both urban and rural districts. There is a desperate need to educate school personnel so that they may assist the large Hispanic ELL populations in their schools, which comprise the greatest at-risk segment for school dropouts. The proposed certificate program is comprised of three phases which will involve rural, urban and suburban educators, administrators or other school personnel for a total of 12 months. During each phase of the program the participants will complete a graduate level college course. The first course will be devoted to learning about the Hispanic culture and how this relates to the culture of American schools, language and communication techniques. The next course is devoted to a Spanish language and culture immersion program offered through the Universidad Popular Autonoma del Estado de Puebla. The final course will focus on pedagogical extension and application, upon the students’ return from Mexico. The proposed certificate program will complement any Education degree, including Bachelors, Masters, or Doctorate, for individuals endeavoring to work with Hispanic population in educational settings, as well as prepare them to take the Oklahoma Subject Area Test for ESL to add to their Oklahoma teaching license or certificate.

**Employment Opportunities.** OU states that there is a demand, both nationally and in Oklahoma, for employment in the field of ESL. OU cites multiple sources, including expository research conducted with current teachers in several schools and public school districts within Oklahoma that serve Hispanic student populations. OU states that demand is also demonstrated by a critical shortage of teachers who can assist ESL students as identified by the Oklahoma State Department of Education. Additionally, the Teach Grants and Future Teacher Scholarship application forms underscore the need for ESL and foreign language teachers as critical shortage areas. OU states that employers such as the three large school districts of Oklahoma City, Tulsa, and Norman, have expressed a particular interest in professional development opportunities in advanced study for their current ESL teaching staff and for teachers in
schools with large numbers of ESL students. OU is confident there will be sufficient employment opportunities for graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>30</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>20</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Duplication and Impact on Existing Programs.** There are no graduate certificate programs in ELS/ELL in Oklahoma. However, the proposed program could duplicate some content of the existing programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>Master of Arts in English (009) with an option in Teaching English as a Second Language</td>
</tr>
<tr>
<td>Langston University</td>
<td>Master of Education in Education (052) with an option in English as a Second Language</td>
</tr>
</tbody>
</table>

None of the State System institutions notified the State Regents’ office of a protest to the proposed certificate program. Due to distance and student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 16 total credit hours as shown in the following table. Three new courses will be added as indicated in the attached curriculum (Attachment E).

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

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

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

**Financing.** The proposed certificate program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. OU anticipates increased student enrollment. No additional funding is required.

**Program Resource Requirements.** Program resource requirements for the *Graduate Certificate in Communication, Culture, and Pedagogy for Hispanic Populations in Educational Settings* are shown in the following tables.
### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Internal Allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition*</td>
<td>$16,620</td>
<td>$33,240</td>
<td>$49,860</td>
<td>$66,480</td>
<td>$83,100</td>
</tr>
<tr>
<td>Student Fees**</td>
<td>$750</td>
<td>$1,500</td>
<td>$2,250</td>
<td>$3,000</td>
<td>$3,750</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$17,370</strong></td>
<td><strong>$34,740</strong></td>
<td><strong>$52,110</strong></td>
<td><strong>$69,480</strong></td>
<td><strong>$86,850</strong></td>
</tr>
</tbody>
</table>

* 5 students x $277 in yr 1; 10 students x $277 in yr 2; 15 students x $277 in yr 3; 20 students x $277 in yr 4; 25 students x $277 in yr 5.

** 5 students x $150 in yr 1; 10 students x $150 in yr 2; 15 students x $150 in yr 3; 20 students x $150 in yr 4; 25 students x $150 in yr 5.

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$754</td>
<td>$1,508</td>
<td>$1,508</td>
<td>$1,508</td>
<td>$1,508</td>
</tr>
<tr>
<td>Administrative/Other Professional Staff*</td>
<td>$108</td>
<td>$216</td>
<td>$216</td>
<td>$216</td>
<td>$216</td>
</tr>
<tr>
<td>Faculty**</td>
<td>$6,799</td>
<td>$6,799</td>
<td>$6,799</td>
<td>$6,799</td>
<td>$6,799</td>
</tr>
<tr>
<td>Graduate Assistants***</td>
<td>$9,586</td>
<td>$17,573</td>
<td>$17,573</td>
<td>$17,573</td>
<td>$17,573</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing****</td>
<td>$400</td>
<td>$800</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel (supervisor/GTA travel to Puebla)</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$18,647</strong></td>
<td><strong>$27,896</strong></td>
<td><strong>$28,296</strong></td>
<td><strong>$28,296</strong></td>
<td><strong>$28,296</strong></td>
</tr>
</tbody>
</table>

* Secretarial staff 1 hr per week @ $14.50 per hour for yr 1; 2 hrs per week in yrs 2-5: Staff to prepare brochure 5 hrs per week @ $21.63 per hour for yr 1; 10 hrs per week for yrs 2-5.
** Current stipend for an Assistant Professor teaching a 6 hour course
*** 2 OU Graduate Teaching Assistants (GTA) at .50 for yr 1; 1 OU GTA at .50 and 1 GTA 12 month appointment @ $12,780 for yrs 2-5.
**** Cost of printing 500 brochures @ .80 each in yr 1; 1000 brochures in yr 2; 1500 brochures in 3-5.
<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td><strong>50</strong></td>
</tr>
<tr>
<td><strong>Program Core Requirements (Requires 36 hours beyond Arabic 115 and Arabic 1225)</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td>ARAB 1115 Beginning Arabic</td>
<td>(5)</td>
</tr>
<tr>
<td>ARAB 1225 Beginning Arabic (continued)</td>
<td>(5)</td>
</tr>
<tr>
<td>ARAB 2013 Intermediate Conversational Arabic</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 2113 Intermediate Arabic</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 2223 Intermediate Arabic (continued)</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3013 Colloquial Egyptian Arabic</td>
<td>OR 3</td>
</tr>
<tr>
<td>ARAB 3023 Colloquial Syrian Arabic</td>
<td></td>
</tr>
<tr>
<td>ARAB 3113 Advanced Arabic</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3223 Advanced Arabic (continued)</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 4413 Arabic Structure</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 4433 Arabic Media and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 4443 Readings in Islamic Religious Texts</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 4993 Reading in Contemporary Arab Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3413 Arabic Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3453 The World of the Arabian Nights OR</td>
<td>3</td>
</tr>
<tr>
<td>ARAB 3463 Arab Cultures and Society Through Modern Fiction</td>
<td></td>
</tr>
<tr>
<td><strong>Support Courses</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>Six Hours chosen from a list available from the Department of Modern Languages, Literatures, and Linguistics. These courses may include courses in anthropology, architecture, geography, history, history of science, international and area studies, political science, and religious studies.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td>Electives to bring total hours to 120, including 48 upper division hours</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
### ATTACHMENT B

**UNIVERSITY OF OKLAHOMA**  
**GRADUATE CERTIFICATE IN AREA STUDIES**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>3</td>
</tr>
<tr>
<td>IAS 5113 Field Seminar in International Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Electives</strong> (Select one of the following)</td>
<td>3</td>
</tr>
<tr>
<td>IAS 5503 Theory and Practice of International Politics</td>
<td>3</td>
</tr>
<tr>
<td>IAS 5053 Global History</td>
<td>3</td>
</tr>
<tr>
<td>IAS 5523 Global Political Economy</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td>Select 9 hours of electives in International and Comparative Studies as approved by the graduate liaison.</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### ATTACHMENT C

**UNIVERSITY OF OKLAHOMA**  
**GRADUATE CERTIFICATE IN GLOBAL STUDIES**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>3</td>
</tr>
<tr>
<td>IAS 5113 Field Seminar in International Studies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Electives</strong> (Select one of the following)</td>
<td>6</td>
</tr>
<tr>
<td>IAS 5503 Theory and Practice of International Politics</td>
<td>3</td>
</tr>
<tr>
<td>IAS 5053 Global History</td>
<td>3</td>
</tr>
<tr>
<td>IAS 5523 Global Political Economy</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td>Select 6 hours of electives in International and Comparative Studies as approved by the graduate liaison.</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
### ATTACHMENT D

**UNIVERSITY OF OKLAHOMA**  
**GRADUATE CERTIFICATE IN MANAGEMENT INFORMATION SYSTEMS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 5612</td>
<td>Database Design and Administration</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5622</td>
<td>Systems Analysis and Design</td>
<td>2</td>
</tr>
</tbody>
</table>

**Guided Electives** (Select one of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 5682</td>
<td>Business Data Analysis OR</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5782</td>
<td>Advanced Database Management</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional Courses to meet total of 12 credit hours:  
*Choose from the following*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 5602</td>
<td>Management Information Systems (evening section only)</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5652</td>
<td>Knowledge Management</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5662</td>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5642</td>
<td>IT Management</td>
<td>2</td>
</tr>
<tr>
<td>MIS 5792</td>
<td>Systems Architecture and Design OR</td>
<td>2-3</td>
</tr>
<tr>
<td>MIS 5993</td>
<td>System Design and Implementation</td>
<td></td>
</tr>
</tbody>
</table>

**Total**  
12

### ATTACHMENT E

**UNIVERSITY OF OKLAHOMA**  
**GRADUATE CERTIFICATE IN COMMUNICATION, CULTURE, AND PEDAGOGY FOR HISPANIC POPULATIONS IN EDUCATIONAL SETTINGS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5106*</td>
<td>Culture and Communication Techniques for ESL/ELL</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 5114*</td>
<td>Immersion in Language, Culture and Pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 5126*</td>
<td>Application and Pedagogy</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total**  
16

*Asterisk denotes new course.*
AGENDA ITEM #6-b:

New Programs.

SUBJECT: Oklahoma State University. Approval of request to offer the Bachelor of Arts in English in Tulsa.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University’s (OSU) request to offer in Tulsa the Bachelor of Arts in English along with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Bachelor of Arts in English.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 10 students in Fall 2013; and

BACKGROUND:

Academic Plan

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

- Improving student retention and graduation rates;
- Incorporating technology into learning to enhance educational opportunities;
- Continuing the research initiative begun in 2000-2001;
- Promoting international involvement, focusing on establishing partnerships with other countries; and
- Using new or reallocated funds to propose new programs.

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 | 75 |
| Degrees and/or certificate programs added  | 67 |
Program Review
OSU offers 223 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>15</td>
</tr>
<tr>
<td>Associate of Arts or Sciences Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Associate of Applied Science Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>95</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>69</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>44</td>
</tr>
<tr>
<td>First Professional Degrees</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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 policy.

Bachelor of Arts in English

Program purpose. The purpose of this program is to offer the existing Bachelor of Arts (BA) in English with an option in American Sign Language degree on the Tulsa campus.

Program rationale and background. The proposed program is designed to meet the growing demand in Tulsa for baccalaureate degrees. The “Tulsa Achieves” initiative will encourage Tulsa Community College enrollment and higher complete of associate degrees in the Tulsa area. Many of these students will not be able to leave the Tulsa area due to limited financial resources, job commitments, or family responsibilities. The proposed program has been available to OSU students since 1899 on the Stillwater campus. Several English courses have been previously and are currently being offered in Tulsa to meet the needs of related degrees and to fulfill general education requirements. Enrollment in these courses has generated an average of 762 student credit hours in the past three years. Six additional sections of English courses will be offered in Tulsa annually to meet the increased course and section needs for majors in the discipline. On a five-year average, OSU indicates 212 students major in English, with as many as 25 of these students coming from the Tulsa campus enrollments. Eight to ten students per year are enrolled in the Associate of Arts in Communications (005) with an option in Interpreter Education degree program at Tulsa Community College. In addition, over 30 students at Tulsa Community College have declared a major in English as their degree of choice and over 500 students declared a Liberal Studies major. These numbers represent a high student pipeline for the proposed program.

Employment opportunities. In 2002, the Oklahoma Educational Interpreter for the Deaf Act was passed, requiring persons functioning as interpreters in public schools to attain a bachelor’s degree and by 2012 interpreters will not be able to earn the highest level of national certification for sign language interpreters unless they have a bachelor’s degree. OSU states that there is a demand in the Tulsa area for degree holders in a variety of disciplines. Several employers, including The Williams Center, Davis,
Tuttle Venture Partners, AEP Public Service Company of Oklahoma, BKD-LLP, ONEOK, The NORDAM Group, Helmerich & Payne, Inc, the Arts and Humanities Council of Tulsa, as well as public school superintendents and other agencies have written letters of support for OSU’s proposed programs to be offered in Tulsa. Those entities have indicated a need for both employees and an educated workforce. OSU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>10</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** The proposed extension of the B.A. in English by OSU to the OSU-Tulsa campus originally was forwarded in the spring of 2008. At that time, multiple institutions - both in the Tulsa area and around the state - had questions surrounding processes for approval of programs in the Tulsa area, rationale for declarations of unnecessary duplication, and historical precedents regarding protections of academic programs.

Consistent with the recently developed OSRHE plan for review of academic programs delivered in the immediate Tulsa area by Oklahoma public universities and colleges, this degree program has been reviewed to ensure no unjustifiable program duplication and to ensure that the needs of all Tulsa area students are met. This review is consistent with OSHRE Policy 3.4 and involves consideration of student demand for the program, employer demand for the program, demand for services or intellectual property of the program, and alternative forms of delivery and consortial or joint programs. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program (whether or not it is a new academic program or an extension of an existing program) is sufficiently different from the existing program(s) offered by other institutions or that access to the existing program(s) is sufficiently limited to warrant initiation of a new program offering.

The B.A. in English represents a core program of higher education generally and most universities in the Oklahoma system offer the degree. State Regents *Academic Program Approval* policy specifies that “Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessary duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs” (3.4.6 H).

Due to demand demonstrated by OSU, no duplication issues relative to Langston University – Tulsa, the policy understanding of duplication of core areas in the basic liberal arts, and OSU’s statewide mission, approval of this program to be offered by OSU in Tulsa will not constitute unnecessary duplication. This academic program and all other postsecondary programs in the state system currently delivered in the immediate Tulsa area will be inventoried and tracked for performance as a part of the annual Tulsa Accountability Report designed to monitor academic program delivery and productivity statistics for institutions in the Tulsa area.

**Curriculum.** The proposed degree program will consist of 120 total credit hours as shown in the following table. This curriculum mirrors the requirements of the existing program offerings on the OSU
main campus in Stillwater. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>40</td>
</tr>
<tr>
<td>Departmental Requirements</td>
<td>21</td>
</tr>
<tr>
<td>Major Courses</td>
<td>54</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Faculty and staff.** OSU-Tulsa proposes adding two tenure-track faculty in the Department of English and one adjunct faculty to the program in Tulsa as funds become available.

**Support services.** The library, facilities, and equipment at OSU-Tulsa are adequate for this program.

**Financing.** Since OSU currently offers courses in English, the proposed program will use existing resources and reallocation from the OSU (Tulsa) reserves to fund the program. No additional funds are requested from the State Regents for this proposal. The program will be launched only if OSU-Tulsa is able to provide the funds to support the program.

Attachment
# OKLAHOMA STATE UNIVERSITY (TULSA*)
## BACHELOR OF ARTS IN ENGLISH

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>40</td>
</tr>
<tr>
<td>Articulation agreements for general education courses are in place with Tulsa Community College</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Departmental Requirements</strong></th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S 1111 Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 2543</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2773</td>
<td>3</td>
</tr>
<tr>
<td>Other Arts and Humanities Course</td>
<td>3</td>
</tr>
<tr>
<td>Natural and Mathematical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Major Courses</strong></th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2243</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3303</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4043</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4080</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4013</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4083</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4093</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4343</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4353</td>
<td>3</td>
</tr>
<tr>
<td>12 hours of American Sign Language or linguistics</td>
<td>12</td>
</tr>
<tr>
<td>15 hours from two or more cognate areas</td>
<td>15</td>
</tr>
<tr>
<td>Social and Cultural Studies</td>
<td></td>
</tr>
<tr>
<td>Language and Communication</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elective Courses</strong> (Select 5 hours)</th>
<th>5</th>
</tr>
</thead>
</table>

| **Total** | 120 |

*The degree requirements for the Tulsa offering will be consistent with the degree requirements for the offering on the Stillwater campus.*
AGENDA ITEM #6-c:

New Programs.

SUBJECT: Rogers State University. Approval of request to offer the Bachelor of Arts in Military History.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University’s (RSU) request to offer the Bachelor of Arts in Military History along with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Bachelor of Arts in Military History. Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 20 students in Fall 2014 and
  - Graduates: a minimum of 9 students in 2013-14.

BACKGROUND:

Academic Plan

RSU’s Academic Plan lists the following institutional priorities:

- Development and implementation of at least five new baccalaureate degrees; implementation of a new co-curricular program in music; further development of the Honors Program, Presidential Leadership Program and the Washington Center Internship Program. Additionally, a major project during the year will be continued conversion of RSU’s online curricula from eCollege to WebCT.

- Continue to expand course offerings on the Bartlesville campus including the four year programs in Business Administration and Social Sciences. The Bachelor of Science in Business Administration will be the first bachelor’s degree to be offered completely at the Bartlesville campus.

- The Center for Teaching and Learning will continue to provide direct day-to-day faculty support with the development of online materials through one-on-one training and small faculty groups. Workshops continue to be offered on tools such as MERLOT, RESPONDUS and other new software titles available in the Faculty Multimedia Laboratory.

- New Speech and Debate teams will be planned under the guidance of the Communications and Fine Arts faculty.

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

- 54 Degrees and/or certificate programs deleted
- 14 Degrees and/or certificate programs added

Program Review
RSU offers 95 degree and/or certificate programs as follows:

- 1 Certificates
- 0 Associate of Arts or Sciences Degrees
- 2 Associate of Applied Science Degrees
- 63 Baccalaureate Degrees
- 29 Master’s Degrees
- 0 Doctoral Degrees
- 0 First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with RSU’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
RSU faculty developed the proposal, which was reviewed and approved by institutional officials and RSU’s governing board.

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

ANALYSIS:

Bachelor of Arts in Military History

Program Purpose. The purpose of the proposed degree program is to prepare students for employment in the military, higher education, law, public administration, government, and/or in various security related professions.

Program Rationale and Background. The proposed degree program is designed to assist students in achieving their primary professional and personal goals, including graduating with sufficiently competitive skills and knowledge to obtain meaningful employment and facilitate reasonable career advancement in higher education, the military profession, or private business. In addition to enhancing students’ employment opportunities, the proposed degree program will prepare students for graduate school and a career in higher education. RSU is a successor institution for the Oklahoma Military Academy (OMA) which served Oklahoma and the nation from 1919 to 1971. The proposed degree program recaptures the OMA tradition. In addition to attracting current service members, the proposed degree program should prove attractive to traditional incoming students who are interested in a career in
the military. A baccalaureate degree is one of the requirements for entrance into the military as a commissioned officer. The outcomes for the proposed degree program include: 1) critical evaluation of key events and issues in American History, world civilization, and military history; 2) examination of the complex role the military has played in United States history, on and off the battlefield; and 3) critical examination of key issues in military history. Recent expansion of the GI Bill has resulted in a significant expansion of veterans seeking higher education, with reports that an estimated 500,000 veterans enrolled in higher education in the Fall 2009 semester (Hall, 2009; Muchmore, 2009). RSU distributed a large number of surveys to both currently enrolled RSU students and students who were in 16 local high school social science departments, as well as to 11 local Junior ROTC programs. The results indicated a robust interest in the proposed degree program. RSU indicates strong interest, with a measurable increase in overall enrollment.

**Employment Opportunities.** RSU states that there is a demand, both nationally and in Oklahoma, for program graduates. RSU cites statistics from professional journals that the military will be a significant employer of the proposed degree program. Other places of employment listed are the National Park Service, Oklahoma State Parks, Oklahoma State Historical Society, business employers and higher education institutions. RSU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>20</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>9</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Duplication and Impact on Existing Programs.** There are no degree programs in Military History offered in Oklahoma. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 126 total credit hours as shown in the following table. Nine new courses will be added as indicated on the attached curriculum (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>41</td>
</tr>
<tr>
<td>General History Courses</td>
<td>9</td>
</tr>
<tr>
<td>Core Courses</td>
<td>28</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>18</td>
</tr>
<tr>
<td>General Electives Courses</td>
<td>6-12</td>
</tr>
<tr>
<td>Minor Courses</td>
<td>18-24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

**Faculty and Staff.** Existing faculty will teach the proposed degree program.

**Support Services.** The library, facilities and equipment are adequate.
**Financing.** RSU will use existing funds for the proposed degree program. No additional funding is requested from the State Regents for this program.

**Program Resource Requirements.** Program resource requirements are shown in the following tables.

### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition*</td>
<td>$22,200</td>
<td>$24,300</td>
<td>$36,330</td>
<td>$43,440</td>
<td>$60,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$22,200</strong></td>
<td><strong>$24,300</strong></td>
<td><strong>$36,330</strong></td>
<td><strong>$43,440</strong></td>
<td><strong>$60,000</strong></td>
</tr>
</tbody>
</table>

* 5 students x 30 credit hours @ $148 per credit hour in yr 1; 5 students x 30 credit hours @ $162 per credit hour in yr 2; 7 students x 30 credit hours @ $173 per credit hour in yr 3; 8 students x 30 credit hours @ $181 per credit hour in yr 4; 10 students x 30 credit hours @ $200 per credit hour in yr 5.

### B. Breakdown of Budget

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative/Other Professional</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty*</td>
<td>$11,100</td>
<td>$11,100</td>
<td>$18,500</td>
<td>$18,500</td>
<td>$18,500</td>
</tr>
<tr>
<td>Student Employees**</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$5,200</td>
<td>$5,200</td>
<td>$5,200</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing (recruitment materials)</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$15,200</strong></td>
<td><strong>$15,200</strong></td>
<td><strong>$25,200</strong></td>
<td><strong>$25,200</strong></td>
<td><strong>$25,200</strong></td>
</tr>
</tbody>
</table>

* Adjunct faculty for 18 credit hours for yrs 1-2; 30 credit hours for yrs 3-5
** One work study student for yrs 1-2. Two work study students for yrs 3-5

Attachment
## ROGERS STATE UNIVERSITY
### BACHELOR OF ARTS IN MILITARY HISTORY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>41</td>
</tr>
<tr>
<td>General History Courses</td>
<td>9</td>
</tr>
<tr>
<td>Core Courses</td>
<td>28</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>18</td>
</tr>
<tr>
<td>General Elective Courses</td>
<td>6-12</td>
</tr>
<tr>
<td>Minor Courses</td>
<td>18-24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>126</strong></td>
</tr>
</tbody>
</table>

* Asterisk denotes new courses

#### General Education Courses
Students will be required to take HIST 2483 (American History to 1877) and *GEOG 2243 (Human Geography) as part of their General Education requirements.

#### General History Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2013</td>
<td>World Civilization I</td>
</tr>
<tr>
<td>HIST 2023</td>
<td>World Civilization II</td>
</tr>
<tr>
<td>HIST 2493</td>
<td>American History Since 1877</td>
</tr>
</tbody>
</table>

#### Core Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3013</td>
<td>Modern Europe OR</td>
</tr>
<tr>
<td>HIST 3033*</td>
<td>Modern East Asia</td>
</tr>
<tr>
<td>HIST 3123</td>
<td>Introduction to Military History</td>
</tr>
<tr>
<td>HIST 3243</td>
<td>Writing and Research for Historians</td>
</tr>
<tr>
<td>HIST* /SOC 3323</td>
<td>War and Society</td>
</tr>
<tr>
<td>HIST 3613*</td>
<td>War, Ethics, and Religion</td>
</tr>
<tr>
<td>HIST 3653</td>
<td>War and Technology</td>
</tr>
<tr>
<td>HIST 4313*</td>
<td>Readings in Military Leadership/Strategy</td>
</tr>
<tr>
<td>HIST 4511*</td>
<td>Military History Senior Capstone</td>
</tr>
<tr>
<td>SBS 3013</td>
<td>Research Methods I: Research Designs</td>
</tr>
<tr>
<td>SBS 3113</td>
<td>Qualitative Research Methods</td>
</tr>
</tbody>
</table>

#### Guided Elective Courses
(Select 18 hours from the following)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3023</td>
<td>The Civil War: Seminal Event in American History</td>
</tr>
<tr>
<td>HIST 3343*</td>
<td>World War II: The European Theater</td>
</tr>
<tr>
<td>HIST 3353*</td>
<td>World War II: The Pacific Theater</td>
</tr>
<tr>
<td>HIST 3533</td>
<td>The Vietnam Conflict</td>
</tr>
<tr>
<td>HIST 3950*</td>
<td>Special Topics in Military History</td>
</tr>
<tr>
<td>HIST 4013</td>
<td>Nazi Germany</td>
</tr>
<tr>
<td>HIST 4123</td>
<td>Revolutionary America 1763-1783</td>
</tr>
<tr>
<td>POLS 3053</td>
<td>International Relations</td>
</tr>
<tr>
<td>POLS 4033</td>
<td>American Foreign Policy</td>
</tr>
</tbody>
</table>

#### General Elective Courses
6-12

#### Minor Courses
18-24

*(Military History majors may not minor in History)*
AGENDA ITEM #6-d:

New Programs.

SUBJECT: Southwestern Oklahoma State University. Approval of request to offer the Associate in Science in American Indian Studies, the Associate in Science in Cheyenne Arapaho Tribal College General Studies, and the Associate in Science in Children’s Teachers.

RECOMMENDATION:

It is recommended that the State Regents approve Southwestern Oklahoma State University’s (SWOSU) request to offer the Associate in Science in American Indian Studies, the Associate in Science in Cheyenne Arapaho Tribal College General Studies, and the Associate in Science in Children’s Teachers with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Science in American Indian Studies.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 25 students in Fall 2013; and
  - Graduates: a minimum of 10 students in 2013-14.

- **Associate in Science in Cheyenne Arapaho Tribal College General Studies.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 25 students in Fall 2013; and
  - Graduates: a minimum of 10 students in 2013-14.

- **Associate in Science in Children’s Teachers.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 25 students in Fall 2013; and
  - Graduates: a minimum of 10 students in 2013-14.

BACKGROUND:

**Academic Plan**

SWOSU’s Academic Plan lists the following institutional priorities:

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

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

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

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

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

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

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

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

**POLICY ISSUES:**

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

**ANALYSIS:**

SWOSU has been working with the Cheyenne Arapaho Tribal College as it develops and plans to seek independent accreditation status as a tribal college. The mission of the Cheyenne and Arapaho Tribal College is to provide quality culturally based and academically rigorous general education for tribal and non-tribal citizens. The College collaborates with SWOSU to share faculty and resources while in this transitional period of development.
**Program Purpose.** The proposed degree programs are designed to meet the increasing demands of a diversified workforce for individuals who possess culturally diverse knowledge areas and skills who will be employed in western Oklahoma and other regions of Indian country and to offer programs which will allow students to seamlessly transfer into a SWOSU baccalaureate degree program of choice.

**Program Rationale and Background.** The proposed degree programs are designed to offer opportunities for students who wish to develop cultural competencies and prepare themselves to find employment in a diversified workforce. The main focus of the proposed programs is upon traditional tribal knowledge, quality of life, and enhancing the status of American Indians in contemporary American. An essential component enables students to seek employment in various job fields, especially in tribal job related agencies. The curriculum includes a general education component that teaches facts, values, understanding, skills, and attitudes. Additionally, successful students will complete a disciplined core component that provides the study of American history, culture, perspectives, and contemporary life that develops cultural competencies. Completion of the proposed degree programs will serve as assurance to employers that the employee possesses diversified skills particularly suited for tribal related agencies and tribal governments.

**Employment Opportunities.** SWOSU indicates that program graduates will be in high demand. There is an aging workforce in tribal related agencies that is facing a 40 percent retirement rate that students with this degree/training can step in and fill. Furthermore, the Cheyenne and Arapaho Tribes, as a sovereign, entity is seeking to employ more of its younger and educated tribal members in operating and managing its tribal governmental functions and activities. SWOSU is confident there will be sufficient employment opportunities for program graduates.

**Student Demand.** The Associate in Science in American Indian Studies is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>25</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>10</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

The Associate in Science in Cheyenne Arapaho Tribal College General Studies is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>25</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>10</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Duplication and Impact on Existing Programs.** The proposed degree programs would duplicate the programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Oklahoma College</td>
<td>Associate in Arts in American Indian Studies</td>
</tr>
</tbody>
</table>
Institutions with existing programs did not notify the State Regents’ office of a protest to the proposed programs. Due to the distance between institutions, increasing student demand, and the partnership between SWOSU and the Cheyenne and Arapaho tribes, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Science in American Indian Studies degree program will consist of 63 total credit hours as shown in the following table. No new courses will be added. For course details, see attached curriculum (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>44</td>
</tr>
<tr>
<td>Core Courses</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

The proposed Associate in Science in Cheyenne Arapaho Tribal College General Studies degree program will consist of 60 total credit hours as shown in the following table. No new courses will be added. For course details, see attached curriculum (Attachment B).

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

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

**Support Services.** The library, facilities, and equipment are adequate to support the proposed programs.

**Financing.** The proposed programs will be fully funded by the Cheyenne and Arapaho Tribes. No additional funding is required.

**Program Resource Requirements.** Program resource requirements for the Associate in Science in American Indian Studies are shown in the following tables.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>A. Funding Sources</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Resources available from Federal sources</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Total Resources available from Other Non-State Sources</strong></td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td></td>
</tr>
<tr>
<td><strong>Existing State Resources</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>State Resources available through internal allocation and reallocation</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Student Tuition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>$17,024</td>
<td>$21,280</td>
<td>$31,920</td>
<td>$31,920</td>
<td>$53,200</td>
</tr>
</tbody>
</table>

* The tribal college will become eligible for federal funding when the Cheyenne and Arapaho Tribal College receives HLC accreditation and AIHEC membership.

** Currently, the Cheyenne and Arapaho Tribal College is completely funded by the Cheyenne and Arapaho Tribes.

*** New students will result in an increased enrollment of 5 students per year, each averaging 15 credit hours per semester, at $137 per credit hour.
### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$30,900</td>
<td>$31,827</td>
<td>$32,782</td>
<td>$33,765</td>
<td>$34,778</td>
</tr>
<tr>
<td>Faculty*</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials**</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing (exams, handouts, and misc)</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$45,700</strong></td>
<td><strong>$46,627</strong></td>
<td><strong>$47,582</strong></td>
<td><strong>$48,565</strong></td>
<td><strong>$49,578</strong></td>
</tr>
</tbody>
</table>

* Adjunct faculty teach courses during evening hours. Includes registration, recruitment and ITV expenses. Also includes salaries of all listed above.

** Will cover expenses for printing of in house developed materials.

Program Resource Requirements for the Associate in Science in Cheyenne Arapaho Tribal College General Studies are shown in the following tables.

### A. Funding Sources

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources available from Federal sources*</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources available from Other Non-State Sources**</td>
<td><strong>$45,000</strong></td>
<td><strong>$45,000</strong></td>
<td><strong>$45,000</strong></td>
<td><strong>$45,000</strong></td>
<td><strong>$45,000</strong></td>
</tr>
<tr>
<td>State Resources available through internal allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition***</td>
<td>$15,120</td>
<td>$15,120</td>
<td>$15,120</td>
<td>$15,120</td>
<td>$15,120</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$60,120</strong></td>
<td><strong>$60,120</strong></td>
<td><strong>$60,120</strong></td>
<td><strong>$60,120</strong></td>
<td><strong>$60,120</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$20,900</td>
<td>$21,827</td>
<td>$22,782</td>
<td>$23,765</td>
<td>$24,778</td>
</tr>
<tr>
<td>Faculty*</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$4,500</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing (exams, handouts, and misc)</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$25,700</strong></td>
<td><strong>$26,627</strong></td>
<td><strong>$27,582</strong></td>
<td><strong>$28,565</strong></td>
<td><strong>$29,578</strong></td>
</tr>
</tbody>
</table>

* Adjunct faculty teach courses during evening hours. Includes registration, recruitment and ITV expenses. Also includes salaries of all listed above.

** Will cover expenses for printing of in house developed materials.

### Associate in Science in Children’s Teachers

**Program Purpose.** The proposed degree program is designed to provide career opportunities to those working in tribal Head Start programs and provide opportunities for those preparing to enter the field of early childhood education.

**Program Rationale and Background.** The proposed degree program is designed to assist students who are tribal Head Start employees seamlessly transfer into a SWOSU baccalaureate degree program in Early Childhood Education. The curriculum has been structured to meet the changing requirements of the federal government for those employed in tribal Head Start programs in western Oklahoma and other regions in Indian country.

The federal government has put forth guidelines for Head Start teachers requiring 50 percent of teachers to have a baccalaureate or advanced degree in early childhood education, or a baccalaureate or advanced degree and coursework equivalent to a major realign to early childhood education, with experience teaching preschool-age children by or not later than September 30, 2013. Guidelines also include the requirement that Head Start teaching assistants have at least a child development associate credential or be enrolled in a program leading to an associate or baccalaureate degree; or be enrolled in a child development associate credential program to be completed within 2 years for September 30, 2013 (Head Start Act, December 12, 2007).

Successful students will complete a general education complement that teaches facts, values, understanding, skills and attitudes. They will also complete a disciplined core component that provides the study of American history, culture, perspectives, and contemporary life that develops cultural
competencies. Additionally, they will successfully complete the lower level courses required in early childhood education. Furthermore, completion of this program plan will serve as assurance to employers that the employee possesses diversified skills particularly suited for tribal related agencies, especially tribal Head Start programs.

The proposed degree program will utilize resources of SWOSU and the Cheyenne and Arapaho Tribes. The Cheyenne and Arapaho Tribal College will be responsible for the administration of the proposed degree program.

**Employment Opportunities.** SWOSU indicates that program graduates will be in high demand. There are several Head Start programs in the area, including Cheyenne and Arapaho programs in Concho, Clinton, and Canton. Additionally, the Kiowa and Caddo tribes also have Head Start programs. Finally, there are numerous non-tribal Head Start program in SWOSU’s service area. With the turnover rate relatively high, the proposed degree program will be able to prepare many workers who are under qualified or unqualified. SWOSU is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>25</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>10</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**Duplication and Impact on Existing Programs.** The proposed degree programs would duplicate the existing degree programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>Associate in Arts in Early Childhood Education</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Associate in Science in Early Childhood</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Associate in Arts in Child Development; option in Early Childhood Education</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Associate in Science in Child Development; options in Early Childhood Education</td>
</tr>
</tbody>
</table>

Institutions with existing programs did not notify the State Regents’ office of a protest to the proposed program. Due to the distance between institutions and increasing student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 64 total credit hours as shown in the following table. No new courses will be added. For course details, see attached curriculum (Attachment C).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>45</td>
</tr>
<tr>
<td>Core Courses</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

**Faculty and Staff.** Existing faculty will teach the proposed degree program. No additional faculty resources are requested.

**Support Services.** The library, facilities, and equipment are adequate.
**Financing.** The proposed degree program will be fully funded by the Cheyenne and Arapaho Tribes. No additional funding is required for these programs.

**Program Resource Requirements.** Program Resource Requirements for the Associate in Science in Children’s Teachers are shown in the following tables.

### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources available from Federal sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources available from Other Non-State Sources*</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
<td>$75,000</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources available through internal allocation and reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition**</td>
<td>$17,024</td>
<td>$21,280</td>
<td>$31,920</td>
<td>$31,920</td>
<td>$53,200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$92,024</strong></td>
<td><strong>$96,280</strong></td>
<td><strong>$106,920</strong></td>
<td><strong>$106,920</strong></td>
<td><strong>$128,200</strong></td>
</tr>
</tbody>
</table>

* Currently, the Cheyenne and Arapaho Tribal College is completely funded by the Cheyenne and Arapaho Tribes.
** 15 students @ $137 per credit hour for 15 credit hours in years 1 and 2; incremental enrollments of 5 students per year at 15 hours in years 3 through 5.

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$1,250</td>
<td>$1,288</td>
<td>$1,326</td>
<td>$1,366</td>
<td>$1,407</td>
</tr>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$30,900</td>
<td>$31,827</td>
<td>$32,782</td>
<td>$33,765</td>
<td>$34,778</td>
</tr>
<tr>
<td>Faculty*</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
<td>$13,500</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials**</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing (exams, handouts, and misc)</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$46,950</strong></td>
<td><strong>$47,915</strong></td>
<td><strong>$48,908</strong></td>
<td><strong>$49,931</strong></td>
<td><strong>$50,985</strong></td>
</tr>
</tbody>
</table>

* Adjunct faculty teach courses during evening hours. Includes registration, recruitment and ITV expenses. Also includes salaries of all listed above.
** Will cover expenses for printing of in house developed materials.
### Associate in Science in American Indian Studies

#### Degree Requirements

<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1143 Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1143 Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COMSC 1022 Computers and Info Access</td>
<td>2</td>
</tr>
<tr>
<td>CATC 1413 American Indian Belief Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1313 Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1004 Biological Concepts (Required)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 1514 Concepts of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1004 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CATC 2133 Tribal Government</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2603 Cheyenne and Arapaho History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1063 United States History</td>
<td>3</td>
</tr>
<tr>
<td>POLSC 1103 American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>CATC 1204 Cheyenne Language I</td>
<td>OR</td>
</tr>
<tr>
<td>CATC 1254 Arapaho Language I</td>
<td>OR</td>
</tr>
<tr>
<td>PSYCH 1003 General Psychology</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATC 1111 Introduction to American Indian Studies</td>
<td>1</td>
</tr>
<tr>
<td>CATC 1402 Cheyenne and Arapaho Constitution</td>
<td>2</td>
</tr>
<tr>
<td>CATC 1553 Literature of the American Indian</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2203 American Indians Today</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 10 hours from the following:

- ACCTG 1123 Introduction to Accounting | 3 |
- ACCTG 2213 Principles of Accounting I | 3 |
- CATC 1001-4 Individual Study | 1-4 |
- CATC 1011-4 Seminar Topic | 1-4 |
- CATC 1214 Cheyenne Language II | OR |
- CATC 1264 Arapaho Language II | 4 |
- CATC 1563 Music of the American Indian | 3 |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATC 2103</td>
<td>Art History of the Plains Indian</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2001-4</td>
<td>Individual Study</td>
<td>1-4</td>
</tr>
<tr>
<td>CATC 2011-4</td>
<td>Seminar Topic</td>
<td>1-4</td>
</tr>
<tr>
<td>CATC 2423</td>
<td>Tribal Economics</td>
<td>3</td>
</tr>
<tr>
<td>GEBUS 1123</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>
ATTACHMENT B

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
ASSOCIATE IN SCIENCE IN CHEYENNE ARAPAHO TRIBAL GENERAL STUDIES

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>44</td>
</tr>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra OR MATH 1143 Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COMSC 1022 Computers and Info Access</td>
<td>2</td>
</tr>
<tr>
<td>CATC 1413 American Indian Belief Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1313 Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1004 Biological Concepts (Required)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 1514 Concepts of Physical Science OR ASTRO 1904 Astronomy OR</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1004 General Chemistry</td>
<td></td>
</tr>
<tr>
<td>CATC 2133 Tribal Government</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2603 Cheyenne and Arapaho History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1063 United States History</td>
<td>3</td>
</tr>
<tr>
<td>POLSC 1103 American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>CATC 1204 Cheyenne Language I OR CATC 1254 Arapaho Language I OR</td>
<td>7</td>
</tr>
<tr>
<td>PSYCH 1003 General Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td>16</td>
</tr>
<tr>
<td>Choose 16 credit hours from course electives</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
</tbody>
</table>
### SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
#### ASSOCIATE IN SCIENCE IN CHILDREN’S TEACHERS

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td><strong>44-46</strong></td>
</tr>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1143 Math Concepts</td>
<td>3</td>
</tr>
<tr>
<td>COMSC 1022 Computers and Info Access</td>
<td>2</td>
</tr>
<tr>
<td>CATC 1413 American Indian Belief Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1313 Introduction to Public Speaking</td>
<td>3</td>
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<tr>
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<td>4</td>
</tr>
<tr>
<td>SCI 1514 Concepts of Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>ASTRO 1904 Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1004 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2133 Tribal Government</td>
<td>3</td>
</tr>
<tr>
<td>CATC 2603 Cheyenne and Arapaho History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1063 United States History</td>
<td>3</td>
</tr>
<tr>
<td>POLSC 1103 American Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>CATC 1204 Cheyenne Language I</td>
<td>3</td>
</tr>
<tr>
<td>CATC 1254 Arapaho Language I</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 1003 General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may also take American Sign Language for 6-7 credit hours.

<table>
<thead>
<tr>
<th><strong>Core Courses</strong></th>
<th><strong>19</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CATC 1533 Literature of the American Indian</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1433 Structural Concepts in Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1443 Structural Concepts in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1934 Geometry for Elementary Teachers</td>
<td>4</td>
</tr>
<tr>
<td>KINES 1153 Nutrition</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 3 credit hours from course electives

Total: 63-65
AGENDA ITEM #6-e:
New Programs.

SUBJECT: Oklahoma City Community College. Approval of request to offer the Associate of Arts in Leisure Service Management.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma City Community College’s (OCCC) request to offer the Associate of Arts in Leisure Service Management along with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Associate of Arts in Leisure Service Management. Continuation beyond Fall 2013 will depend upon:
  Majors enrolled: a minimum of 25 students in Fall 2012; and

BACKGROUND:

Academic Plan
OCCC's Academic Plan lists the following institutional priorities:

The College continues to be aggressive in the development of innovative and unique collaborations and services to strengthen and sustain academic programming. As a means to provide sufficient support for the continuous improvement of academic programs critical to the mission of the College, the following transformations are underway:

- Five new faculty members, nine exempt and five nonexempt staff has been added to Institutional Staffing plan.
- New degrees and certificates of mastery will be under consideration for proposal during this year.
- OCCC will respond to changes in industry demand by modifying its cooperative programs in Manufacturing Technology programs and the Database Management program.

APRA Implementation
In August 1991, the State Regents launched the Academic Planning, Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.
Since 1992, OCCC has taken the following program actions in response to APRA:

54 Degrees and/or certificate programs deleted
14 Degrees and/or certificate programs added

Program Review
OCCC offers 95 degree and/or certificate programs as follows:

1 Certificates
0 Associate of Arts or Sciences Degrees
2 Associate of Applied Science Degrees
63 Baccalaureate Degrees
29 Master’s Degrees
0 Doctoral Degrees
0 First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OCCC’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
OCCC faculty developed the proposal, which was reviewed and approved by institutional officials and OCCC’s governing board.

POLICY ISSUES:

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

ANALYSIS:

Associate of Arts in Leisure Service Management

Program Purpose. The purpose of the proposed degree program is to prepare students for employment in the field of leisure services management.

Program Rationale and Background. The proposed degree program is designed to provide students with the background to pursue careers in the field of leisure services management in order to provide services for children and adults that increase an understanding and enjoyment of and participation in a healthy lifestyle. The proposed degree program will also prepare individuals who have been working in the field for at least five years to sit for the National Recreation and Park certification exam. The field of leisure management is currently experiencing tremendous growth and an increased demand for leisure management professionals is expected. The proposed degree program will support this demand by preparing students for higher levels of education in the field which should translate to better paying jobs, improve status of those already working in the field who lack a degree.

Employment Opportunities. OCCC states that there is a demand, both nationally and in Oklahoma, for program graduates. OCCC cites statistics and data released by the Oklahoma Employment Security Commission in July of 2009 which indicates a projected need for 21,500 more workers or a 15.72 percent increase in the field. The amusement and recreation industry is projected to experience the fourth fastest employment growth in Oklahoma between 2006 and 2016. The industry has an anticipated increase of
26.23 percent and a projected need for 3,280 more workers. OCCC is confident there will be sufficient employment opportunities for program graduates.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum enrollment of majors in the program</td>
<td>25</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Minimum graduates from the program</td>
<td>5</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

**Duplication and Impact on Existing Programs.** The proposed degree program would duplicate the existing programs shown in the following table.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulsa Community College</td>
<td>Associate in Science in Human Services (228) with an option in Therapeutic Recreation.</td>
</tr>
</tbody>
</table>

Institutions with existing programs did not notify the State Regents’ office of a protest to the proposed program. Due to the distance between institutions and increasing student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 61 total credit hours as shown in the following table. Three new courses will be added as indicated on the attached curriculum (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>42</td>
</tr>
<tr>
<td>Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>Guided Elective Courses</td>
<td>9</td>
</tr>
<tr>
<td>Freshman Experience Course</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

**Faculty and Staff.** Existing faculty will teach the proposed degree program.

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

**Financing.** OCCC will reallocate $500 of the Division of Social Sciences’ budget to support the program with materials/professional memberships. The program will be launched with a part time coordinator who would be engaged in marketing efforts to promote the program as well as teach the major courses on an adjunct basis. This would continue until funds become available to hire a full time program director. No additional funding is requested from the State Regents for this program.

**Program Resource Requirements**
Program resource requirements are shown in the following tables.
### A. Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>1(^{st}) Year</th>
<th>2(^{nd}) Year</th>
<th>3(^{rd}) Year</th>
<th>4(^{th}) Year</th>
<th>5(^{th}) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and reallocation*</td>
<td>$450</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Student Tuition**</td>
<td>$10,899.50</td>
<td>$19,618.20</td>
<td>$27,247.50</td>
<td>$38,146.50</td>
<td>$45,775.80</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,349.50</strong></td>
<td><strong>$20,118.20</strong></td>
<td><strong>$27,747.50</strong></td>
<td><strong>$38,646.50</strong></td>
<td><strong>$46,275.80</strong></td>
</tr>
</tbody>
</table>

* Based on the current budget, the Division of Social Sciences would re-allocate $500 of its budget to support the program with materials/professional memberships, etc. as the program director so choose.

** Based on 2009-10 (FY10) tuition-$60.55 per credit hour. Five students in yr 1, 18 students in yr 2, 25 students in yr 3, 35 students in yr 4, and 42 students in yr 5.

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1(^{st}) Year</th>
<th>2(^{nd}) Year</th>
<th>3(^{rd}) Year</th>
<th>4(^{th}) Year</th>
<th>5(^{th}) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Administrative/Other Professional</td>
<td>$300</td>
<td>$300</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty</td>
<td>$9,600</td>
<td>$13,440</td>
<td>$13,440</td>
<td>$13,440</td>
<td>$13,440</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>450</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$10,350</strong></td>
<td><strong>$14,240</strong></td>
<td><strong>$14,240</strong></td>
<td><strong>$14,240</strong></td>
<td><strong>$14,240</strong></td>
</tr>
</tbody>
</table>
## OKLAHOMA CITY COMMUNITY COLLEGE
### ASSOCIATE OF ARTS IN LEISURE SERVICE MANAGEMENT

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Courses</strong></td>
<td>42</td>
</tr>
<tr>
<td><strong>Core Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>*LEIS 2413 Introduction to Leisure Studies</td>
<td>3</td>
</tr>
<tr>
<td>*LEIS 22463 Laboratory in Leisure Studies</td>
<td>3</td>
</tr>
<tr>
<td>*LEIS 2473 Foundation of Leisure Service Leadership</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Elective Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>ECON 2123 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2603 World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2403 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2143 Minorities, Ethnicity and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Freshman Experience Course</strong></td>
<td>1</td>
</tr>
<tr>
<td>SCL 1001 Success in College and Life</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
</tr>
</tbody>
</table>

*Asterisk denotes new courses*
AGENDA ITEM #6-f:

New Programs.

SUBJECT: Carl Albert State College (CASC), Connors State College (CSC), Eastern Oklahoma State College (EOSC), Murray State College (MSC), Northeastern Oklahoma A&M College (NEOAMC), Northern Oklahoma College (NOC), Oklahoma City Community College (OCCC), Redlands Community College (RCC), Rose State College (RSC), Seminole State College (SSC), Tulsa Community College (TCC), Western Oklahoma State College (WOSC), Oklahoma State University-Oklahoma City (OSU-OKC), and Oklahoma State University Institute of Technology (OSUIT). Approval of request to offer the Associate in Arts and the Associate in Science in Enterprise Development as a statewide collaborative program.

RECOMMENDATION:

It is recommended that the State Regents approve CASC, CSC, EOSC, MSC, NEOAMC, NOC, OCCC, RCC, RSC, SSC, TCC, WOSC, OSU-OKC, and OSUIT’s requests to offer the Associate in Arts and the Associate in Science in Enterprise Development as a statewide collaborative program with the stipulation that continuation of the programs on each campus will depend upon meeting the criteria established by the institutions and approved by the State Regents, as described below.

- Associate in Arts and Science in Enterprise Development
  Continuation beyond fall 2014 will depend upon:
  - Majors enrolled: a minimum of 350 students in fall 2013
  - Graduates: a minimum of 120 students in 2013-14

BACKGROUND:

Academic Plans
- CASC, CSC, EOSC, MSC, NEOAMC, NOC, OCCC, RCC, RSC, SSC, TCC, WOSC, OSU-OKC, and OSUIT’s all have submitted Academic Plans which list institutional priorities that include meeting local student needs. CASC, CSC, EOSC, MSC, NEOAMC, NOC, OCCC, RCC, RSC, SSC, TCC, WOSC, OSU-OKC, and OSUIT have collaboratively created this program to serve those students who need a new and innovative path to complete an associate degree.

APRA Implementation
Since 1991-92:
- CASC has deleted 14 degree and/or certificate programs while adding 14 degree and/or certificate programs;
- CSC has deleted 43 degree and/or certificate programs while adding 7 degree and/or certificate programs;
- EOSC has deleted 34 degree and/or certificate programs while adding 11 degree and/or certificate programs;
- MSC has deleted 8 degree and/or certificate programs while adding 4 degree and/or certificate programs;
- NEOAMC has deleted 56 degree and/or certificate programs while adding 14 degree and/or certificate programs;
- NOC has deleted 36 degree and/or certificate programs while adding 18 degree and/or certificate programs;
- OCCC has deleted 46 degree and/or certificate programs while adding 55 degree and/or certificate programs;
- RCC has deleted 44 degree and/or certificate programs while adding 13 degree and/or certificate programs;
- RSC had deleted 53 degree and/or certificate programs while adding 23 degree and/or certificate programs.
- SSC had deleted 12 degree and/or certificate programs while adding 5 degree and/or certificate programs.
- TCC had deleted 77 degree and/or certificate programs while adding 72 degree and/or certificate programs.
- WOSC had deleted 44 degree and/or certificate programs while adding 6 degree and/or certificate programs.
- OSU-OKC had deleted 46 degree and/or certificate programs while adding 43 degree and/or certificate programs.
- OSUIT had deleted 39 degree and/or certificate programs while adding 16 degree and/or certificate programs.

Program Review

- CASC offers 37 degree programs (24 associate, 9 associate in applied science, and 4 certificates);
- CSC offers 25 degree programs (17 associates, 5 associate in applied science, and 3 certificate);
- EOSC offers 35 degree programs (20 associate, 11 associate in applied science, and 4 certificate);
- MSC offers 28 degree programs (17 associate, 10 associate in applied science, and 1 certificate);
- NEOAMC offers 45 degree programs (20 associates, 7 associate in applied science, and 18 certificate);
- NOC offers 37 degree programs (21 associate and 16 associate in applied science);
- OCCC offers 77 degree programs (22 associate, 26 associate in applied science, and 29 certificate);
- RCC offers 31 degree programs (15 associate, 9 associate in applied science, and 7 certificate);
- RSC offers 53 degree programs (24 associate, 20 associate in applied science, and 9 certificate);
- SSC offers 24 degree programs (18 associate, 4 associate in applied science, and 2 certificate).
- TCC offers 103 degree programs (24 associate, 42 associate in applied science, and 37 certificate);
- WOSC offers 20 degree programs (10 associate, 9 associate in applied science, and 1 certificate);
• OSU-OKC offers 48 degree programs (1 baccalaureate of technology, 7 associate, 34 associate in applied science, and 6 certificate);
• OSUIT offers 24 degree programs (3 baccalaureate of technology, 2 associate, and 19 associate in applied science).

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

This is a statewide, collaborative program. The Council on Instruction’s Two-Year Academic Officers group worked to research the workforce needs for an associate degree completion program and designed the curriculum for the degree programs. Care was given to ensure that all courses required for the degree program were courses currently listed on the Course Equivalency Project to guarantee transferability among institutions. Subsequently, the proposals were reviewed and approved by institutional officials at each participating institution. The nature of the collaborative program proposal will utilize existing courses and program sequences at each institution with unique program code identifiers for tracking and measuring success of the initiative. Governing boards at each institution will review the program prior to implementation.

POLICY ISSUES:

This action is consistent with the State Regents’ “Academic Program Approval” policy. In addition, the program promotes the core values of Brain Gain 2010 to raise the number of Oklahoma degree holders. Income per capita is positively correlated to degree holders in each state. States with higher percentages of degree holders have higher per capita incomes for its citizens. This collaborative program will assist Oklahoma’s continuing efforts to increase its percentage of degree holders.

ANALYSIS:

Associate in Arts in Enterprise Development
Associate in Science in Enterprise Development

Program purpose. The purpose of the proposed degree programs is to provide multidisciplinary associate degree completion programs that are adult-friendly in delivery format and accessibility, as well as flexible in development of a coherent sequence of courses which are individualized and relevant to the student’s learning and career goals. The programs will have options in general studies and business administration.

Program rationale/background. The proposed Associate in Arts (AA) in Enterprise Development and Associate in Science (AS) in Enterprise Development degree programs are collaborative initiatives among the community colleges and two technical branches to provide degree completion programs meeting the needs of adult students in our state. Research conducted by State Regents’ staff indicates that 300,000 Oklahomans have some college work, but no degree. Of that number, 87,000 Oklahomans left college with significant work completed with a 2.0 (C average) or better grade point average, but have not completed an associate degree. Further research into this population conducted by a marketing research firm indicates that many of these students have a great desire to return and complete a degree if one was available. Family commitments, work commitments and financial pressures prohibited these adults from completing their degree at the time, but they now want to finish what they started. As many of these
adults hear about completion programs available, they are concerned about costs, quality, accreditation, and time required to complete the programs. Research indicates students would seek a degree completion program if offered by the respected faculty at Oklahoma’s public institutions under the recognized regional accreditation status that all Oklahoma public institutions earn. Students are eager to finish a degree and achieve the dream of a higher education with greater opportunities. These programs will offer a viable means for students to pursue their goals and complete an associate degree program through one of the 14 participating institutions.

**Employment opportunities.** Within the development of the proposed program, business advisory group information and Oklahoma Employment Security Commission data were used to shape the curriculum. Through this program, Oklahoma businesses are expected to grow better employees and expand the potential pool of managers and leaders from within their own ranks. The participating institutions are confident students completing the associate degree will find ample employment opportunities and advancement opportunities.

**Student demand.** The proposed programs are expected to meet the enrollment and graduate standards as aggregate numbers for the initiative by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>350</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>120</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

As a collaborative program, and an interdisciplinary program, productivity standards will reflect the unique nature of the programs. Each institution will be expected to enroll a minimum of 25 students between the AA and AS offerings and graduate a minimum of 5 students each academic year. As an initiative, the 14 institutions expect to see great numbers of students opting for these programs. For final approval of the degree programs for the initiative and a goal to measure initial success, an aggregate number of 350 students will be enrolled across the state in Fall 2014 and an aggregate number of 120 students will graduate across the state by the 2013-14 academic year.

**Duplication/impact on existing programs.** The degree programs are part of a unique state-wide program designed to provide an avenue for working adult students to complete degree programs. Several institutions have general studies and business administration degrees offered to traditional students in traditional formats, as well as some limited online programs. These unique collaborative programs will be offered in intensive formats, utilizing both face-to-face and online instructional delivery to meet the needs of working adult students. Due to differences in target markets for the programs, relative to traditional programs, and increasing student demand for degree completion programs, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree programs will consist of 60 total credit hours with two major option areas in business administration and general studies as shown in the following table. The availability of the AA and AS will allow great flexibility for faculty and advisors to work with individual students to design a program to meet their goals. No new courses will be added, and all courses are included in the Course Equivalency Project (CEP) for guaranteed transfer among institutions. While most degree programs are developed by generating a course list of requirement, this program proposal began by developing a list of core competencies based on employer data, then matching these competencies to courses on the CEP. The general education core competencies include oral and written communication, reading, political and social sciences, mathematics and sciences, technology and languages. These
competencies have been mapped to CEP generic course prefix and number so institutions and students can identify equivalent courses on each campus. For course details, see attached curriculum (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Courses</td>
<td>37</td>
</tr>
<tr>
<td>Core Courses</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*Faculty and staff.* Qualified faculty from each collaboratively participating institution will teach the courses for the proposed degree program, utilizing internal funds and other grant resources to cover instructional costs.

*Support services.* Facilities, library resources, and equipment are adequate at each institution.

*Financing.* The proposed degree program will be funded through tuition generated and existing state resources. One of the hallmarks of the bachelor’s degree option under the current Reach Higher collaborative is the uniform tuition/fee rate which enables effective and consistent statewide marketing of the program. Toward the same end, upon approval of the collaborative academic associate degrees, the two-year campuses through their two-year Presidents Council will work to determine a common tuition and fee rate. This rate will not exceed peer averages, will go through normal fee approval processes with OSRHE this fall, and be set in advance of the marketing period leading up to launch of the program in the spring 2011 semester. No funding for offering the programs is requested from the State Regents directly, however, institutions will be allowed funding for collaborative marketing materials.

Attachment
<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications</strong></td>
<td>9</td>
</tr>
<tr>
<td>E001 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>E002 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SP020 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Political Sciences</strong></td>
<td>6</td>
</tr>
<tr>
<td>HS005 American History to 1877 OR</td>
<td>3</td>
</tr>
<tr>
<td>HS006 American History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>PS101 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3</td>
</tr>
<tr>
<td>MA201 Math General Education OR</td>
<td>3</td>
</tr>
<tr>
<td>MA203 College Algebra OR</td>
<td>3</td>
</tr>
<tr>
<td>ST001 Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Life Sciences</strong></td>
<td>3-4</td>
</tr>
<tr>
<td>BI101 General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BI 201 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>BI 301 Microbiology</td>
<td>4-5</td>
</tr>
<tr>
<td>BI 406 Human Anatomy</td>
<td>4-5</td>
</tr>
<tr>
<td>BI 465 Human Physiology</td>
<td>4-5</td>
</tr>
<tr>
<td><strong>Physical Sciences</strong></td>
<td>3-4</td>
</tr>
<tr>
<td>CH120 Chemistry I</td>
<td>4-5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>CH140</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>GS110</td>
<td>Earth Science</td>
</tr>
<tr>
<td>GE100</td>
<td>Introductory Geology</td>
</tr>
<tr>
<td>GS100</td>
<td>Physical Science</td>
</tr>
<tr>
<td>PH120</td>
<td>General Physics I</td>
</tr>
</tbody>
</table>

### Humanities

|                  | Courses determined by student interest from college humanities offerings. | 3 |

### Social Sciences, Technology, and Language

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SS001</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>WL110-SP</td>
<td>Conversational Spanish or other world language</td>
<td>3-5</td>
</tr>
<tr>
<td>CS000</td>
<td>Elementary Computer Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Options

### Business Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC201</td>
<td>Accounting I (Financial)</td>
<td>3</td>
</tr>
<tr>
<td>AC201</td>
<td>Accounting II (Managerial)</td>
<td>3</td>
</tr>
<tr>
<td>BU410</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BU420</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MK003</td>
<td>Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>ST002</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Business Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Capstone Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

### General Studies

|                  | Courses determined by student’s field of interest from college offerings. | 23 |

### Total

|                  | Total | 60  |
AGENDA ITEM #7:  

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:  

Langston University (LU) requests authorization to delete the Bachelor of Arts in General Studies (041) and the Bachelor of Arts in Gerontology (046).  

Rose State College (RSC) requests authorization to delete the Associate in Science in Human Environmental Science (023), the Certificate in Multimedia Communication (110), and the Certificate in Cyber Security (128).  

POLICY ISSUES:  

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

ANALYSIS:  

LU requests authorization to delete the Bachelor of Arts in General Studies (041) degree program. This program has not met productivity requirements for the past several years. Students have been merged into the Bachelor of Arts in Liberal Education (055) degree program. There are no students remaining in the degree program. No courses will be deleted and there are no funds available for reallocation.  

LU requests authorization to delete the Bachelor of Arts in Gerontology (046) degree program. This degree program continues to yield low student enrollment and graduation rates, thus, is being recommended for deletion. There are nine students remaining in the program, with an anticipated graduation date of Spring 2012. Nineteen courses will be deleted and there are no funds available for reallocation.  

RSC requests authorization to delete the Associate in Science in Human Environmental Science (023) degree program. This program has not met minimum productivity requirements in the past several years. There are ten students remaining in the program, with an anticipated graduation date of Spring 2011. No courses will be deleted and there are no funds available for reallocation.  

RSC requests authorization to delete the Certificate in Multimedia Communication (110) program. This program has not met minimum productivity requirements in the past several years. There are no students remaining in the program. No courses will be deleted and there are no funds available for reallocation.
RSC requests authorization to delete the Certificate in Cyber Security (128) program. This program has not met minimum productivity requirements in the past several years. There are no students remaining in the program. No courses will be deleted and there are no funds available for reallocation.
AGENDA ITEM #8-a:

Academic Policy.

SUBJECT: Policy – Institution. Approval of revisions to the State Regents’ policy statement on Professional Programs.

RECOMMENDATION:

It is recommended that the State Regents approve proposed changes to the Professional Programs policy section 3.25.6 for the University of Oklahoma College of Dentistry (OUCOD) to implement an advanced standing admission process for foreign trained dentists. Consistent with practice in other professional programs, priority will be given to qualified Oklahoma residents.

BACKGROUND:

In 1971, the State Regents’ approved the School of Dentistry Standard of Education and Statement of Function policy, which set the requirements for admissions, academic and program standards, and functions, allowing the University of Oklahoma (OU) to confer the Doctor of Dental Surgery (D.D.S.).

Subsequently, the College of Dentistry standards for admission, retention, graduation and function were revised December 2009 as summarized below:

- Function - faculty and administrators made various editorial changes and additions but did not change the intent of the policy.
- Standards for Admission - increased minimum credit hours needed for admission from 60 to 90, increased cumulative GPA from 2.0 to 2.5 on a 4.0 scale, added 100 hours of paid or volunteer experience in a dental office, clinic, or lab, added interview with admissions.
- Standards for Retention - added pass Part I of the National Board Dental Exam prior to third year.
- Standards for Graduation - added pass Part II of the National Board Dental Examination.
- Course requirements moved to State Regents Academic Affairs Procedures Handbook.

The OUCOD is requesting an advanced standing admission process for foreign trained dentists. Currently, foreign trained dentists who immigrate to the United States (U.S.) and exhibit skill levels and experience that exceed requirements for licensure cannot be licensed unless they receive a degree from a dental school certified by the Commission on Dental Accreditation.

POLICY ISSUES:

The Professional Programs policy 3.25.6 title OU School of Dentistry has been changed to OU College of Dentistry to accurately reflect the name of the college as stated by the University of Oklahoma.
A request to modify State Regents’ policy was submitted by OU in June 2010 following their Board of Regents approval on May 13, 2010. OU proposes to implement a two and half year advanced standing option for foreign trained dentists. Supplemental information was requested from OUCOD regarding needs and impact, clinical site capacity, funding needs, and foreign trained dentist’s admission standards. The request is summarized below. Changes to the policy are presented on the attached policy excerpt.

**ANALYSIS:**

More than 35 U.S. dental schools have established advanced standing programs for foreign trained dentists, ranging from 5 to 100 students. Advanced standing students who hold foreign dental degrees and meet certain U.S. dental school admissions criteria are given credit for the first two years of dental training, and are required to complete the last two years of dental school. Once these individuals complete the program, they are granted a D.D.S. degree.

Oklahoma data from the American Dental Association 2007 Workforce Report is provided below:

- New professionally active dentists, including private practitioner, produced represented approximately 1 percent of the U.S. total;
- Dental school graduates represented approximately 1.3 percent of the U.S. total;
- The average number of professionally active, including private practitioner, dentists per 100,000 population was 60.2. In Oklahoma, there were 49.1 dentists per 100,000;
- Of all professionally active, including private practitioner, dentists, approximately 20.9 percent were of age 44 or younger; and
- Of all professionally active, including private practitioner, dentists, approximately 25.6 percent were of age 55 or older.

Data from the April 2010 Oklahoma Board of Dentistry statistical report is provided below:

- A 4.5 percent increase in in-state dentists over the previous four years;
- A 6.8 percent increase in out-of-state dentists over the previous four years; and
- An 8.5 percent increase in retired dentists over the previous four years.

The Oklahoma Employment Security Commission’s long-term occupational outlook predicts a need for 300 additional dentists, including specialists, by 2016 with a high demand concentrated in rural areas. According to the Oklahoma Dental Association, six of the state’s 77 counties do not have a single practicing dentist.

The OUCOD foreign trained advanced standing admission option will be utilized as follows:

- Thorough review and evaluation of academic records;
- Evaluation of Clinical Skills Assessment (includes validation of foreign trained dental credentials);
- Successful Completion of Part I of the National Dental Board Exam;
- Acceptable TOEFL score; and
- Interview.

Once conditionally admitted, students must successfully complete the following:

- General Orientation;
- Pre-clinic Orientation; and
- Clinical and Didactic Integration Activities.
After acceptance, the student shall matriculate into the third year curriculum, which will begin in the Summer term. Students admitted through the advanced standing admission option will be awarded advanced standing credit equivalent to the first two years of dental training and shall be required to successfully complete the full curriculum of the third and fourth year dental program to be awarded the D.D.S degree. Foreign trained dental students shall be required to meet the same retention requirements as traditionally admitted students. Additional information about the OUCOD request is provided below.

Need and Impact. OUCOD reported that foreign trained dentists practice in rural areas upon graduation, a benefit to Oklahoma since, according to the OUCOD, only about 1 in 10 traditional students practice in those rural areas. According to the OUCOD, many foreign trained dentists choose dental education as a career, which currently is experiencing a shortage.

Student Demand. Similar advanced standing programs have on average 100 applicants per available slot. The OUCOD anticipates a similar response to their proposed advanced standing program. The OUCOD anticipates admitting no more than four advanced standing students as juniors in the Summer of 2011 and no more than four additional students the following Summer, which would represent 6.6 percent of the total enrollment for each year (assuming consistent traditional student enrollment). Due to third year matriculation, foreign trained dental students will utilize existing capacity in the third and fourth year, but will not displace qualified Oklahoma residents.

Clinical site capacity. The OUCOD indicates that facilities and resources are sufficient for the foreign trained dentists that will be admitted into the advanced standing program.

Funding. The source of funding for the advanced standing program will be self-sustained from tuition and fees charged for the advanced standing program. The proposed tuition for the two and half year advanced standing program will be equal to that paid by traditionally admitted third and fourth year students plus an advanced standing academic service fee that will bring the total charge for the program equal to the non-resident tuition and fees charged for four years of dental school. The OUCOD shall charge the approved fee once action is taken by the State Regents.

The College of Dentistry proposes to initiate the two and half year advanced standing program for foreign trained dentist Spring 2011.
3.25.6 OU School College of Dentistry

A. Functions

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

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

2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.

3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.

4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.

5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

In order to be eligible for consideration for admission to the first year class of the OU School College of Dentistry, a student must meet the following requirements listed below. The State Regents Academic Affairs Procedures Handbook lists the courses needed for admission.

1. Completed 90 semester-credit-hours at an accredited institution of higher education, with a cumulative GPA of 2.5 (based on a 4.0 scale). Coursework must include a minimum number of credit-hours in subject areas with a grade of “C” or better for each course.

2. Submit competitive scores from the Dental Aptitude Test (DAT).

3. Present acceptable recommendations from 1) pre-professional advisory committee or two science instructors, and 2) a practicing dentist.

4. Have accumulated at least 100 hours of paid or volunteer experience with a dental office, clinic or lab environment.
5. Be granted an interview by the Admissions Committee and earn an acceptable evaluation.

C. Advanced Standing Program for Foreign Trained Dentists

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

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

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

1. The applicant must present official transcripts from previous dental education;

2. Present acceptable TOEFL scores;

3. Complete a comprehensive clinical skills assessment;

4. Pass Part I of the National Board Dental Examination; and

5. Interview.

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

1. General orientation;

2. Pre-clinic orientation; and


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

D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:
1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).

2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.

3. Pass Part I of the National Board Dental Examination prior to the third year.

DE. Standards for Graduation

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

1. Complete each prescribed course with a minimum grade of "C."

2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.

3. Pass Part II of the National Board Dental Examination.
AGENDA ITEM #8-b:

Academic Policy.

SUBJECT: Request for approval of policy exceptions for a pilot project proposed by Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve a pilot project proposed by Tulsa Community College (TCC) beginning Fall 2010 and ending Spring 2012 that allows temporary policy exceptions for concurrent enrollment, assessment and remediation, as described below. A report on the pilot project is required in Fall 2012.

BACKGROUND:

In January 2010, the State Regents ratified Chancellor’s approval of the Tulsa Public Schools (TPS) and Tulsa Community Colleges’ Early Middle College High School four-year pilot that encourages early college involvement. There were two policy exceptions for the pilot project that did not represent circumvention of policy: qualified (meet high school junior admission standards) sophomore students may participate in concurrent enrollment and TCC may use secondary institutional assessments for evaluation and placement of students. The goal is to promote academic success in middle school and reduce or eliminate the need for remediation when students begin college as first-time freshman. The pilot is based upon proven practices and teaching methodologies associated with student success in preparing at-risk students for challenging college-level work. Reports on the pilot project are due annually following each academic year and must include data on specific elements to determine the pilot’s impact and success.

TCC is requesting approval of a second pilot that expands concurrent enrollment access through policy exceptions for nine high schools in the Tulsa Public School system and Union High School effective Fall 2010 and concluding Spring 2012. Data will be collected over the four semesters of the pilot and will be analyzed at the conclusion of the project to determine the impact and success of the project. The University of Oklahoma Educational Administration Department will assist with identifying the research components regarding data needs, collection, and analysis. TCC Board of Regents have reviewed the proposal and President Tom McKeon submitted the request to the Chancellor.

The pilot project on concurrent enrollment outlined in this agenda item involves multiple exceptions to policy that could be considered circumvention. Therefore, it is important the State Regents review and take action on this request.
POLICY ISSUES:

Proposed exceptions include sections of the 3.9 Institutional Admission and Retention policy, section 3.9.6.1 Special Admissions – Concurrent Enrollment and 3.19 Assessment and 3.20 Remediation. Specifically, the proposed exceptions involve:

- Admission of concurrent enrollment students;
- Credit hour workload;
- Concurrent enrollment grade-point average;
- Faculty qualifications;
- Admission requirements;
- Assessment; and
- Remediation.

The proposed policy exceptions are detailed below.

ANALYSIS:

TCC has been working with a P-20 Council that includes a cross-section of community, public school, technology center, and college/university leaders. An objective of the Council is to increase accessibility to higher education for all students through concurrent enrollment. Tulsa county public school superintendents have expressed interest in expanding concurrent enrollment opportunities to enhance the academic performance of students and increase college matriculation for at-risk populations.

TCC’s pilot project, which involves the nine high schools within the Tulsa Public School (TPS) system and Union High School (UHS), requires exceptions to policy expanding access to concurrent enrollment. Between TPS and UHS, approximately 266 students are eligible for concurrent enrollment for Fall 2010. It is estimated that during the same semester, approximately 379 additional students would be eligible to concurrently admitted under the proposed pilot.

The courses will be offered at the high school. On-site academic support will be available by a certified lead faculty and through online tutoring programs. Additionally, academic labs will be made available per week to support students. Orientation with the students and their parents will take place at participating high schools. TCC staff will process the students’ admissions paperwork. Students will meet with advisors and the high school college counselor to develop their enrollment schedule.

The policy exceptions requested are outlined in detail below.

<table>
<thead>
<tr>
<th>State Regents’ Policy</th>
<th>Proposed Exception</th>
</tr>
</thead>
</table>
| Concurrent enrollment admission requirements: | - Juniors – 19 (composite) ACT or GPA of 2.5 and subject score of 19;  
- Seniors – 19 ACT (composite) or 2.5 and subject score of 19.  
Rationale: Align with current concurrent TCC admission standards. |
| Juniors – 21 ACT (composite) or GPA of 3.5 and subject score of 19;  
Seniors – 19 ACT (composite) or GPA of 3.0 and subject score of 19. |  
Allow high school sophomores with a 15 PLAN score or equivalent EXPLORE score to enroll in TCC’s Strategies for Academic Success as a prerequisite for concurrent enrollment in their |
| Admission: Sophomores are not allowed to enroll in concurrent enrollment. |  
|
junior and senior years. The course will be taught by a TCC faculty member on the high school campus.

Rationale: The course will prepare students for concurrent enrollment by teaching strategies for college success.

<table>
<thead>
<tr>
<th>Workload:</th>
<th>Allow a combined college workload of 19 hours excluding – extracurricular elective courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours.</td>
<td>Rationale: Too restrictive. Students can incorporate extracurricular elective courses (e.g., yearbook, band, chorus, and athletics) and still be successful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GPA requirement:</th>
<th>Allow students who receive a cumulative GPA below 2.0 to be placed on academic probation for one semester. Student must achieve a semester GPA of at least 2.0 to remain in concurrent enrollment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students may continue concurrent enrollment in subsequent semesters if they achieve a college cumulative GPA of 2.0 or above on a 4.0 scale.</td>
<td>Rationale: TCC will provide on-site academic support for the students in the pilot. This exception will allow students the opportunity to continue enrollment and improve their performance in the same way regular students are supported.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Allow high school teachers who meet TCC faculty qualifications to teach concurrent enrollment courses. For review and selection, high school faculty members will be required to present undergraduate and graduate transcripts along with an updated résumé.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure the students achieve college credit through a collegiate experience, high school students must be taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment/remediation:</th>
<th>Allow concurrently admitted students to enroll in remedial/developmental courses offered by TCC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrently admitted high school students are not allowed to enroll in any remedial/developmental courses offered by colleges or universities which are designed to remove high school curricular or basic academic skills deficiencies.</td>
<td>Rationale: TCC will provide remedial courses on the high school campus in collaboration with high school faculty to ensure course content will prepare students for college level work.</td>
</tr>
</tbody>
</table>

Note: It is understood that high school students enrolling in remedial/developmental courses are not eligible for a tuition waiver and will be responsible for tuition and fees.

The pilot project and the involved policy exceptions outlined above will be effective Fall 2010 and immediately conclude following the Spring 2012 semester. The pilot project data will be analyzed and incorporated into a final report to be submitted to the State Regents in Fall 2012. The final report shall also include, as appendices, the undergraduate and graduate transcripts and the résumé of the high school teachers approved to teach college-level concurrent enrollment courses within the pilot project.
AGENDA ITEM #9:

GEAR UP.

SUBJECT: “Raising College Aspirations” Community and Faith-Based Organization (CBO) Grants.

RECOMMENDATION:

It is recommended that the State Regents ratify grants to support community and faith-based organizations that promote the Oklahoma’s Promise scholarship program and provide college aspiration activities for students and families.

BACKGROUND:

Since early January 2005 the State Regents’ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) has piloted and implemented projects with community and faith-based organizations (CBO’s) that promote Oklahoma’s Promise. The projects have been successful and have contributed to the overall growth of the Oklahoma’s Promise program in the state. Since 2005 the GEAR UP “Raising College Aspirations” grant projects with community and faith-based organizations have involved 33 community organizations, 21 institutions of higher education and 58 public school sites. This has resulted in 6,377 students enrolled in the Oklahoma’s Promise scholarship program as a direct result of CBO involvement. Capitalizing on the success of Oklahoma’s Promise enrollment through the CBO grant project, Oklahoma GEAR UP allows the community and faith-based organizations to include other college aspiration activities and parent engagement activities. Examples of college aspiration and parent engagement activities are:

- Providing students advice and counsel on course selection and succeeding academically.
- Providing students ACT preparation courses and material.
- College campus tours to public and private two-year and four-year institutions;
- Conducting financial aid awareness activities, including special events that help students and parents apply for federal, state, institutional and private scholarships; and
- Creating parent training workshops that raise parent and student expectations for education and careers.

The CBO grant project is concentrating its efforts in communities and high schools where enrollment in the Oklahoma’s Promise is minimal and where increasing Oklahoma’s Promise program enrollment will have the greatest impact.

POLICY ISSUES:

The provision of scholarships is a required component of the U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). In its 1999 proposal Oklahoma’s Promise was designated as Oklahoma GEAR UP’s scholarship component, providing priority students in selected Oklahoma schools with required financial assistance. The federal GEAR UP program also endorses the involvement of community-based organizations as partners to ensure local sustainability of early intervention strategies for college readiness.
ANALYSIS:

In response to a GEAR UP request for proposal, six community and faith-based organizations submitted proposals to participate in the “Raising College Aspirations” Community and Faith-Based Organization (CBO) grants project.

The attached table lists the community-based organizations that are receiving project funding. The table also lists the amount of grant funding and the higher education partners and school site partners for each organization. The timeline for the project is from the present until July 11, 2011. The project will be evaluated on the basis of enrollment of eligible students in the Oklahoma’s Promise program at each school site and on other evaluation criteria linked to measurable outcomes identified in each of the project proposals.

Total funding for the grants comes from federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

“Raising College Aspirations” Community and Faith-Based Organization (CBO) Grants
2010-2011 CBO Grantees, Higher Education Partners, School District/Site Partners

<table>
<thead>
<tr>
<th></th>
<th>Community and Faith-Based Organization</th>
<th>Higher Education Partner</th>
<th>School District/Site Partner</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Community Action Project of Tulsa County</td>
<td>OSU – Tulsa</td>
<td>Nathan Hale High School</td>
<td>70,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Will Rogers High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Central High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Daniel Webster High School</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>East Central High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>McClain High School</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The Greater Oklahoma City Hispanic Chamber of Commerce</td>
<td>Oklahoma City Community College</td>
<td>Capitol Hill High School</td>
<td>70,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Southeast High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>U.S. Grant High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Roosevelt Middle School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Webster Middle School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jefferson Middle School</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>St. John Christian Care Center, Inc</td>
<td>Langston University Rose State College</td>
<td>Frederick Douglas High School</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Northeast Academy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Prospect Missionary Baptist Church</td>
<td>Oklahoma City Community College</td>
<td>Oklahoma Centennial High School</td>
<td>10,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School – OKC</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Star Spencer High School Parent, Teacher, Student Association</td>
<td>University of Central Oklahoma Langston University</td>
<td>Star Spencer High School Rogers Middle School</td>
<td>11,000</td>
</tr>
</tbody>
</table>

Total: $181,000
AGENDA ITEM #10-a:

Teacher Professional Development Residency Program.

SUBJECT: Allocation of Teacher Professional Development Residency Program Funds for FY2011.

RECOMMENDATION:

It is recommended that the State Regents approve the reimbursement of $1,844,051 as shown on Resolution No. 4991 and authorize the Chancellor to approve revised budgets for State System institutions to incorporate the reimbursement.

BACKGROUND:

The provisions of House Bill 1549 created the Oklahoma Teacher Preparation Act (OTPA) that provided additional funding and authorized the Oklahoma State Regents for Higher Education to upgrade the quality of teacher preparation in Oklahoma. In 1997, OTPA’s name was changed to Teacher Professional Development Residency Program (TPDRP). The purpose of TPDRP is to improve the caliber of elementary and secondary school teachers certified to teach in Oklahoma public schools.

TPDRP provides for a three-member Residency Committee for each first-year teacher licensed by the State Board of Education. A Residency Committee consists of 1) a mentor teacher; 2) a principal or assistant principal designated by the local board; and 3) a teacher educator from an Oklahoma college or university.

POLICY ISSUES:

The recommendation above is consistent with the Teacher Professional Development Residency Programs policy.

ANALYSIS:

Residency Committee reimbursement to each institution is based on the workload of the previous year, reflecting both the number of committees served and miles traveled. Effective January 1, 2010, the mileage reimbursement rate decreased from 0.55 to 0.50 cents per mile traveled; this decrease is reflected in the reimbursement calculations, a 10.3 percent decrease from the previous year. The 2010-2011 allocations total is $1,546,675 to 12 State System institutions and $297,376 to ten independent institutions. The combined total of $1,844,051 is the amount allocated by the State Regents from lump-sum appropriations. The average number of committees for both semesters of the 2009-2010 school year is 2,494, and from that total, the average number of alternatively certified teachers is 744. The number of committee meetings decreased 6.3 percent from 2008-09 to 2009-10. The allocation summary table, 10-year committee history chart, and Resolution No. 4991 are attached.

Funding Source: FY’11 Teacher Residency Program Allocation.
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>FY09 Average Number of Committees Served</th>
<th>Change in Average Number of Committees Served FY06 to FY07</th>
<th>FY10 Average Number of Committees Served</th>
<th>Percent of Total Committees Served FY09</th>
<th>Miles Traveled</th>
<th>Mileage Reimbursement FY09 to FY10</th>
<th>2008-2009 Reimbursement</th>
<th>2008-2009 Proposed Reimbursement</th>
<th>2009-10 Difference in Funding from FY09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron University</td>
<td>141</td>
<td>10</td>
<td>151</td>
<td>6.03%</td>
<td>15,644</td>
<td>$8,135</td>
<td>$93,663</td>
<td>$103,358</td>
<td>$9,695</td>
</tr>
<tr>
<td>East Central University</td>
<td>146</td>
<td>1</td>
<td>147</td>
<td>5.87%</td>
<td>34,590</td>
<td>$17,987</td>
<td>$108,481</td>
<td>$110,688</td>
<td>$2,206</td>
</tr>
<tr>
<td>Langston University</td>
<td>20</td>
<td>-2</td>
<td>18</td>
<td>0.72%</td>
<td>635</td>
<td>$330</td>
<td>$13,046</td>
<td>$11,681</td>
<td>($1,365)</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>531</td>
<td>-16</td>
<td>515</td>
<td>20.56%</td>
<td>86,613</td>
<td>$45,039</td>
<td>$365,802</td>
<td>$369,807</td>
<td>$4,005</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>91</td>
<td>9</td>
<td>100</td>
<td>3.99%</td>
<td>48,184</td>
<td>$25,056</td>
<td>$80,596</td>
<td>$88,117</td>
<td>$7,522</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>27</td>
<td>5</td>
<td>32</td>
<td>1.28%</td>
<td>6,763</td>
<td>$3,517</td>
<td>$21,559</td>
<td>$23,697</td>
<td>$2,137</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>304</td>
<td>-48</td>
<td>256</td>
<td>10.22%</td>
<td>92,131</td>
<td>$47,908</td>
<td>$230,166</td>
<td>$209,346</td>
<td>($20,820)</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>138</td>
<td>-28</td>
<td>110</td>
<td>4.39%</td>
<td>29,640</td>
<td>$15,413</td>
<td>$101,299</td>
<td>$84,781</td>
<td>($16,518)</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>55</td>
<td>-3</td>
<td>52</td>
<td>2.08%</td>
<td>8,430</td>
<td>$4,384</td>
<td>$38,868</td>
<td>$37,176</td>
<td>($1,692)</td>
</tr>
<tr>
<td>St. Gregory's University</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>0.32%</td>
<td>735</td>
<td>$382</td>
<td>$4,801</td>
<td>$5,427</td>
<td>$627</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>36</td>
<td>8</td>
<td>44</td>
<td>1.76%</td>
<td>5,726</td>
<td>$2,978</td>
<td>$23,906</td>
<td>$30,725</td>
<td>$6,819</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>35</td>
<td>0</td>
<td>35</td>
<td>1.40%</td>
<td>7,523</td>
<td>$3,912</td>
<td>$24,857</td>
<td>$25,984</td>
<td>$1,126</td>
</tr>
<tr>
<td>Oklahoma Christian University</td>
<td>23</td>
<td>19</td>
<td>42</td>
<td>1.68%</td>
<td>4,867</td>
<td>$2,531</td>
<td>$15,550</td>
<td>$29,017</td>
<td>$13,467</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>37</td>
<td>-8</td>
<td>29</td>
<td>1.16%</td>
<td>3,613</td>
<td>$1,879</td>
<td>$26,209</td>
<td>$20,167</td>
<td>($6,042)</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>183</td>
<td>-14</td>
<td>169</td>
<td>6.75%</td>
<td>17,224</td>
<td>$8,956</td>
<td>$117,200</td>
<td>$115,531</td>
<td>($1,669)</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>24</td>
<td>8</td>
<td>32</td>
<td>1.28%</td>
<td>2,482</td>
<td>$1,291</td>
<td>$15,001</td>
<td>$21,470</td>
<td>$6,469</td>
</tr>
<tr>
<td>Total All Institutions</td>
<td>2,654</td>
<td>-149</td>
<td>2,505</td>
<td>100%</td>
<td>508,374</td>
<td>$264,355</td>
<td>$1,877,309</td>
<td>$1,844,051</td>
<td>-$33,258</td>
</tr>
<tr>
<td>Total State Institutions</td>
<td>2,240</td>
<td>-160</td>
<td>2,080</td>
<td>83.03%</td>
<td>451,906</td>
<td>$234,991</td>
<td>$1,600,980</td>
<td>$1,546,675</td>
<td>($54,305)</td>
</tr>
<tr>
<td>Total Independent Institutions</td>
<td>414</td>
<td>11</td>
<td>425</td>
<td>16.97%</td>
<td>56,468</td>
<td>$29,364</td>
<td>$276,329</td>
<td>$297,376</td>
<td>$21,047</td>
</tr>
</tbody>
</table>
10-Year History - Average Number of Committees Served

State System Institutions
- 2000-01: 2,054
- 2001-02: 2,038
- 2002-03: 1,638
- 2003-04: 1,438
- 2004-05: 2,459
- 2005-06: 2,478
- 2006-07: 2,343
- 2007-08: 2,316
- 2008-09: 2,237
- 2009-10: 2,076

Independent Institutions
- 2000-01: 335
- 2001-02: 388
- 2002-03: 265
- 2003-04: 234
- 2004-05: 393
- 2005-06: 424
- 2006-07: 592
- 2007-08: 378
- 2008-09: 411
- 2009-10: 418

State & Independent Institutions
- 2000-01: 2,389
- 2001-02: 2,426
- 2002-03: 1,903
- 2003-04: 1,672
- 2004-05: 2,852
- 2005-06: 2,902
- 2006-07: 2,845
- 2007-08: 2,694
- 2008-09: 2,648
- 2009-10: 2,494
Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education.

The Oklahoma State Regents for Higher Education hereby ALLOCATE the sums set out below for the respective institutions of the Oklahoma State System of Higher Education, for the fiscal year beginning July 1, 2010, and ending June 30, 2011, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

**From: 210-605**
**To: 290-000000 As Listed**

Professional Development Program

<table>
<thead>
<tr>
<th>Institution</th>
<th>Agency No.</th>
<th>Amount of Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>760</td>
<td>$147,104.00</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>010</td>
<td>$209,346.00</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>120</td>
<td>$273,314.00</td>
</tr>
<tr>
<td>East Central University</td>
<td>230</td>
<td>$110,688.00</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>485</td>
<td>$369,807.00</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>505</td>
<td>$88,117.00</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>660</td>
<td>$84,781.00</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>665</td>
<td>$84,251.00</td>
</tr>
<tr>
<td>Cameron University</td>
<td>100</td>
<td>$103,358.00</td>
</tr>
<tr>
<td>Langston University</td>
<td>420</td>
<td>$11,681.00</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>531</td>
<td>$23,697.00</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>150</td>
<td>$40,532.00</td>
</tr>
<tr>
<td><strong>Total Public Institutions</strong></td>
<td></td>
<td><strong>$1,546,675.00</strong></td>
</tr>
</tbody>
</table>

**Private Institutions**

$297,376.00

Adopted by the State Regents in the meeting of September 09, 2010.

SEAL:

ATTEST:

Marlin “Ike” Glass, Secretary

Joseph L. Parker, Jr., Chairman

I, Glen D. Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on September 09, 2010.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this 09th day of September, 2010.

_____________________________
Notary

My commission expires ___________________________
AGENDA ITEM #10-b:

E&G Budget Allocations.

SUBJECT: Allocation of Funds.

RECOMMENDATION:

It is recommended that the State Regents approve a renewal grant allocation in the amount of $60,000 for year two of a renewable five-year commitment to the Oklahoma Historical Society for support of the Higher Education Archives project and approve an Inter-Agency Agreement.

BACKGROUND:

In FY2003, the State Regents’ approved grant funding for a five-year period in support of the development of the Higher Education Archives project of the Oklahoma Historical Society. Again in September 2009, the State Regents approved an inter-agency agreement renewable for five consecutive years, with $60,000 each year upon approval. This second-year allocation is recommended for FY2011 as continued support and expansion of this project.

The project’s primary objectives are to develop and establish a history of the Oklahoma State Regents for Higher Education, to enhance a comprehensive computerized database index of all higher education institutions, both public and private, to collect and preserve histories of Oklahoma institutions, and to provide public access to all elements.

POLICY ISSUES:

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

ANALYSIS:

This allocation is recommended as a grant to support the continued development of the higher education archives located at the Oklahoma Historical Society. The archives will include historical documents of the higher education institutions located in the State, both private and public, and highlight biographies of certain individuals who have been major contributors to Oklahoma Higher Education. The following inter-agency agreement is also presented for approval.

Funding Source: FY2011 allocation for Grants/Economic Development/OEIS.
Inter-Agency Agreement

The Oklahoma State Regents for Higher Education (OSRHE), an agency of the State of Oklahoma, and the Oklahoma Historical Society (OHS), an agency of the State of Oklahoma, share a common goal of developing and maintaining comprehensive archival records, artifact collections, research opportunities, and public exhibits and interpretation pertaining to the history and development of Higher Education in the State of Oklahoma. In support of that goal, the OSRHE and the OHS enter into this Agreement. This Agreement supersedes any and all previous agreements to which the OSRHE and the OHS were parties, including a Memorandum of Understanding dated September 21, 2002 and a Memorandum of Understanding dated December 17, 2008.

Organizational Missions

The Oklahoma State Regents for Higher Education is an agency of the State of Oklahoma. Its mission is:

With a current enrollment of more than 233,000 students, the state system is comprised of 25 colleges and universities and 10 constituent agencies and one higher education center. The State System is coordinated by the Oklahoma State Regents for Higher Education, and each institution is governed by a board of regents.

The State Regents prescribe academic standards of higher education, determine functions and courses of study at state colleges and universities, grant degrees, recommend to the state Legislature budget allocations for each college and university, and recommend proposed fees within limits set by the Legislature.

The State Regents also manage 23 scholarships and special programs. In addition, in cooperation with the Office of State Finance, the State Regents operate OneNet, the state’s information and telecommunications network for education and government. The Regents also operate the Oklahoma Guaranteed Student Loan Program, which guarantees loans made to students by the private sector.

The Oklahoma Historical Society is an agency of the State of Oklahoma. Its mission is:

To Preserve and Perpetuate the History of Oklahoma and its people by collecting, interpreting and disseminating knowledge of Oklahoma and the Southwest.

Article #1 The Archives of Higher Education Project

The joint project referred to in this Agreement and governed by the terms, conditions and parameters contained herein will be known and referred to as "The Archives of Oklahoma Higher Education Project" (Project).

Article #2 Project Primary Objectives

The Project’s primary objectives are as follows:
1) Develop and establish a history of the OSRHE.
2) Continue to enhance the comprehensive computerized database index of the OSRHE and institutional archives for all institutions of Higher Education, both private and public, in the State of Oklahoma.

3) Continue to collect and preserve hard copies, as available and appropriate, of the histories of Oklahoma institutions of Higher Education.

4) Provide public access to all elements contained in Article #2 items 1) and 2), as well as all other artifact and potential research materials collected under the auspices of the Project. All collected materials will be available to the public and researchers via the normal access procedures and policies of the OHS Library, the OHS Archives and the Oklahoma Museum of History (OMH).

5) All Project documents, archives, artifacts and other tangible materials collected to represent the history of Higher Education in the State of Oklahoma will be deemed the property of the OHS and State of Oklahoma and subject to the normal policies and procedures of the OHS.

6) The Project will develop and maintain, where and when appropriate, computerized copies of items of historical significance relating to Higher Education, i.e. charters, court decisions, milestone changes, photographs, artifacts, etc.

7) The Project will establish a goal of developing and maintaining a database estimated to contain at least 1,000 individual biographies of major contributors to Oklahoma Higher Education. Individuals to be represented may include, but need not be limited to, the following: regents, administrators, professors, foundations, contractors, philanthropists, alumni and boards of visitor.

8) The Project will develop and maintain, as part of a larger comprehensive web-based Internet site, individual biographies of selected contributors to Oklahoma Higher Education.

9) The Project will support and assist the OHS/OMH in the development and implementation of public exhibits and programs that interpret the development of all aspects of education in the State of Oklahoma.

Article #3 Identification of Target Project Audiences and Beneficiaries

The following list outlines some, but not necessarily all, of those benefiting from this joint Project.

1) Students, teachers and researchers of Higher Education with an interest in or about Oklahoma Education
2) Regents, university or college presidents, and members of the legislature
3) People associated with or participating in aspects of or relating to International Relations, i.e. presidents, registrars, academic deans, marketing and public relations firms, alumni directors, foundation executives
4) Residents of the State of Oklahoma
5) Visitors to and participants in exhibits presented by the OHS
6) Economic development researchers and theorists
7) Philanthropic individuals and organizations
8) Businesses and corporations pursuing the development of contracts and various relationships

Article #4 Specific Project Responsibilities of the OHS

1) The OHS will provide appropriate office and support spaces for a Project Archivist position. Additional office and support space or areas for other Project staff will be provided as required and requested subject to space availability, other OHS operating parameters and
appropriate Project funding. Unless otherwise specified in the annual operating budget, Project-associated utility and office space costs will be assumed by the OHS as in-kind contributions to the project.

2) The OHS will provide Project staff with appropriate access to and use of office support elements, such as but not limited to, telephones, fax machines, internet access and support, photo copier access, and so forth. Should the Project require dedicated or special equipment beyond the normal scope of office operation, those equipment costs will be funded by the Project and listed in the approved annual Project Operating Budget.

3) The OHS will provide Project staff with secretarial support necessary for the Project.

4) The OHS Executive Director will hire Project personnel as and when required to meet objectives of the Project. All Project staffing is contingent upon appropriate funding availability, and with final authorization to proceed required from the OHS Executive Director and the OSRHE Chancellor or his designee.

5) The OHS Executive Director will be the Project Coordinator and supervisor for all staff and contractors assigned to the Project. The OHS Executive Director will follow all appropriate and relevant personnel rules and regulations governing State contract employees and services as outlined and enforced by the State Office of Personnel Management. Part time Project staff will be designated as Contract Project Specific staff.

6) The OHS will provide as required and appropriate, storage space for the archives, records, artifacts and other such materials as may be collected relevant to the Project.

7) The OHS will develop and implement exhibits and programs which interpret the education history of the State of Oklahoma.

8) The OHS will provide Project staff with all relevant and required training consistent with the normal and regular implementation of policies and procedures of OHS and standard collections/program activities. Project staff will follow the procedures and policies of the OHS.

9) The OHS Executive Director working with the support and participation of the OHS Office of Finance will coordinate and monitor all Project budgets, expenses and revenues. The Project Archivist, with the support and approval of the OHS Executive Director and the OSRHE Chancellor or his designee, will develop annual Project budgets. Annual budgets will require the authorization of the OHS Executive Director and the OSRHE Chancellor or his designee prior to implementation.

**Article #5 Specific Project Responsibilities of the OSRHE**

1) It is the intent of the OSRHE to allocate, from its annual appropriation, funding sufficient to fully support all direct expenses for the Project in an amount not to exceed Sixty Thousand Dollars ($60,000.00) per year until expiration or termination of this Agreement; however, the OSRHE does not commit to allocating all or any of such funding from any annual appropriation it receives. These expenses may include, but are not limited to, Project staff salaries, travel or automobile expenses, miscellaneous office curatorial supplies, Project office furniture, artifact storage, archival storage shelving, Project postage, Project-related computer equipment, technical consultant fees, and other such expenses as may be mutually agreed upon or represented in the annual approved Project budgets. In the event that the OSRHE does not allocate the necessary funds, the OHS is not obligated to continue the project and may conclude Project operations.
Article #6 Term or Duration of Agreement

This Agreement will be in place for an Initial Term of one (1) year commencing on the date of approval by both parties with four (4) one-year renewal options with written approval of the parties. Upon expiration of the Initial Term, the Agreement and Project duration may be extended upon mutual written agreement. The parties will review the terms and conditions of the Agreement annually.

Article #7 Quarterly Reports

Written quarterly reports on the status and progress of the Project shall be made attachments to the quarterly reports provided to the OHS Board of Directors and shall be provided to the OSRHE upon request.

Article #8 Agreement Amendment

This Agreement may be amended at any time by joint agreement of the parties involved. Any revision to the Agreement must be in writing and signed and dated by the appropriate representative of both parties before it becomes effective. The OHS Executive Director and the OSRHE Chancellor or his designee are the appointed representatives authorized to sign any and all amendments.

Article #9 Entirety of Agreement

The articles and information contained within this Agreement represent the entirety of the agreement between the OHS and the OSRHE.

Article #10 Termination of Agreement

 Either party, with or without cause, may terminate this Agreement. Termination of the Agreement will occur sixty (60) days after written notice of the intent to terminate the Agreement is provided to the other party.

This Agreement is approved and authorized by the following designated representatives of the OHS and the OSRHE.

Date: Aug 9, 2009

Dr. Bob Blackburn, Executive Director, Oklahoma Historical Society

Date: 9-9-09

Dr. Glen Johnson, Chancellor, Oklahoma State Regents for Higher Education
AGENDA ITEM #10-c:

E&G Budget Allocations.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $1,537,879.06 to Oklahoma State University Center for Health Sciences (OSU CHS) and $1,537,879.06 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $3,075,758.12. This amount is sufficient for a transfer of $1,537,879.06 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold their funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $30,654,635.98.
Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in the Oklahoma State System of Higher Education and pursuant to the provisions of House Bill No. 2660, of the Forty-Eighth Oklahoma Legislature,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the specified institutions for the fiscal year beginning July 1, 2010, and ending June 30, 2011, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

### University of Oklahoma Health Sciences Center – Cancer Center Debt Service

#### Oklahoma State University College of Medicine – Telemedicine Program

<table>
<thead>
<tr>
<th>From: 296-11-605-000000</th>
<th>$3,075,758.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: 296-770</td>
<td>$1,537,879.06</td>
</tr>
<tr>
<td>290-773</td>
<td>$1,537,879.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,075,758.12</strong></td>
</tr>
</tbody>
</table>

Adopted by the State Regents in the meeting of September 9, 2010

SEAL:

ATTEST:

Marlin “Ike” Glass, Secretary

Joseph Parker, Chairman

I, Glen Johnson, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on September 9, 2010.

Glen D. Johnson, Chancellor

Duly subscribed and sworn to before me this day.

____________________________________
Notary Public

My commission expires ____________________________.
AGENDA ITEM #11-a:

Tuition and Fees.

SUBJECT: Special FY11 Academic Service Fee Request.

RECOMMENDATION:

It is recommended that the State Regents post the special FY11 Academic Services Fees Request for the University of Oklahoma Health Sciences Center, College of Dentistry, to establish an Academic Services Fee for An Advanced Standing International Dentistry program for foreign trained dentists contingent upon approval of Agenda Item #8-a contained in this meeting docket.

BACKGROUND:

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

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

POLICY ISSUES:

This item is consistent with State Regents’ policy and procedures.

ANALYSIS:

On June 24, 2010, the Oklahoma State Board of Regents approved Academic Service Fee Requests for institutions statewide.

OUHSC requests an Academic Services Fee of $20,750.00 to pay for a proposed advanced standing program for international dentists. The OUHSC College of Dentistry proposes a 2 and ½ year advanced standing program for foreign trained dentists in Spring 2011. Those students, meeting requirements, would integrate into the current third year curriculum. Advanced standing students would be required to successfully complete the full curriculum of the third and forth year dental program in order to graduate with the D.D.S. degree.
Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution.

To offer an advanced standing program for international dentists, OUHSC would assess an academic services fee. This Academic Services Fee for proposed advanced standing entry would bring the tuition and fee charges for the international dentists in training at OUHSC College of Dentistry for 2 and ½ years equal to the tuition and fees charged to those nonresident students attending four years of school. The revenue collected from this program would be used to support the educational mission of the D.D.S. program. The University of Oklahoma Board of Regents approved the request from the College of Dentistry on May 13, 2010.

State Regents’ tuition policy requires that public notice of any increase in tuition and fees must be given 30 days prior to the effective date of an increase and that a public hearing be held on proposed changes in tuition and fees at least 20 days prior to the effective date of the increase.

It is recommended that the State Regents post the special FY11 Academic Services Fees Request reflecting the proposed $20,750.00 fee for tuition and fee charges for international dentists training at OUHSC for 2 and ½ years equal to the tuition and fees charged to those nonresident students attending four years of dental school.

A public hearing will be held at the State Regents’ office on a date still to be determined for the purpose of receiving views and comments on the academic services fees request. The State Regents will act on this proposal at their regular meeting scheduled to be held on Thursday, October 21, 2010.

Attachments:

OUHSC Academic Services Fees FY11 Request for Changes
# Requested Changes to Academic Services Fees for FY11

**Oklahoma State Regents for Higher Education**

<table>
<thead>
<tr>
<th>University of Oklahoma Health Sciences Center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC SERVICES FEES</strong></td>
</tr>
<tr>
<td><strong>Other Special Fees</strong></td>
</tr>
<tr>
<td>Advanced Standing International Dentistry</td>
</tr>
</tbody>
</table>
The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of academic service fees charged students as a condition for enrollment at institutions in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents’ Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Thursday, October 21, 2010 at 9 a.m.

The following will be presented for comment:

- Academic service fee proposals.

Those desiring to be heard should notify the Chancellor’s Office of the State Regents by 5:00 p.m. on Thursday, October 14, 2010 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.
AGENDA ITEM #12-a:  

EPSCoR.  

SUBJECT: Approval of Matching Funds for Department of Defense.  

RECOMMENDATION:  

It is recommended that the State Regents ratify the allocation of matching funds to the University of Oklahoma and Oklahoma State University for a total amount of $280,441.  

BACKGROUND:  

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies. For FY 2011, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.  

POLICY ISSUES:  

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

ANALYSIS:  

The projects listed below received the approval of the State Regents for a commitment of matching funds upon funding by the federal EPSCoR agency. Historically, it has been the practice that institutions receiving matching funds for EPSCoR programs are funded at the beginning of the grant year. The projects listed were awarded by the Department of Defense DEPSCoR program. Over the three-year funding period for the seven awards reflected here, the Department of Defense is providing $3,619,659, participating universities are providing $1,141,577 and the Regents are providing $665,563 in matching funds.  

Year 3  

1. Komanduri, Ranga (OSU) Mechanics of Granular Materials: Experimentation and Simulations for Determining the Compressive and Shear Behaviors at Granular and Meso Scales (08-10) - $102,987  
2. Havliceck, Joseph (OU) Multiple Domain Particle Filters for Integrated Tracking and Recognition in IR Imagery (FY08-10) - $69,122
3. Shaffer, James (OU) Atomic and Molecular Physics: The Influence of Noise and Dissipation on Atom Chip Devices (08-10) - $0

Year 2

1. Davis, Michael (OSU) Muscle Adaptations Permitting Fatigue-resistant Exercise (09-11) - $25,000
2. Chandler, Damon (OSU) Enabling Battlefield Situation Awareness through a Cooperative and Intelligent Video Sensor Network (09-11) - $25,000
3. Saha, Mrinal (OU) Experimental and Theoretical Studies of Carbon Nanotube Hierarchial Structures in Multifunctional Polymer Composites (09-11) - $25,000
4. Xue, Ming (OU) Assimilation of Radar and Satellite Data for the Navy Coupled Ocean-Atmosphere Mesoscale Prediction System (09-11) - $33,332
AGENDA ITEM #12-b:

EPSCoR.

SUBJECT: Approval of Matching Funds for NASA.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of $91,677 to the University of Oklahoma for the second year of an ongoing NASA EPSCoR project and for the first year of a newly awarded project.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2011, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

In 2007, the State Regents approved matching funds for a 3-year Research Infrastructure Development award from the NASA EPSCoR program to the University of Oklahoma. In early 2010, a proposal was submitted to NASA EPSCoR for a two-year extension of this grant in the amount of $125,000 per year, which was recently also approved for funding. It is recommended that the State Regents approve a commitment of $41,677 in matching funds for the first year of the grant to the University of Oklahoma. The University commitment over the two year period of the award is $166,667, and the NASA EPSCoR commitment is $250,000.

“Research Infrastructure Development”
July 1, 2010 – June 30, 2012
$41,677

In 2009, the State Regents approved matching funds for a 3-year NASA EPSCoR award to the University of Oklahoma. It is recommended that the State Regents approve the commitment of $50,000 in matching funds for the second year of the three-year award. Universities participating in the project will contribute $162,277 in the second year with NASA providing $250,000.
“NASA Education Research Program - Next Generation Composite Materials for Aerospace and Exploration Systems”
September, 2009 – September, 2012
$50,000
AGENDA ITEM #12-c:

EPSCoR.

SUBJECT: Approval of Allocation of Matching Funds for the National Science Foundation.

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of $100,000 to The University of Oklahoma for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Track 2 Award (RII Track 2) for the second year of this new award.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2011, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The NSF created a new EPSCoR program in 2009, designated as “Research Infrastructure Improvement, Track-2.” The program is intended to build cyber infrastructure to support a specific scientific discipline and mandated a partnership between at least two EPSCoR states. Oklahoma submitted an application in partnership with Kansas. The State Regents approved a match of $100,000 per year for the Oklahoma portion of the project. This proposal was selected by the NSF for funding of $6 million over three years, divided equally between Oklahoma and Kansas.

The project will develop cyber infrastructure tools that will create an opportunity for knowledge discovery and education across complex environmental phenomena. The scientific focus is on grassland ecology in the central plains, which is second only to the arctic tundra in sequestering carbon below ground. Understanding complex ecological systems and forecasting their response to global climate change is one of the “Grand Challenges” designated by the National Academy of Sciences.
AGENDA ITEM #12-d:

EPSCoR.

SUBJECT: Approval of Contract and Allocation of Matching Funds for the National Science Foundation.

RECOMMENDATION:

It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of $1.1 million for this program for FY 2011.

BACKGROUND:

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2011, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

Past NSF EPSCoR awards to Oklahoma not only supported individual investigators, but established research collaborations and programs that transcend individual campuses and institutions to build statewide inter-institutional Science and Technology Centers in biotechnology, materials science and environmental research. These centers bring together existing individual and group research strengths in the state and provide the critical mass of researchers and facilities to achieve national competitiveness for NSF grant funding.

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning September 1, 2008. The State Regents approved a matching commitment of $1.1 million per year.

The new award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.
Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of biofuels. The scientific theme of Oklahoma’s award, “Building Oklahoma’s Leadership Role in Cellulosic Bioenergy” is consistent with the state’s science and technology plan, with the EDGE (Economic Development Generating Excellence) Program, and with the Oklahoma Bioenergy Center. The project capitalizes on Oklahoma’s strengths in genomics and nanotechnology to explore methods to increase biomass yield from sources such as switchgrass and to develop microbial and thermocatalytic methods for efficient conversion of biomass to biofuels. This undertaking will position Oklahoma at the forefront of cutting-edge research geared toward establishing energy independence utilizing renewable energy sources. NSF will provide $15 million over five years to support this project.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for year two of the award.
Agreement Between the  
Oklahoma State Regents for Higher Education  
and 
Oklahoma State University  
Pertaining to  
Experimental Program to Stimulate Competitive Research 

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 9th day of September 2010.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $1,100,000 for the period of September 1, 2010 through August 31, 2011. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:

   a. The Principal Investigator (PI), James Wicksted, shall have final budget authority for all expenditures of State Regents matching funds.

   b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

   c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.

   d. A no-cost extension may be requested for any unspent funds at the end of this agreement.
e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.

3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.

4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University Oklahoma State Regents for Higher Education

By: ____________________  By: _____________________
Vice President for Research    Chancellor

Date:___________________  Date: ____________________
AGENDA ITEM #13-a:

Contracts.

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

Purchases Over $100,000.

Three (3) of the six (6) items in excess of $100,000 relate to Core. 1) University of Missouri for $189,500 for Great Plains Network membership and Internet 2 fees (funded from 210-Core), and 2) National Lambda Rail in the amount of $350,000 for membership dues. (funded from 210-Core), 3) Presbyterian Health Foundation in the amount of $910,359.67 for lease of office space at 655 Research Parkway #200 for July 1, 2010 – June 30, 2011.

Three (3) of the six (6) items in excess of $100,000 relate to OneNet. 1) Qwest for $254,136.45 for phase two of two of the optical equipment replacement project. The current optical equipment is at the end of life and no longer supported by Cisco. 2) Office of State Finance for $103,007.00 for 12 strands of single mode fiber from USAO campus to our point of presence at I44 and US 81. The construction will upgrade the link speed from 45 Megabits per second to Gigabit or 1000 Megabits per second at the Chickasha Hub. The current 45 megabit service has reached its maximum capacity and must be upgraded to provide customer growth. The return on the investment is 21 months based on cost of leasing the equivalent service from AT&T.
Qwest for $5,697,727.85 for purchase of Juniper Networks equipment for upgrade of OneNet’s core network. The purchase of this equipment will enable the OneNet network to be Multi-Protocol Layered Switching (“MPLS”) capable.
AGENDA ITEM #13-b:

Contracts.

SUBJECT: FY2011 agreement with the Oklahoma Board of Career and Technology Education.

RECOMMENDATION:

It is recommended that the State Regents approve the agreement with the Oklahoma Board of Career and Technology Education for FY2011.

BACKGROUND:

For the past several years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical education nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the State Regents for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The State Regents assume responsibility for allocation of the funds.

ANALYSIS:

The attached contract provides for the transfer of approximately $2 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs and teacher in-service/professional development for CareerTech teachers. Programs coordinated by the State Regents include data/information sharing and fee waivers for high school students participating in Cooperative Alliances.

Attachment
Agreement Between
The Oklahoma Department of Career and Technology Education
and
The Oklahoma State Regents for Higher Education

2010-2011 PROGRAMS AND SERVICES

This Agreement is entered into by and between the State Board of Career and Technology Education, herein referred to as “State Board” and the Oklahoma State Regents for Higher Education, herein referred to as “State Regents” in accordance with a Memorandum of Understanding pursuant to Senate Joint Resolution No. 35 of the Second Session of the Thirty-Fourth Oklahoma Legislature.

WITNESSETH:

WHEREAS, the State Board and the State Regents previously subscribed to a Memorandum of Understanding and Agreement regarding the necessity of cooperation of the two boards and their administrative offices as regards to their common responsibilities in the further development of career and technology education in Oklahoma; and

WHEREAS, this Memorandum of Understanding and Agreement was validated by the First Session of the Thirty-Fourth Oklahoma Legislature in its enactment of Senate Joint Resolution No. 35; and

WHEREAS, this Memorandum and Legislative Resolution provided that the State Board will annually enter into an Agreement with the State Regents for supplemental funding of programs operated at institutions under the jurisdiction of the State Regents and will provide certain funding; and

WHEREAS, the State Board and the State Regents agree that the performance of this Agreement shall begin on the 1st day of July 2010, and will terminate no later than the 30th day of June 2011.

IT IS HEREBY STIPULATED AND AGREED by and between the State Board and the State Regents as follows:

1. Funds in the amount of $115,000 will be provided by the State Board for the operation of Tech Prep programs (CFDA #84.243), which will strengthen the relationship between comprehensive high schools, area technology centers, and a higher education institution offering associate degree programs. Funds are to be allocated as follows:
   a. Oklahoma City Community College $60,000
   b. Redlands Community College $55,000

*1.1 Funds in the amount of $50,000 for Tech Prep dual credit (CFDA #84.243) will be provided by the State Board for the purpose of academic service fee waivers for qualifying disadvantaged high school students enrolled in career and technology education courses in a technology center and receiving college credit through an approved cooperative alliance partnership.
2. Funds in the amount of $1,636,268 will be provided by the State Board for the purpose of postsecondary career and technical programs pursuant to the regulations of the Carl D. Perkins Vocational and Applied Technology Act of 1998 (CFDA #84.048). Allocation of funds will be as follows:

   a. Carl Albert State College $56,782
   b. Connors State College $89,966
   c. Murray State College $103,383
   d. Northeastern OK A & M $50,194
   e. Northern Oklahoma College $74,152
   f. Oklahoma City Community College $257,797
   g. Oklahoma State University, Oklahoma City $321,766
   h. Oklahoma State University, Okmulgee Technical Branch $159,326
   i. Redlands Community College $57,022
   j. Rogers State University $86,372
   k. Rose State College $129,737
   l. Tulsa Community College $249,771

3. The Oklahoma Department of Career and Technology Education will contract with the University of Central Oklahoma (UCO) and Oklahoma State University (OSU) to provide teacher in-service, professional development, mentoring, and supervision for new CareerTech teachers enrolled in the New Teacher Induction Program. This training and supervision will be provided on the respective campuses.

   Funding will consist of both fixed and variable amounts. The fixed amount of $50,000 will be divided between the two universities (UCO and OSU). The variable amount, provided to the universities, will be paid at the rate of $2,100 for each teacher served at participating technology centers. College credit will be available for the teachers participating in the in-service, if they opt to pay for the credit hours.

4. The State Board will contract with Oklahoma State University to assist new and alternative certified agricultural education teachers for the FY 2011 school year. The amount is not to exceed $5,000.

5. The Oklahoma Department of Career and Technology Education will pay the State Regents $50,000 to furnish information services, and to provide information needed to further develop career and technical education. The Oklahoma Department of Career and Technology Education will provide a schedule of reports and data requests with respective due dates to the State Regents. The Oklahoma Department of Career and Technology Education will provide the State Regents staff with as much advance notice as possible for any additional information requests.
6. The State Board’s contribution is based upon contingencies that federal and state funding will be available for the support of programs at a level not less than the past fiscal year. In the event state and/or federal funding is decreased, the total amount will be revised proportionately.

7. The State Board shall make payment under this Agreement upon presentation of an expenditure report on a quarterly basis by the Higher Education institutions identified in this Agreement.

8. The institutions party to this Agreement will make reports to the State Board as necessary and appropriate.

9. Any additional services that the State Board wishes to have provided by the State Regents during Fiscal Year 2011 will be negotiated by the staff of the Oklahoma Department of Career and Technology Education working with each appropriate institution or agency of the State System to provide the needed services. Each such agreement for provision of services shall be separately negotiated and added as an amendment to this Agreement. Under the terms of this Agreement, amendments will be provided to the Oklahoma State Regents for Higher Education by the Oklahoma Department of Career and Technology Education.

*It is understood that in cases where the State Board, through its director and staff, makes arrangements for certain line-item projects to be funded, the State Regents will not be able to assume the responsibility for fully accounting for the expenditure of the funds since the monies do not perfunctorily pass through the State Regents by virtue of this Agreement.*
AGENDA ITEM #14:

Item Deleted.
AGENDA ITEM #15:

State Regents’ Meetings.

RECOMMENDATIONS:

It is recommended that the State Regents approve the 2011 schedule of regular meetings for filing with the Office of Secretary of State according to law.

STAFF ANALYSIS:

The following times and dates for State Regents' regular meetings in 2011 are proposed.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| Thursday, February 3, 2011 | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, March 10, 2011  | 1 p.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, April 21, 2011  | 9 a.m. | University of Oklahoma  
Norman, Oklahoma |
| Friday, May 27, 2011     | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, June 23, 2011  | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, September 8, 2011 | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, October 20, 2011 | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
| Thursday, December 1, 2011 | 9 a.m. | State Regents Office  
655 Research Parkway, Suite 200  
Oklahoma City, Oklahoma |
AGENDA ITEM #16:

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:

- **Sharon Bourbeau**, communications coordinator, received an Honorable Mention in the Web Design category for the Campus E-Clips website and second place in the Cover Design category for *The Official Guide to Oklahoma's Colleges and Universities 2009-10* at the Oklahoma College Public Relations Association (OCPRA) awards banquet.

- **Amy Goddard**, communications coordinator, placed third in the Campaigns category for the Oklahoma's Promise campaign. OCPRA accepts submissions from all Oklahoma public and private colleges and universities, OSRHE and The Samuel Roberts Noble Foundation for its annual awards competition at the Oklahoma College Public Relations Association (OCPRA) awards banquet.

- **Mary Heid**, director for policy, compliance, and training, OGSLP, has been named as chair person of the *Common Manual* Governing Board. This will be her second term serving as chair. The *Common Manual* is a cooperative effort of all of the nation’s guarantors that participate in the Federal Family Education Loan Program (FFELP).

- **Jolynn Horn**, director of student and community outreach for GEAR UP; **Edra Thrower**, FIPSE research and outreach coordinator for GEAR UP; and **Lorri Thomas**, staff assistant for GEAR UP, presented a breakout session “Mobilizing Parents to Ensure Student Success” at the National Council for Community and Education Partnerships/GEAR UP Annual Conference in Washington DC.

- **Chancellor Glen D. Johnson**, was interviewed by OETA on higher education’s budget; attended the Southern Regional Education Board Annual Conference at the Greenbrier in West Virginia and presented a report of the state of higher education in Oklahoma; was interviewed by Amy Lester of KWTV-9; met with individual divisions throughout the agency to discuss the end of legislative session and higher education’s legislative outcomes; attended the Bill Thrash TV Studio Dedication at East Central University in Ada; Presented the Distinguished Service Award to Senator Jonathan Nichols and Senator John Sparks at the University of Oklahoma College of Law in Norman; attended the ACT Press Conference in Oklahoma City; held the annual Staff Retreat in Oklahoma City; met with Governor Brad Henry’s Chief of Staff Gerald Adams; spoke to the Annual Grant Writing Institute in Oklahoma City; met with Secretary of State Susan...
Savage; attended and presented at the Council of Presidents’ Retreat in Oklahoma City; was keynote speaker at the Oklahoma Health Foundation Board meeting in Oklahoma City.

- **Saeed Sarani**, curriculum advisor, was instrumental in OSRHE success in guarantying full compliance with all Title II, Part A requirements for the federal No Child Left Behind fund allocations. Additionally, two commendations were received for outstanding implementation of the program.
AGENDA ITEM #17:

Executive Session.

Not Available Electronically.
AGENDA ITEM #18:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

State Regents’ personnel policy (2.8.2) requires Regents’ ratification of decisions relating to director level and above personnel.

STAFF ANALYSIS:

DIRECTOR-AND-ABOVE ACTIONS. It is recommended that the State Regents’ ratify the following personnel actions regarding the Director of Academic Programs:

DIRECTOR OF ACADEMIC PROGRAMS. It is recommended that the Oklahoma State Regents ratify the appointment of Ms. Stephanie Beauchamp to serve as the director of academic programs. This position reports directly to the associate vice chancellor for Academic Affairs and is responsible for the day-to-day and long-range administration of academic programs and projects. Ms. Beauchamp has most recently served as director of college of education and professional studies graduate program advisement at the University of Central Oklahoma. Ms. Beauchamp assumed her position on September 7, 2010. A copy of her resume and the job description are attached.
Exempt
Position# 100265

ESSENTIAL FUNCTION

Professional staff position providing a high level of support for the Associate Vice Chancellor for Academic Affairs. Responsible for day-to-day and long-range administration of academic programs and projects.

RESPONSIBILITIES AND DUTIES

Academic Programs

General responsibility for system development and review of academic programs including but not limited to the following:

- Prepare and submit academic program requests for State Regents' consideration to the Associate Vice Chancellor for Academic Affairs.
- Review and evaluation of new program proposals and modifications to existing programs consistent with State Regents' policy, and submit recommendations for disposition of institutional requests to the Associate Vice Chancellor for Academic Affairs.
- Review and summarization of institutional Academic Plans.
- Oversee maintenance of the official statewide degree program inventory, including electronically delivered programs, working to ensure consistency with State Regents' policy.
- Conduct post audit reviews for qualified continuation of conditionally approved new programs.
- Evaluate institutional program review submissions consistent with State Regents' policy and the established review cycle, as well as maintain the systemwide degree program review schedule. Trigger the early review of low-productivity programs.

English as a Second Language

- Coordinate for the evaluation and accreditation of Intensive English Programs.
- Facilitate the Intensive English Program Administrators' Network.
**Additional Responsibilities**

- Evaluate institutional academic calendar submissions and maintain the systemwide master academic calendar consistent with State Regents’ policy.
- Provide staff assistance to other agencies, advisory groups, and professional organizations, as delegated by the Associate Vice Chancellor for Academic Affairs.
- Research academic topics and prepare reports and agenda items as assigned by the Associate Vice Chancellor for Academic Affairs.
- Make presentations to local, state and national organizations on State Regents’ programs, policies and initiatives as requested.
- Additional academic assignments as delegated by the Associate Vice Chancellor for Academic Affairs.

**POSITION QUALIFICATIONS**

A master’s degree from an accredited university is required. A doctorate degree is preferred. A minimum of four (4) years of academic experience at an accredited higher education institution and a total of six (6) years of institutional or state system level experience required. Must have thorough knowledge and understanding of higher education issues. Must have proven analytical, problem solving and organizational skills as well as excellent writing and interpersonal skills. Some travel required.

**SUPERVISION**

The employee performs work under the supervision of the Associate Vice Chancellor for Academic Affairs.

Interested candidates may submit a cover letter and resume to:
OSRHE, Human Resources, P.O. Box 108850, Oklahoma City, Oklahoma 73101-8850.
Fax #: (405) 225-9230
E-mail: hr@osrhe.edu
STEPHANIE BEAUCHAMP

EDUCATION

OKLAHOMA STATE UNIVERSITY – Stillwater, OK
Candidate for Doctor of Education – Educational Leadership
Currently ABD  Expected graduation date May 2011
Selected as the 2009-2010 Distinguished Kamm Fellow

OKLAHOMA STATE UNIVERSITY – Stillwater, OK
Master of Science - Family Relations
July 1994

Bachelor of Arts - Psychology
December 1990

WORK HISTORY

DIRECTOR OF COLLEGE OF EDUCATION & PROFESSIONAL STUDIES GRADUATE PROGRAMS ADVISEMENT
University of Central Oklahoma – Edmond, OK
June 2004-Present

- Oversee all operations of admission and advisement for twenty-two graduate programs.
- Established all policies and procedures for newly created office
- Instrumental in recommending changes to admission policies to appropriate decision-makers
- Ex-officio member of College of Education & Professional Studies Curriculum Committee
- Serve on Lean Process Improvement committee to refine admission procedures
- Coordinate meeting with Program Coordinators to disseminate information regarding policy changes
- Review and revise graduate catalog to ensure accuracy

ACADEMIC ADVISOR
University of Central Oklahoma – Edmond, OK
November 2001-May 2004

- Evaluated transcripts for transfer students and determine applicability to degree requirements
- Provided students with accurate advisement in course selection and meeting curricular requirements
- Processed graduation applications

EDUCATIONAL ADVISOR/TRANSFER COORDINATOR
Pierce College – Puyallup, WA
November 1999-August 2001

- Assisted students planning to transfer to 4-year colleges and universities by researching institutions and coordinating campus visits
- Established new Transfer Center by requesting recruitment information from 4-year institutions
- Recruited colleges for individual and group campus visits, increasing the number of colleges recruiting on campus
- Participated in faculty tenure committee
- Created and distributed newsletter providing information about transfer events
BEAUCHAMP, STEPHANIE
Page 2

ACADEMIC COUNSELOR, Enid Campus
Northern Oklahoma College – Tonkawa, OK
July 1997-August 1999

- Served as sole advisor for branch campus
- Administered placement tests such as ASSET and ACT
- Advised students on both Associate of Arts and Associate of Applied Science degrees
- Counseled students on career options in relation to degree

HOME ECONOMIST, Logan County – Guthrie, OK
Oklahoma State University Extension Service - Stillwater, OK
February 1997-June 1997

- Partnered with colleagues, local businesses, organizations and advisory boards to plan, implement and evaluate Cooperative Extension programs
- Developed educational programs and disseminated information related to the family and consumer science area
- Co-sponsored 4-H youth development by organizing workshops, coordinating activities and serving as sponsor during conferences and events.

CAREER COUNSELOR, Career Development & Placement Services
University of Central Oklahoma – Edmond, OK
July 1993-February 1997

- Collaborated with colleagues to organize job fairs
- Developed and presented workshops and programs designed to teach and assist students with the job search process
- Established and maintained relationships with employers and faculty

PROFESSIONAL SKILL SET

Coordinating
- Coordinate special events such as Transfer Day, campus recruitment visits, mock interviews, and job search help sessions
- Organize campus visits for students interested in transfer to other institutions from the community college
- Maintain Transfer Center information and disseminate information to faculty, staff and students

Administrative
- Serve on search committees to hire personnel
- Train new advisors on policies and procedures relevant to the university
- Create and implement new forms to increase office efficiency
- Serve as liaison between the College of Education & Professional Studies and the Graduate College
- Supervise student workers

Special Projects
- Review Graduate Catalog for revisions and corrections
- Volunteer for various campus events and committees
- Serve on Student Conduct Committee as committee member and chair
- Co-wrote organizational by-laws for Oklahoma Women in Higher Education
- Serve on Student Veterans Alliance
- Coordinate establishment of campus Student Veterans Association
BEAUCHAMP, STEPHANIE
Page 3

Advising and Admissions
- Determine admittance of students applying for admission into graduate programs and submit recommendation to the Graduate College
- Calculate students' grade point average
- Advise prospective and current undergraduate and graduate students on admission and enrollment procedures
- Maintain accurate and confidential student files
- Consult with department chairs and curriculum coordinators for course substitutions and articulations
- Assist students with online enrollment when necessary
- Refer students to various campus services such as financial aid, career services and disability support services
- Instruct students on proper course of action to remedy disputes

Teaching
- Facilitate Freshman Orientation
- Present seminars on academic and career issues including degree requirements, resume writing, interviewing and job search skills

Recruitment
- Market office services to businesses and faculty
- Represent the institution at college fairs to promote college and university degrees and programs

CAMPUS AND COMMUNITY INVOLVEMENT (current & former)

Professional
Leadership UCO Class II – elected class speaker (2004-2005)
Advanced Leadership UCO Class III – served as class vice-president (2006-2007)
Educators’ Leadership Academy Class 12 (2009-2010)
Oklahoma Women in Higher Education – Membership & Nominations Chair 2010-2011; Facilitated session during 2009 annual conference; Assisted with writing by-laws
Volunteer for campus events
Past member National Academic Advising Association (2000 – 2001)
Multicultural Learning Institute (Winter/Spring Quarter 2001)
Past member Oklahoma College Student Personnel Association (1994 – 1997)
Vice President 1996 – 1997; Secretary 1995 – 1996; Membership Chair 1994 – 1995; Spring 1995 Conference Planning Committee; Co-presenter Fall 1994

Community
Edmond Community Thanksgiving Dinner planning committee (2004, 2005)
Member Beta Sigma Phi International Service Sorority (2003 – Present) – hold various leadership offices
REFERENCES

Dr. Donna Cobb
Assistant Dean
College of Education & Professional Studies
University of Central Oklahoma
100 North University Drive
Edmond, OK 73034
(405) 974-5298
dcobb@uco.edu

Dr. Evelyn Wilson Martin
Assistant Vice President
Academic Affairs
University of Central Oklahoma
100 North University Drive
Edmond, OK 73034
(405) 974-2322
ewilson@uco.edu

Dr. Richard Bernard
Dean
Jackson College of Graduate Studies
University of Central Oklahoma
100 North University Drive
Edmond, OK 73034
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rbernard@uco.edu

Dr. Pamela Fly
Assistant Dean
College of Education
Northeastern State University – Broken Arrow
3100 New Orleans
Broken Arrow, OK 74012
(918) 449-6512
(918) 510-3059 (cell)
fly@nsuok.edu
AGENDA ITEM #19-a:

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
- 5 degree program course requirements changes
- 3 degree program requirement changes

Oklahoma State University (OSU)
- 1 degree program requirement change
- 2 degree program option deletions

Northwestern Oklahoma State University (NWOSU)
- 1 degree program option name change
- 1 degree program course requirement change

Southeastern Oklahoma State University (SEOSU)
- 6 degree program course requirement changes
- 3 degree program requirement changes
- 1 degree program option addition
- 1 degree program name change
- 1 degree program designation change

Southwestern Oklahoma State University (SWOSU)
- 1 degree program option addition

Langston University (LU)
- 1 degree program requirement change
- 1 degree program course requirement change
- 1 degree program option name change

Rogers State University (RSU)
- 6 degree program course requirement changes
- 3 degree program option additions
Eastern Oklahoma State College (EOSC)
1 degree program name change
1 degree program option addition

Northern Oklahoma College (NOC)
1 degree program option addition

Carl Albert State College (CASC)
1 degree program course requirement change

Rose State College (RSC)
10 degree program course requirement changes
1 degree program option name change
1 degree program option deletion

Oklahoma State University-Oklahoma City (OSU-OKC)
1 degree program course requirement change

University of Oklahoma Health Sciences Center (OUHSC)
1 degree program course requirement change

POLICY ISSUES:

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

ANALYSIS:

**OU-Bachelor of Arts in German (099)**
Degree program requirement change:
- Add the following statement to program requirements: “A work or study-abroad experience in a German-speaking country lasting a minimum of three weeks. Exceptions: Exemptions will be made by the major advisor. Grounds for exemption include financial or other significant personal hardship, previous work or study experiences in a German-speaking country, and/or established proficiency in the German language.”
- Proposed change will better ensure advanced-level language proficiency in graduates.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**OU-Bachelor of Arts in Native American Studies (321)**
Degree program course requirement change:
- Re-organize major requirements into core courses and four categories: Contemporary Native American Issues, Fine Arts and Humanities, Culture and Heritage, and Historical Perspectives.
- Move the following courses from the core to one of the four new categories: ANTH 2613, ENGL 2733, ENGL 2743, HIST 3633, HIST 3643, NAS 1013, NAS 4913, NAS 4933, MUNM 3213, A HI 4803, A HI 4823, NAS 4693, NAS 4893 and NAS 3333.
- Add new course NAS 2003 to the core courses.
- To complete major requirements, students must take all six remaining core courses, and choose one course from each of the four categories.
• Proposed changes will better enable students to focus on specific areas such as tribal policy, federal Indian law, language and cultural management, and cultural and literary expressions.
• Proposed changes will better meet the program’s mission and philosophy to insure relevant education for students with interest in Native American career areas.
• Total credit hours will not change.
• One new course will be added.
• No new funds are required.

OU-Bachelor of Science in Meteorology (165)
Degree program course requirement changes:
• Delete ENGR 3723 and ENGL 3153 from course requirements.
• Add COMM 1113, COMM 2613, ENGL 3153, GEOL 3333, and HON 3980 to course requirement electives.
• Move requirement for a General Education Non-Western Culture Core IV (Humanities) course from Fall semester of senior year to Spring semester of junior year.
• Add a science elective or approved minor/area of concentration to Fall semester of senior year.
• Proposed changes will give students more flexibility in fulfilling requirements.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

OU-Bachelor of Business Administration in Management and Entrepreneurship (168)
Degree program course requirement change:
• Change ENT 3413 from a required course to a major elective.
• Add ENT 4113 to course requirements.
• Proposed change will improve the quality of the program and enable students to develop new venture concepts earlier in their program of study.
• Total credit hours will not change.
• One new course will be added.
• No new funds are required.

OU-Bachelor of Science in Computer Science (233)
Degree program course requirement changes:
• Delete AME/C S 3723 and MATH 4073 from program requirements.
• Add C S 4513 to required courses.
• Allow students the option of replacing one of the Computer Science Approved Electives with MATH 4073.
• Proposed changes will bring courses into alignment with the recommendations of the Association of Computing Machinery, which are widely adopted for Bachelor of Science in Computer Science curriculum.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

OU-Bachelor of Arts in Journalism (137)
Degree program course requirement changes and degree program requirement change:
• Change JMC 4803 from a major requirement to an elective.
• Increase the number of elective hours required from 6 to 9.
• Remove the limit of 16 hours maximum of military, military in-service and physical education courses from the degree program requirements.
- Proposed changes will provide students with the opportunity to take additional upper-division journalism electives.
- Total credit hours will not change.

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

**OU-Doctor of Philosophy in English (070)**
Degree program requirement changes:
- For the academic track in Literary and Cultural Studies:
  - Delete requirement to declare a primary and secondary area from the four areas of American Studies, Composition/Rhetoric/Literacy, Early English Studies, Modernity and Theory, Native American Studies, and Women’s Writing.
  - Delete the following requirements from Required Courses: four courses in primary area, two courses in secondary area, three courses in three other areas, three credit hours of the CRL teach course.
  - Delete ENGL 5113.
  - Add requirement that required courses must be 5000 or 6000.
  - Add requirement that required courses may not include directed reading courses.
  - Add requirement for three credit hours in Composition, Rhetoric, and Literacy.
  - Add the following requirements for electives: 1) 27 credit hours in the concentration of Literary and Cultural studies, as approved by Graduate Liaison and the student’s advisor, of which 24 must be 5000 or 6000 level and only one may be directed reading; 2) some coursework may be substituted with 5000-level coursework from outside the English Department, with advance permission of the student’s advisory committee, but such coursework cannot be a directed reading.

- For the academic track in Composition/Rhetoric/Literacy:
  - Delete ENGL 6103.
  - Delete 2 courses in Literary and Cultural studies from required courses.
  - Delete three (3 hour) electives from required courses.
  - Add requirement for three credit hours in Research Methods in Rhetoric, Composition and Literacy to required courses.
  - Add requirement for six credit hours in Secondary Area of Concentration that must be 5000 or 6000 level with no directed readings to required courses.
  - Add nine credit hours to electives.
  - Add requirement that student may petition to substitute another research tool for one foreign language with approval of advisory committee to dissertation hours.

- Proposed changes will allow greater flexibility in graduate course offerings.
- Proposed changes will permit faculty to respond more quickly to new scholarly development.
- Proposed changes will permit students to complete their degrees more efficiently in all research/teaching areas.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**OSU-Bachelor of Science in Agricultural Sciences and Natural Resources in Animal Science (018)**
Degree program option deletions:
- Delete options “Food Industry” and “Food Science.”
- Proposed option deletions will reduce duplication on campus.
- Both options are now part of the new Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science (361).
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

**OSU-Bachelor of Science in Electrical Engineering (071)**
Degree program option deletion:
• Delete option “Electrical.”
• Option was added by mistake several years ago.
• Proposed option deletion will eliminate an unused option.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

**OSU-Doctor of Philosophy in Human Environmental Sciences (123)**
Degree program requirement changes:
• Change the admission standards for each of the four program options so they are all the same.
• Change the course requirement from “15 credit hours of dissertation course work” to “a minimum of 15 and a maximum of 30 hours of credit hours of dissertation course work.”
• Change the word “interdisciplinary” in the course description to “multi disciplinary.”
• Proposed changes will create better cohesion among the program options, provide more flexibility for students and faculty in completing the degree requirements, and better reflect the true nature of the program.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

**NWOSU-Bachelor of Science in Computer Science (049)**
Degree program option name change and degree program course requirement change:
• Change name of option “Business Information Systems” to “Information Systems.”
• Delete E-Commerce course from advanced electives.
• Proposed changes will better signify that it is a Computer Science or Information Technology degree rather than a Business degree.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

**SEOSU-Bachelor of Arts in Sociology (047)**
Degree program course requirement change:
• Change SOC 3423 and SOC 4533 from required courses to electives.
• Change SGER 3443, SOC 3623 and SOC 3823 from electives to required courses. Students are required to take two of the three, and may take the third as an elective.
• Proposed changes will bring the program in line with other similar programs by requiring and emphasizing courses that focus on diversity.
• Total credit hours will change from 33 to 36 hours.
• No courses will be added or deleted.
• No new funds are required.

**SEOSU-Master of Science in Occupational Safety and Health (107)**
Degree program requirement change:
• Delete the Graduate Record Exam (GRE) as a requirement for entrance into the program.
• Proposed change will make the program more competitive in the regional market with no diminution of standards, as the GRE is no longer recognized as an indicator of graduate school success and competing institutions do not require it.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

SEOSU-Master of Education in School Administration (073)
Degree program course requirement change:
• Delete the GRE as a requirement for entrance into the program.
• Proposed change will make the program more competitive in the regional market with no diminution of standards, as the GRE is no longer recognized as an indicator of graduate school success and competing institutions do not require it.
• Total credit hours will not change.
• No new courses will be added or deleted.
• No new funds are required.

SEOSU-Master of Education in Elementary Education (072)
Degree program course requirement change:
• Delete the GRE as a requirement for entrance into the program.
• For special education option C, replace 9 hours of Professional Education component, 13 hours of Specialization component and 5 hours of electives with 17 hours of Special Education core and 12 hours of Specialization component.
• Proposed change will make the program more competitive in the regional market with no diminution of standards, as the GRE is no longer recognized as an indicator of graduate school success and competing institutions do not require it.
• Proposed changes will bring the program up to date with current trends in special education.
• Total credit hours will not change.
• No new courses will be added or deleted.
• No new funds are required.

SEOSU-Master of Education in School Counseling (071)
Degree program requirement change and degree program course requirement change:
• Add COUN 5613.
• Replace EDUC 5403 with COUN 5123 and replace COUN 5383 with COUN 5373.
• Remove School Counseling from the admission requirements; replace with a separate admission, retention, suspension and dismissal policy section in the degree program.
• Proposed change will strengthen the identity and training focus of the program and bring it into greater compliance with National Council for Accreditation of Teacher Education training requirements.
• Total credit hours will change from 39 to 42.
• No new courses will be added or deleted.
• No new funds are required.

SEOSU-Master of Behavioral Studies in Community Counseling (078)
Degree program name change, degree program degree designation change, degree program requirement change and degree program course requirement changes:
• Change the program name to Master of Arts in Clinical Mental Health Counseling.
• Change the program degree designation to Master of Arts.
• Delete COUN 5113, COUN 5553, COUN 5333.
• Add COUN 5133, COUN 5530, COUN 5503, COUN 5573, COUN 5593, and COUN 5873 to program requirements.
• Move COUN 5343 from elective to required course.
• Change program admission requirements to provide for provisional, conditional and unconditional admission; explain the application review process; require application and admission to candidacy after achieving admission; establish retention and dismissal conditions for students in the program, including GPA requirements as well as adherence to professional and ethical standards as set forth in generally accepted standards of the profession; and an explanation of students’ right to due process.
• Proposed change will align the program with the specialty program accreditation option the Department of Behavioral Sciences is seeking with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Clinical Mental Health Counseling.
• Proposed change will provide graduates with greater degree recognition and portability.
• Proposed change will bring program hours requirement into compliance with CACREP accreditation and with Oklahoma LPC licensure requirements.
• Proposed changes will further SEOSU’s goal of attaining CACREP Clinical Mental Health Counseling specialty program accreditation by 2012.
• Total credit hours will change from 48 to 60.
• Six new courses will be added.
• No new funds are required.

SWOSU-Master of Education in Education (064)
Degree program option addition:
• Add option “Instructional Coaching.”
• Proposed change will enhance the instructional practice of career and mentor teachers and to provide pedagogical knowledge for alternatively certified teachers.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.

LU-Doctor of Physical Therapy in Physical Therapy (058)
Degree program requirement change:
• Add two credit hours to PT 5904, which is currently a 4-credit hour course, making it a six-credit hour course.
• Proposed change will accommodate 60 contact hours of lab for human cadaver dissection.
• Total credit hours will change from 116 to 118.
• No courses will be added or deleted.
• No new funds are required.

LU-Master of Education in Educational Leadership (052)
Degree program course requirement change:
• Delete EDL 5123.
• Add EDL 5113.
• Proposed change will fulfill the accreditation requirements of the Educational Leadership Constituent Council.
• Total credit hours will not change.
• No courses will be added or deleted.
• No new funds are required.
LU-Bachelor of Business Administration in Business Administration (009)

Degree program option name change:
- Change option name from “Organization Management” to “Management.”
- Proposed change is in keeping with practices at other Association of Collegiate Business Schools and Programs and Association to Advance Collegiate Schools of Business accredited business programs.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

RSU-Bachelor of Arts in Communication (114)

Degree program course requirement change:
- Add COMM 4623 to program electives.
- Proposed change will provide students with opportunity to develop the more advanced and detailed video production skills sought by employers.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

RSU-Bachelor of Science in Business Administration (113)

Degree program course requirement change:
- Change course prerequisite for MGMT 4813 from “Senior in the Bachelor of Science in Business Administration program” to “BADM 3323, BADM 3333, FINA 3503, MGMT 3413, MGMT 3423, MGMT 4033, and MKTG 3113.”
- Change course prerequisite for MGMT 3423 from “ACCT 2103, ACCT 2203, ECON 2123, BADM 2843, BADM 3113 and CS 1113” to “MGMT 3013 and CS 1113.”
- Proposed change will ensure that students have completed all requisite courses to participate in a capstone experience.
- Proposed change will simplify progression and make the high demand Management Information Systems course available to students in other majors.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

RSU-Bachelor of Fine Art in Visual Arts (119)

Degree program option addition and degree program course requirement changes:
- Add option “Photographic Arts.”
- Add ART 3943 and ART 4243 to Photographic Arts option courses.
- Change ART 2793 to ART 3633.
- Add ART 3633 to core requirements.
- Delete ART 2113 from core requirements.
- Add ART 2113 to Studio Art option requirements.
- Delete ART 3633 from Studio Art option.
- Add MUSC 3743, MUSC 3823, and MUSC 3953 to program courses.
- Proposed changes will better prepare students for capstone and senior courses.
- Proposed changes will help students stay competitive in the job market after they graduate.
- Proposed MUSC courses will help fulfill Liberal Arts elective credits and provide music courses for a prospective minor.
- Total credit hours will not change.
- Five new courses will be added.
- No new funds are required.

**RSU-Bachelor of Science in Social Science (110)**
Degree program option addition and degree program course requirement changes:
- Add option “Environmental Studies.”
- Add SOC 3950, POLS 3163, ECON 4213, HIST 3213, HLSC 3003, and SOC 3333 to program course electives.
- Add SBS 3113 and SBS 3213 to core requirements.
- Add prerequisite “PSY 1113” to courses “PSY 4013, PSY 3993, PSY 3013, and PSY 3023.”
- Proposed option addition will provide a connection between political science and sociology in an environmental context.
- Proposed changes will better prepare students for varying career pathways.
- Proposed changes will provide students with a choice of qualitative or quantitative research methods in their program of study.
- Proposed changes will prevent students from registering for an upper division course without adequate preparation.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

**RSU-Bachelor of Arts in Public Administration (123)**
Degree program option additions and degree program course requirement changes:
- Add options “Human Resources Management,” “Accounting and Budgeting,” “General Management,” “Public Affairs,” and “Research and Analysis.”
- Delete MGMT 3423, SBS 4513, and POLS 4643 from program core requirements.
- Add ORGL 3443, ORGL 3333, and POLS 4533 to program core requirements.
- Move MGMT 3013 from business core to program core requirements.
- Change POLS 4621 to POLS 4623.
- Change NAMS 4123 to NAMS 3263.
- Change POLS 3503 to POLS 4993.
- Proposed option additions will assist students in developing an understanding and respect for different views regarding culture and society.
- Proposed option additions will provide students with better understanding of public administration research.
- Proposed changes will better provide students with a solid background in public administration, while building specific and valuable skills for the workplace.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**RSU-Bachelor of Science in Sport Management (122)**
Degree course requirement changes:
- Add Prerequisite “SPMT 1003” to courses SPMT 3013, SPMT 3213, SPMT 3233, and SPMT 4113.
- Delete prerequisite courses for SPMT 4116.
- Remove degree requirement for BIOL 1144 and PHIL 1313.
- Proposed changes will allow students to better transfer to other institutions.
- Proposed changes will remove unnecessary hardships for students.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**EOSC-Associate in Arts in Journalism (026)**
Degree program name change and option addition:
- Change program name to “Mass Communication.”
- Add option “Journalism.”
- Add option “Broadcast.”
- Add MCOMM 1223, MCOMM 2103, and MCOMM 1201.
- Proposed change will adopt the preferred name for the program.
- Proposed changes will meet the changing nature of current news and information media and allow greater efficiencies in course offerings.
- Proposed changes are in response to high student interest/demand.
- Three courses will be added.
- No new funds are required.

**NOC-Associate in Applied Science in Business Management (028)**
Degree program option addition:
- Add option “Entrepreneurship.”
- Add BSAD 1203.
- Proposed change will better serve students interested in pursuing entrepreneurial career and interests.
- One new course will be added.
- No new funds are required.

**CASC-Associate in Arts in Health, Physical Education and Recreation (016)**
Degree program course requirement change:
- Change HPER 2512 to HPER 2513.
- Condense HPER 2132 and HPER 2232 into HPER 2133.
- Change HPER 2812 to HPER 2813.
- Change HPER 1102 to HPER 1103.
- Proposed changes will provide better delivery of subject matter and expand course content.
- Total credit hours will change from 62-64 to 63-65.
- No courses will be added or deleted.
- No new funds are required.

**RSC-Associate in Applied Science in Accounting (001)**
Degree program course requirement change:
- Move BA 2413 from Program Requirements to Support and Related Courses elective.
- Move BA 1103 from Support and Related Courses to Program Requirements.
- Add CIT 1093 to Support and Related Courses.
- Proposed change will better prepare students for the demands of the accounting degree plan and better align graduates with the needs of employers.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**RSC-Associate in Science in Biological Science (006)**
Degree program course requirement change:
- Replace LFSC 2324 with LFSC 1134.
- Proposed change will better align the program with the requirements at various universities.
Total credit hours will not change.
No courses will be added or deleted.
No new funds are required.

RSC-Associate in Applied Science in Business Administration (008)
Degree program course requirement changes:
- Delete MKTG 2123, MKTG 2313 and MKTG 2513 from program requirements.
- Add MKTG 2353, MGMT 2503 and MKTG 2503 to program requirements.
- Proposed change will modernize the degree plan and better align graduates with the needs of employers.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

RSC-Associate in Applied Science in Paralegal Studies (027)
Degree program course requirement changes:
- Move LS 2833 from Program Requirements to Support and Related Courses elective.
- Move LS 2903 from Support and Related Courses to Program Requirements.
- Proposed change was required by the American Bar Association accreditation team at its last visit.
- Total credit hours will not change.
- No new courses will be added or deleted.
- No new funds are required.

RSC-Associate in Science in Mathematics (029)
Degree program course requirement changes:
- Delete MATH 2843 from program requirements.
- Add MATH 2853 to program requirements.
- Proposed change will provide students with additional alternatives.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

RSC-Associate in Science in Engineering (039)
Degree program course requirement change:
- Delete MATH 2843 from program requirements.
- Add MATH 2853 and ENGR 2303 to program requirements.
- Proposed change will provide students with greater latitude in selecting courses and provide a math course that has been developed specifically for math and engineering students.
- Total credit hours will not change.
- Two new courses will be added.
- No new funds are required.

RSC-Associate in Arts in Psychology (042)
Degree program course requirement change:
- Add PSYC 2123 as a Support and Related Courses elective.
- Proposed change will provide opportunity for additional applicable coursework.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

RSC-Associate in Applied Science in Multimedia Communication (113)
Degree program course requirement change and degree program option name changes:
- Add MULT 1513 to the Graphic Design option.
- Change option name from “Digital Graphic Design” to “Graphic Design.”
- Change option name from “Multimedia Authoring/Web Design” to “Authoring/Web Design.”
- Proposed changes will better align graduates with needs of employers and better align degree plan titles with those of other institutions.
- Total credit hours will not change.
- One new course will be added.
- No new funds are required.

**RSC-Associate in Science in Physics (123)**
Degree program course requirement change:
- Replace MATH 2843 with MATH 2853 in program requirements.
- Proposed change will provide a math course that has been developed specifically for math and engineering students.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**RSC-Associate in Science in Geosciences (126)**
Degree program option deletion and degree program course requirement changes:
- Delete the option “Meteorology.”
- Remove GIS 1113 from support and related courses section.
- Add CHEM 1145 to required courses.
- Add LFSC 1113 and LFSC 1123 to program requirements, of which students may select one.
- Proposed changes will free resources for more viable program options.
- Total credit hours will not change.
- No courses will be added or deleted.
- No new funds are required.

**OSU-OKC-Certificate in Firefighter I (029)**
Degree program course requirement change:
- Add course MFP 2213.
- Proposed change will better align the certificate requirements with area industry’s demands.
  - IFSAC now requires HazMat OPS prior to Firefighter I Certificate.
- Total credit hours will change from 23 to 26.
- One new course will be added.
- No new funds are required.

**OUHSC- Master of Science in Biostatistics and Epidemiology (057)**
Degree program course requirement change:
- Add BSE 5111.
- Proposed change will bring the program into compliance with a Graduate College requirement for training in responsible conduct of research.
- Total credit hours will change from 38-39 to 39-40.
- No new courses will be added.
- No new funds are required.
AGENDA ITEM #19-b:

Programs Reconciliation.

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 Rogers State University, as described below.

BACKGROUND:

Rogers State University (RSU) requests program modification changes for the Associate in Applied Science in Applied Technology (111), the Bachelor of Science in Social Science (110) and the Associate in Applied Science in Nursing (054) 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:

Associate in Applied Science in Applied Technology (111). RSU requests MGMT 3013 be added to the program core, rather than deleted. MGMT 3013 was approved for deletion at the May 28, 2010 State Regents’ meeting. This action will correct this error.

Bachelor of Science in Social Science (110). RSU requests HIST 3533 be added to the program elective courses. HIST 3544, rather than HIST 3533, was approved for addition to the program elective courses at the May 28, 2010 State Regents’ meeting, rather than HIST 3533. This action will correct this error.

Associate in Applied Science in Nursing (054). RSU requests SPCH 1113 be added to the Guided Electives. SPCH 1313, rather than SPCH 1113, was approved for addition at the May 28, 2010 State Regents’ meeting. This action will correct this error.
AGENDA ITEM #19-c:

Electronic Media.

SUBJECT: Langston University (LU). Approval of request to offer an existing degree program option via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve LU’s request to offer the Bachelor of Business Administration (009) Management option via electronic media.

BACKGROUND:

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

- Master of Education (052) in Educational Leadership

LU requests authorization to offer the Bachelor of Business Administration Management option 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:

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

Demand. According to the Oklahoma Employment Outlook 2004-2014, professional and business services is one industry in which the demand for graduates will account for most of the state's job growth. The Federal Department of Labor Employment Outlook shows professional and business services will add 42,370 new jobs in Oklahoma between 2004-2014, with trade, transportation and utilities adding another 26,690 jobs. Financial activities will add 8,330 new jobs and government will add an additional 16,390. Other services, excluding government, will add more than 10,000 new jobs during the same period and this is an estimated growth of more than 13 percent. The Oklahoma Department of Labor projects that those industries that provide employment to our students will increase hiring to more than 150,000 positions between 2004 and 2014.
**Delivery method.** LU will utilize the learning and course management system Desire 2 Learn (D2L). The course instructor and students will have access to online live chats, video streaming technology, discussion boards, assignment drop boxes and online test taking abilities with set times. D2L permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty.

**Funding.** The cost of implementing the program shall consist of adjunct salaries, computer and software costs and administrative expenses resulting from implementation of the online program. Travel expenses may also be incurred to permit faculty to travel to cities near the population center where students are located. Funding for the program will be provided through university education and general funds. Tuition and fees will constitute a large share of the funding.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve LU’s request to offer the Bachelor of Business Administration Management option through electronic media online delivery as described above.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
September 9, 2010

AGENDA ITEM #19-d (1):

Grants.

SUBJECT: Allocation of Minority Teacher Recruitment Center budget to fund Pre-Collegiate and Collegiate grant programs.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed Minority Teacher Recruitment Center Pre-Collegiate and Collegiate Program expenditures.

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents Minority Teacher Recruitment Center (MTRC) is charged with developing and implementing programs to recruit and to retain teachers in Oklahoma public schools.

Pre-Collegiate Programs: The Minority Teacher Recruitment Center supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools – Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP) and Future Educators Association (FEA). These programs include curriculum, professional development and grants to provide additional resources for teachers to furnish supplemental materials and enhance learning opportunities for students which promote academic achievement and meet the goals of the MTRC.

The ACE curriculum was developed in 2003-2004 and has been successfully implemented in many high schools throughout the state. ACE incorporates the study of teacher competencies with teaching-like experiences and offers intellectual challenges that lead to student growth and academic achievement. The curriculum targets high school juniors and seniors. Teacher surveys indicated that 35 percent of the 126 ACE students were minority. At the close of the 2009-2010 academic year, 85 percent of the ACE high school graduating seniors planned to attend college. Forty-six percent of all ACE students plan to become teachers; whereas, 9 percent acknowledge a teaching career as a possibility.

The LEAP, piloted during the 2004-2005 academic year, has grown exponentially throughout the past few years. For the 2009-2010 school year, LEAP was the choice curriculum for five freshmen academies and was taught in twenty-one schools – approximately 77 classes. LEAP is designed to help eighth and ninth grade students who have strong academic potential, be successful in high school and college. Of the 1,293 students that were reported enrolled in LEAP this year, 45 percent were minority status. In the past five years (2006-2010), at least 6,040 students have gone through LEAP. Anecdotal research on this curriculum indicates that LEAP students have acquired improved interpersonal communication skills, critical thinking skills as well as improved behavior in the school. Additionally, summative assessments show that LEAP helps students understand the importance of school success and college preparation, increasing their potential for high academic achievement. Of 914 students that completed surveys, 92 percent plan to attend college and 27 percent said they would consider teaching as a career option.
The FEA, sponsored nationally by Phi Delta Kappa, is an extra-curricular organization that gives all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field. FEA sponsor feedback indicated that close to one-third (27 percent) of the 156 FEA students indicated that they were interested in teaching. Of the forty-one graduating seniors, nineteen plan to become teachers.

**Collegiate Programs:** Since 1996, collaborative efforts by MTRC and teacher education programs in the state have led to partnerships that help address teacher recruitment and retention from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have had opportunities to interact with higher education personnel and learn about key elements in college preparation as well as the teaching profession. At the close of the 2010 academic year, approximately 2,274 pre-collegiate and collegiate students, education faculty and staff, as well as administrators and other education advocates, participated in campus based activities that highlighted teaching and supported recruitment, retention, and professional development objectives in teacher education.

**Teacher Conferences:** Each year, the MTRC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts. In 2009-2010, 1,916 participants engaged in MTRC sponsored conferences.

**POLICY ISSUES:**

The MTRC has a legislative directive (HB 2557) to develop recruiting programs for potential teachers, including pre-collegiate curricular courses and future teacher clubs that emphasize school success and the opportunity to investigate teaching as a career choice as well as collegiate activities which deal with issues such as retention and placement.

**ANALYSIS:**

*Resident Year Teacher Statistics in Oklahoma*, data extracted from the annual Teacher Residency reports, indicate that in 2009-2010, 16 percent of all first year teacher residents (*self-reported*) were minority – a three percentage point decrease from 2008-2009. Out of the students that went through traditional teacher education, 17% were minority as compared to the 13 percent of minorities that took the alternative certification route. This data, considering a small margin of error due to lack of data on all teacher residency candidates, suggests a change in the trend from previous years. A majority of minority teachers are now entering into teacher education through traditional routes as opposed to the alternative routes. Still, the overall result (*of fewer teachers*) may be indicative of a larger issue which shows that the total number of resident year teachers has been slightly declining over the past five years.

A chart is attached that provides a brief description of all MTRC grant funding requests for 2010-2011, totaling $172,328. These programs support MTRC goals and objectives stated in the aforementioned legislative directive.
The following projects are recommended for funding up to the following amounts.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PROGRAM TITLE</th>
<th>DESCRIPTION</th>
<th>RECOMMENDED FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Collegiate Grants</td>
<td>ACE and LEAP</td>
<td>ACE incorporates the study of teacher competencies with teaching-like experiences. LEAP is designed to help students who have strong academic potential, be successful in high school and college. Approximately, 50 schools will use the curricula this year with 117 classes being offered.</td>
<td>$80,700</td>
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<tr>
<td></td>
<td>FEA</td>
<td>Allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field. Approximately 15 high schools will sponsor FEA chapters.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Collegiate Grants</td>
<td>Cameron University – Recruiting Future Teachers: Fostering Leadership, Education and Achievement among Middle School Students</td>
<td>Encourages students to consider teacher education as a possible career choice. This project is designed to increase awareness in the field of education, provide a glimpse into expectations of being an education major and expose students to the college entry process.</td>
<td>$7,923</td>
</tr>
<tr>
<td></td>
<td>Cameron University – Retaining Excellent Alternatively Licensed (REAL) Teachers: A Joint Project of Cameron University and Lawton Public Schools</td>
<td>Collaboration between Cameron University and Lawton Public Schools designed to assist in retaining secondary alternatively licensed teachers with fewer than five years of teaching experience by providing professional development that meets their specific needs as alternatively licensed teachers.</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>University of Central Oklahoma – Minority Educational Encouragement Project VIII</td>
<td>Allows students to gain a positive understanding of the value of a college degree and how to prepare for the college experience as well as gain awareness in education careers.</td>
<td>$6,510</td>
</tr>
<tr>
<td></td>
<td>Northeastern State University – ACE Partnership with Union High School</td>
<td>A partnership designed to recruit students to the field of education by providing on-going, in depth activities to enhance student interest and dedication to obtaining teacher certification and entering the teaching profession.</td>
<td>$3,225</td>
</tr>
<tr>
<td></td>
<td>Northeastern State University – Celebration of Teaching</td>
<td>Encourages students (especially minority students) to consider teaching as a career. This conference is designed to promote collaboration among public school teachers, university professors, teacher education candidates, and visiting students in the interest of education.</td>
<td>$7,000</td>
</tr>
<tr>
<td></td>
<td>Northeastern State University – Tulsa Public Schools FEA Chapters</td>
<td>A partnership with Northeastern Oklahoma University and Tulsa high schools with FEA chapters in an effort to recruit students within these chapters to the field of</td>
<td>$5,770</td>
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<tr>
<td>CATEGORY</td>
<td>PROGRAM TITLE</td>
<td>DESCRIPTION</td>
<td>RECOMMENDED FUNDING</td>
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<tr>
<td>Collegiate Grants</td>
<td>Oklahoma State University – <em>Celebration of Teaching</em></td>
<td>A conference in which outstanding Oklahoma educators are honored, the teaching profession is highlighted and academically talented students are encouraged to consider a career in education. Pre-collegiate and collegiate students have the opportunity to interact with seasoned educators in an effort to explore strategies that will help them become successful teachers. Also, professional educators are able to collaborate and share best practices in the field.</td>
<td>$7,000</td>
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<td></td>
<td>Oklahoma State University - 2010 <em>International Fair: A Multicultural Exploration for Kids</em></td>
<td>Pre-service teachers will gain confidence in their ability to work more effectively with the diverse populations of students and parents that they will encounter in their careers. In-service teachers in the Stillwater Public Schools will use the resources to provide diverse cultural experiences for their students. Pre-service and in-service teachers will begin to develop strategies of culturally responsive teaching, thus enhancing the image of the teaching profession in the 21st century.</td>
<td>$7,000</td>
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<tr>
<td></td>
<td>Oral Roberts University – <em>Educational “IMPACTS” ‘11: An Educational Program of Instructional Assistance for Future Teaching Prospects</em></td>
<td>Designed to inform, attract and engage a select audience of students from the Tulsa Public School district in the various aspects of obtaining a degree in teacher education. Students will receive mentoring from teacher candidates as well as develop relationships with college faculty to explore the requirements for entering college and becoming a successful education major.</td>
<td>$7,000</td>
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<td></td>
<td>Rose State College – <em>How to Teach Students Who Don’t Look Like You: Culturally Relevant Teaching Strategies</em></td>
<td>Professional development workshop for teachers and teacher candidates, designed to examine racial identity; support value for diverse learners; create school cultures that welcome diverse learners; and engage teachers in the development of new teaching models that are culturally sensitive. This opportunity will provide teachers with the skills and knowledge necessary to enhance the academic success of their students.</td>
<td>$7,000</td>
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<tr>
<td></td>
<td>University of Central Oklahoma – <em>Scholarships for Teacher Recruitment to High-Need</em></td>
<td>Provides financial assistance and concentrated training for third year teacher education students to prepare them to be highly qualified in urban schools through clinical practice with mentored support and professional development to foster knowledge and</td>
<td>$10,000</td>
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<tr>
<td>CATEGORY</td>
<td>PROGRAM TITLE</td>
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<td></td>
<td><em>Urban Schools</em></td>
<td>skills needed to approach the challenges of urban teaching.</td>
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<td></td>
<td><em>University of Central Oklahoma – Multicultural Institute Minority Youth Leadership Session</em></td>
<td>Brings teachers, administrators and students together to explore critical issues and concerns related to the challenges and rewards of living and teaching in a culturally diverse society.</td>
<td>$3,500</td>
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<td></td>
<td><em>University of Central Oklahoma – Especially for Educators</em></td>
<td>Professional development and networking opportunities for pre-service and in-service teachers, administrators and faculty members while highlighting the teaching profession by presenting successful nationally-renowned educators, as examples and role-models for future and present teachers.</td>
<td>$2,700</td>
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<tr>
<td>Teacher Recruitment/Retention</td>
<td><em>Conference</em></td>
<td>In 2010-2011, the Third Biennial ACE, LEAP and FEA conference will be held for students and teacher sponsors of these programs to highlight professional teacher education and encourage students to consider this as a viable career option. This opportunity supports the mission of MTRC through recruitment efforts as well as highlighting the teaching profession.</td>
<td>$2,000</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$172,328</strong></td>
</tr>
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</table>
AGENDA ITEM #19-d (2):

Grants.

SUBJECT: Acceptance of grant funds from the United States Department of Education.

RECOMMENDATION:

It is recommended that the State Regents accept grant funds in the amount of $893,210.

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A/Subpart 3 authorizes the Improving Teacher Quality State Grants, of which 2.50 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. The partnerships use the funds to conduct professional development activities in mathematics, science and reading/language arts subject areas to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction. SAHEs should demonstrate leadership in identifying for grantees and prospective applicants scientifically-based professional development that is effective in increasing student academic achievement. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the United States Department of Education as:

A. a LEA that serves not fewer than 10,000 children from families with incomes below the poverty line OR for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

AND

B. a LEA for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach, OR for which there is a high percentage of teachers with emergency, provisional or temporary certification or licensing.

Eligible partnership also may include additional institutions of higher education (IHE) - either two-year or four-year, additional local education agencies (LEA), public or private, whether they are high-need or not, public charter schools, individual elementary or secondary schools, educational service agencies, nonprofit educational organizations, nonprofit cultural organizations, entities carrying out a pre-kindergarten program, teacher organizations, principal organizations, or businesses.
POLICY ISSUES:
The recommendation above is consistent with the State Regents’ Minority Teacher Recruitment Center policy.

ANALYSIS:

Last year, 319 teachers participated in workshops in the following subject areas: mathematics, science, and reading/language arts. After completing the following professional development programs, these teachers will serve over 10,000 students in the 2010-2011 school year.

<table>
<thead>
<tr>
<th>Award</th>
<th>Institutions of Higher Education</th>
<th>PK-12 Districts</th>
<th>Total Number of Teachers Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-Ese 5.0 : Toys to Tools-Using Technology to Link Mathematical Concepts with Context</td>
<td>Oklahoma Panhandle State University</td>
<td>Boise City Public Schools</td>
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<td></td>
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<td>Felt Public Schools</td>
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<td>Texhoma Public Schools</td>
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<td>Guymon Public Schools</td>
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<td>Hardesty Public Schools</td>
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<td>Hooker Public Schools</td>
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<td>Tyrone Public Schools</td>
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<td>Yarbrough Public Schools</td>
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<td>Keyes Public Schools</td>
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<td>Balko Public Schools</td>
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<td>Beaver Public Schools</td>
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<td>Forgan Public Schools</td>
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<td>Goodwell Public Schools</td>
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<td>The Oklahoma Algebra Highway: A Curricular Roadmap to Success</td>
<td>Oklahoma Christian University</td>
<td>Oklahoma City Public Schools</td>
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<td>Crutcho Public Schools</td>
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<td>Millwood Public Schools</td>
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<tr>
<td>ASMTTP: Ardmore Science, Mathematics, and Technology Partnership</td>
<td>The University of Oklahoma</td>
<td>Ardmore Public Schools</td>
<td>22</td>
</tr>
<tr>
<td>KESAM SP: K-8 Scholars Appreciating Mathematics, statewide partnerships, Hands-On Brains-On Journey of Excellence</td>
<td>Southwestern Oklahoma State University, Northeastern Oklahoma A&amp;M College, and Carl Albert State College</td>
<td>Poteau Public Schools</td>
<td>96</td>
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<td></td>
<td></td>
<td>Miami Public Schools</td>
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<td>McAlester Public Schools</td>
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<td>Clinton Public Schools</td>
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<td>Crutcho Public Schools</td>
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<td>Erick Public Schools</td>
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<td>Oklahoma City Public Schools</td>
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<td>Sweetwater Public Schools</td>
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<td>Elk City Public Schools</td>
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<td>Anadarko Public Schools</td>
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<td>Thomas-Fay-Custer Public Schools</td>
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<td>Erick Public Schools</td>
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<td>Little Axe Public Schools</td>
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<td>Hodgen Public Schools</td>
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<td>Moore Public Schools</td>
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<td>Putnam City Public Schools</td>
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<tr>
<td>Education Center (PEC)</td>
<td>University/College</td>
<td>Public Schools</td>
<td>Funding</td>
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<tr>
<td>Green Country Professional</td>
<td>The University of Tulsa and Tulsa Community College</td>
<td>Jenks Public Schools Jenks Public Schools Berryhill Public Schools Tulsa Public Schools Jenks Public Schools Berryhill Public Schools</td>
<td>68</td>
</tr>
<tr>
<td>Every Student Succeeds (ESS): Improving Student Reading Through Research-Based Vocabulary and Comprehension Instruction</td>
<td>The University of Oklahoma and Cameron University</td>
<td>Lawton Public Schools Pauls Valley Public Schools Wayne Public Schools Whitebead Public Schools</td>
<td>40</td>
</tr>
<tr>
<td>Literacy Coaches Teaching Reading and Writing Strategies for Content Areas</td>
<td>East Central University and Oklahoma City Community College</td>
<td>Ada Public Schools Asher Public Schools Headton Public Schools Holdenville Public Schools Justice Public Schools Seminole Public Schools Stonewall Public Schools Strother Public Schools Wanette Public Schools Wetumka Public Schools</td>
<td>40</td>
</tr>
</tbody>
</table>

In September 2010, a technical meeting will be conducted for those who are interested in writing a NCLB Improving Teacher Quality sub-grant. As part of the 2011 grants, applicants are encouraged to focus on continuing professional education growth to those schools which are not only on high-need school poverty lists determined by the US Census Bureau (the Census Bureau's most current poverty data may be found on its website: [http://www.census.gov/did/www/saipe/district.html](http://www.census.gov/did/www/saipe/district.html)), but also on the Oklahoma State Department of Education Schools Improvement List which indicates the schools who have not met Annual Yearly Progress for one year or more. An external evaluation of the funded awardees will be conducted to ascertain the impact of the completed professional development on P-12 student achievement.
AGENDA ITEM #19-d (3):

Grants.

SUBJECT: Acceptance of the College Access Challenge Grant Program funds and approval of matching funds.

RECOMMENDATION:

It is recommended that the State Regents accept the second year of College Access Challenge Grant Program funds, a congressionally-authorized formula grant from the United States Department of Education, totaling $1,694,526 and approve non-federal matching funds of $847,263 for FY11.

BACKGROUND:

The College Access Challenge Grant Program (CACGP) is a formula grant program based on poverty levels (HR 2669 College Cost Reduction and Access Act of 2007 budget reconciliation) that is designed to foster partnerships among federal, state and local government entities and philanthropic organizations to significantly increase the number of underrepresented students who enter and remain in postsecondary education. CACGP provides grants to states to meet the needs of students and families from underrepresented populations. The grant requires a one-third match with non-federal funds and in-kind contributions.

At the September 2008 and 2009 meetings, the State Regents accepted the first- and second-year CACGP funds of $915,418 and $851,377, respectively, and approved matching funds. The non-federal matching funds for these years were committed for services to maintain and upgrade the student portal, OKcollegestart.org.

POLICY ISSUES:

The State Regents are authorized (70:3206) to “accept Federal grants and use the same in accordance with Federal requirements; and accept and disburse grants, gifts, devises, bequests and other monies and property from foundations, corporations and individuals. . .”

This action is consistent with State Regents’ leadership on federal initiatives. Further, it fulfils the State Regents’ role in coordinating federal, state, and local resources toward the goal of student success.

ANALYSIS:

The purpose of using the College Access Challenge Grant Program (CACGP) funds is to expand existing projects that will significantly increase the number of students from underrepresented groups who are enrolled, retained and complete degrees in higher education. This expansion will insure that students and families living in poverty are reached and supported. Despite concerted efforts to generate more college graduates, some Oklahomans are still falling through the cracks, including first-generation college
students; lower than average income; ethnic backgrounds of Hispanic, African American, and Native American; transfers among institutions; and working adults.

The activities funded in 2010-2011 will promote the following goals: (1) to increase the completion rates of students who have started and not completed a college degree; (2) to increase the college-going rate of high school students through use of a student information portal (OKcollegestart.org); (3) to improve the college preparation of students from underrepresented groups by providing counselor professional development and by providing information to students and parents regarding benefits and financing options; and (4) to improve success of students attending college.

The following is a description of the activities as reported in the application to the United States Department of Education, excluding indirect and administrative costs ($114,242). The matching funds are $300,000 of the State Regents contract with ACT and $547,263 from tuition waivers for concurrently enrolled students.

(1) Scholarships will be provided to Pell-eligible students as an incentive to complete their baccalaureate or associate degrees ($609,000).
(2) To improve the existing bachelor’s degree completion program and develop an associate degree completion curriculum, professional development will be provided to college staff using consultants from CAEL, NCAT, and Online Quality ($30,384).
(3) A field-based Coordinator, Student Portal Program Planner, and staff assistant will be hired to provide professional development for all middle school and high school counselors to use upgrades to the student information portal, Okcollegestart.org, especially targeting school districts in the 19 high poverty counties and 3 urban school districts identified in Oklahoma. They also will collect and provide counselor and student feedback to the vendor for new or improved student portal services. Working with the vendor, Xap, Inc., this professional development activity will focus on specific issues related to the use of OKcollegestart.org as it improves student to college planning and financial resources ($214,900).
(4) The maintenance contract with Xap, Inc., vendor of the student information portal (OKcollegestart.org), will be continued ($450,000).
(5) Based on the success of the previous two years, 10 retreats will be sponsored for inexperienced counselors across the state and experienced counselors from the 19 counties and 3 urban school districts with poverty rates of greater than 16%, the Oklahoma average. The same counselors will attend a summer institute including national consultants with expertise in issues related to working with students living below the poverty line. The counselor institute will focus on sharing ideas and building a network of support for counselors working in areas with high numbers of children in poverty. The Ruby Payne Group will provide expertise and materials. ACT staff will provide OK EPAS tools and ACT reports demonstrating how those data can be used to assist schools and individual students for test preparation and college readiness. There will be time dedicated to meeting and sharing with others, building the “Professional Learning Community” of counselors, working together to improve the quality of counseling programs across the state. Thirdly, counselors will be provided funding to attend the Regional ACT Symposium ($133,000).
(6) To support the new statewide college access network in Oklahoma (OK-CAN), air time will be purchased to run cable commercials across the state that build awareness of financial aid resources and emphasize the importance of completing the FAFSA ($50,000).
(7) To improve success of students attending college by using national consultants and piloting data-driven plans at urban community colleges to improve retention of students from underrepresented groups and to close the gap between their success in college and other groups. The planned retention activities address developmental education, first-year persistence and financial aid ($93,000).
It is recommended that the State Regents accept the second year of CACGP funds from the United States Department of Education totaling $1,694,526 and approve matching funds of $847,263 for FY11.
AGENDA ITEM #19-e:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Northeastern Oklahoma A&M 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, 371 cooperative agreements (involving 126 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.

Northeastern Oklahoma A & M College (NEOAMC) requests authorization for a cooperative agreement with Northeast Technology Center (NTC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science in Construction Technology (014).

POLICY ISSUES:

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

ANALYSIS:

NEOAMC requests authorization for a cooperative agreement with NTC to allow students to receive up to 15 hours of college credits for the Associate in Applied Science in Construction Technology (014).

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 NTC 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.
AGENDA ITEM #19-f:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2011.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of June 8, 2010, through August 23, 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 June 8, 2010, through August 23, 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 $37,757,397, representing $13,652,237 in State funding and $24,105,160 in Section 13/New College Funds.
<table>
<thead>
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Total: $671,050  $83,000  $650,000  $671,050  $14,455,000  $250,000  $650,000
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AGENDA ITEM #19-g (1):

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 June 5, 2010 and August 13, 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 June 5, 2010 and August 13, 2010, there were forty-two (42) purchases in excess of $25,000 but not in excess of $100,000.

Purchases Between $25,000.00 and $99,999.99:

Fifteen (15) of the forty-two (42) items relate to Core. Requisitions have been issued to 1) Office of State Finance in the amount of $27,548.04 for processing transaction fees for the PeopleSoft System (funded from 210-Core), 2) Xerox Corporation in the amount of $29,272.94 lease renewals on eleven (11) copiers supported by IT located throughout RPIII (funded from 210-Core), 3) Sungard SCT Inc. in the amount of $95,928.00 for maintenance and upgrades to Banner software. Banner is the agency accounting and human resources system (funded from 210-Core), 4) Oracle Corporation in the amount of $71,668.81 for maintenance on the Oracle Internet Application and Database Enterprise Edition software. This software enables login to the web site (funded from 210-Core), 5) McAfee & Taft in the amount of $25,000.00 for legal services in regard to the State Regents Supplemental Retirement Plan and other employee benefit plans. These services provide review of the agency’s retirement plan to maintain compliance with federal tax law as it is interpreted or amended (funded from 210-Core), 6) United States Post Office in the amount of $60,045.00 for Postage to cover mailing charges for FY11 (funded from 210-Core), 7) State Office of the Attorney General in the amount of $59,791.68 for legal services of an Assistant Attorney General for FY11. These services enable the agency to provide legal services support to Quartz Mountain Arts and Conference Center and Nature Park and to smaller state institutions which do not have ready access to legal services (funded from 210-Core), 8) JP Morgan Chase in the amount of $65,800.00 for p-
card purchases for FY11 (funded from 210-Core), 9) Nelson Mullins Riley & Scarborough LLP in the amount of $99,900.00 for legal services of Art Coleman and Steven Winnick of Education Council LLC (in affiliation with Nelson Mullins Riley and Scarborough LLC) in regards to the Office for Civil Rights complaint. These services are required due to in-house counsel and the Attorney General’s Office lack the specialized expertise and experience necessary for the investigation and resolution of the complaint by the U.S. Department of Education Office for Civil Rights (funded from 210-Core), 10) California State University in the amount of $40,000.00 for the Merlot Partnership membership. Merlot Partnership membership provides information about teaching strategies, professional associations, journals and conferences (funded from 210-Core), 11) Renda Broadcasting in the amount of $32,059.00 for broadcast and production of “College Connection” radio program promoting higher education issues (funded from 210-Core), 12) True Digital Security in the amount of $63,500.00 for security monitoring. This service will monitor network traffic 24/7/365 for security against suspicious and malicious activity on the Regents network (funded from 210-Core), 13) Xerox in the amount of $85,939.00 for lease on Xerox DC6060 color production copier for Core Central Services print shop (funded from 210-Core), 14) Reherman Enterprises in the amount of $25,000.00 for professional services to administer the George and Donna Nigh Institute’s Scholarship Program for FY11 (funded from 710-Core), 15) Quartz Mountain Resort in the amount of $29,854.10 for the Summer Institute Retreat for inexperienced counselors in connections with the College Access Challenge Grant project. This retreat is to improve the college preparation of students from underrepresented groups by increasing awareness for academic preparation (funded from 430-Core).

Sixteen (16) of the forty-two (42) items relate to OneNet. Requisitions have been issued to 1) Qwest Communications Company LLC in the amount of $99,982.81 for additional switching gear to meet networking needs. Increased needs in the OneNet Data Center to support web and email services require additional switching gear. (funded from 718-OneNet), 2) Oracle America Inc. in the amount of $41,356.04 for configuration and support services on four (4) servers (funded from 718-OneNet), 3) Hartzog Conger Cason & Neville LLP in the amount of $40,000.00 for legal representation for the State Regents (funded from 718-OneNet), 4) AT&T in the amount of $45,500.00 for circuits to provide network connection to various OneNet customers (funded from 718-OneNet), 5) Comdata in the amount of $33,000.00 for fuel and minor maintenance for ETN fleet (funded from 718-OneNet), 6) Allegiance Communications in the amount of $28,500.00 for connectivity from the OneNet customer site of McAlester Public Schools and Shawnee Library to the OneNet Network (funded from 718-OneNet), 7) Suddenlink Media in the amount of $34,800.00 for circuits to provide network connection to various OneNet customers (funded from 718-OneNet), 8) Cogent Communications in the amount of $84,000.00 for 10 GIGE circuit for internet access (funded from 718-OneNet), 9) Level 3 in the amount of $57,000.00 for internet circuit renewal. Level 3 provides OneNet with a gigabit Ethernet circuit which is used by OneNet customers to access the internet (funded from 718-OneNet), 10) Oklahoma Gas & Electric in the amount of $33,263.00 for electric service for ETN and warehouse and tower facilities (funded from 718-OneNet), 11) K-Powernet LLC in the amount of $36,000.00 for circuits to provide network connections to various OneNet customers (funded from 718-OneNet), 12) Oklahoma Western Telephone Company in the amount of $96,000.00 for circuits to provide network connections to various OneNet customers (funded from 718-OneNet), 13) Panhandle Telephone Cooperative in the amount of $80,405.00 for circuits to provide network connections to various OneNet customers (funded from 718-OneNet), 14) JP Morgan Chase in the amount of $30,000.00 for p-card purchases for FY11 (funded from 718-OneNet), 15) SKC Communications Products Inc. in the amount of $47,214.63 for Tandberg maintenance (funded from 718-OneNet).

Eight (8) of the forty-two (42) items relate to OGSLP. Requisitions have been issued to 1) Van Ru Credit Corporation in the amount of $47,000.00 for services for providing collection and remitting such
collection to OGSLP for defaulted student loan borrowers (funded from 701-OGSLP), 2) AT&T in the
amount of $44,664.00 for basic telephone, long distance telephone and conference calls hosted by
OGSLP for FY11 (funded from 701-OGSLP), 3) Xerox Corporation in the amount of $29,802.20 for
lease and maintenance of color copier for FY11 (funded from 701-OGSLP), 4) Business Imaging Systems
in the amount of $27,951.00 for maintenance for the Document Management system. This system is the
current web based imaging system utilized by OGSLP and the State Regents (funded from 701-OGSLP),
5) Garnet Capital Advisors LLC in the amount of $37,000.00 for broker fee on sale of rehabilitated loans.
This is for the month of July which is the last month of the contract (funded from 701-OGSLP), 6)
Schnake Turnbo Frank Inc. in the amount of $75,000.00 for services to provide the State Regents with a
researched based integrated communications strategy aimed at increasing the percentage of completed
applications in the Oklahoma’s Promise Scholarship program (funded from 701-OGSLP), 7) Presidio in
the amount of $38,349.30 for SMARTnet maintenance. SMARTnet provides technical support and
upgrades on hardware and software for Cisco equipments which is used for OGSLP’s voice and data
communications (funded from 701-OGSLP), 8) LiveVox Inc. in the amount of $58,000.00 for services to
provide auto dialer services to be used in conjunction with collection and recovery efforts for defaulted
borrowers. The auto dialer services will be used with the implementation of an internal default prevention
program as OGSLP transitions to the role of student support services provider as a result of the passage of
the Health Care and Education Reconciliation Act of 2010 (funded from 701-OGSLP).

Two (2) of the forty-two (42) items relate to GEAR-UP. Requisitions have been issued to 1) Linda Bailey
in the amount of $50,000.00 for professional services to conduct the 2010 Math Institute and 2010
Advanced Math Institute. The math institutes allow teachers to acquire additional skills and strategies to
engage students and help build math confidence (funded from 730-GEAR-UP), 2) JP Morgan Chase in
the amount of $31,750.00 for encumbrance for p-card purchases for FY11 (funded from 730-GEAR-UP
Grant funds).

One (1) of the forty-two (42) items relate to various funds. A requisition has been issued to 1) Cole and
Reed PC in the amount of $42,400.00 for Financial Statement and Compliance Audit for FY10 for Core
and OGSLP (funded from 210-Core and 701-OGSLP),
AGENDA ITEM #19-g (2):

Agency Operations.

SUBJECT: Posting of amendments to State Regents’ Policy on Committees.

RECOMMENDATION:

It is recommended that the State Regents post amendments to the Policy regarding the committee structure.

POLICY ISSUES:

State Regents’ longstanding policy (2.5) on State Regents’ Committees includes the following standing committees: Strategic Planning and Personnel Committee, Budget and Audit Committee, Academic Affairs Committee, Social Justice and Student Services Committee, and the Technology Committee.

In the fall of 1999 the Academic Affairs Committee and the Social Justice and Student Services Committees began meeting as one committee but this change was never officially adopted as one committee in the State Regents’ Policy.

On February 8, 2007, the State Regents adopted policy within the Budget and Fiscal policy specifying the roles and responsibilities for the special committee on investment (the Investment Committee.) Prior to this date the Investment Committee was considered a special committee within the Budget Audit Committee. After that date the Investment Committee began functioning as a standing committee; however, this change was never reflected in the committee structure of the State Regents’ Policy.

In August 2010, Chairman Joseph L. Parker, Jr., suggested combining the Strategic Planning and Personnel Committee and Technology Committee.

ANALYSIS:

The following is a brief overview of the proposed policy revisions.

a. Officially combining the roles and responsibilities of the Strategic Planning and Personnel and Technology Committees.

b. Editing the standing committee policy for Budget and Audit Committee as having oversight of State Regents’ investments and investment policy.

c. Officially combining the roles and responsibilities of the Academic Affairs and Social Justice and Student Services Committees.

Attachment
2.5 STATE REGENTS' COMMITTEES

2.5.1 Authority

State Regents' committees will serve as focus tools of the State Regents and a constructive resource to the Chancellor. All action will be taken by the full board. The committees will take no action.

2.5.2 Standing Committees

The chairman and members of standing committees will be appointed annually by the Chairman with recognition of both continuity and new member factors. Standing committees will consist of four members: a chairman, and three members. The State Regents' Chairman holds ex officio status on all committees. Current standing committees and their responsibilities are:

A. Strategic Planning and Personnel and Technology Committee

This committee will provide guidance for the State Regents and the Chancellor:

1. Long-range planning for the State Regents and the State System, in planning of retreats, and in formulating strategies to implement goals and programs of the State Regents;

2. Personnel and organizational matters and annual performance evaluations; and

3. Review the Administrative Policies and Procedures Manual and recommend changes as necessary.

This committee will also provide guidance for the State Regents and the Chancellor:

1. The operation and strategic use of OneNet. The Committee will review and guide the development of an annual OneNet business plan and the setting of annual strategic goals. The committee will review the annual OneNet budget and its quarterly reports to ensure consistency of goals and expenditures. The Committee will receive and recommend appropriate Regents’ action on recommendations from the Chancellor and the OneNet Advisory Committee. The Committee will monitor OneNet operations and applications and receive regular reports.

2. Enhancement of academic offerings and student services. The Committee will monitor and guide the development of plans and strategies for using technology to enhance academic and student services for students. The committee will recommend assistance (policy; financial; staff assistance for statewide licenses, consortia formation, benchmarking/best practices, grant writing, etc.) to institutions and students, as appropriate.
3. Administrative and financial issues. The Committee will review and forward recommendations on administrative and financial issues relating to OneNet and to institutional initiatives. This will include such issues as developing a comprehensive plan for technology equipment replacement and “merger” of administrative and other functions (computing and systems support, personnel management, purchasing, financial aid, and other student services).

4. Enhancing higher education quality, efficiency, effectiveness, and flexibility through the use of technology. The Committee will monitor and recommend technology standards, policy, and practices to improve the competitiveness of Oklahoma higher education programs and services delivered via technology.

   a. Linking technology investment to state economic development priorities. The committee will monitor and recommend strategies and initiatives that will use OneNet to drive state economic development.

B. Budget and Audit Committee

This committee will provide guidance for the State Regents and the Chancellor:

1. Development of budget needs of the State System for presentation to the Governor, the Legislature, and the general public;

2. Determination of budget needs for each institution and program in the State System;

3. Allocation of appropriated and revolving funds for each institution and program in the State System.

4. Administration of fiscal aspects of the endowment program, academic scholars program, and other student financial aid programs.

5. Administration of the Guaranteed Student Loan Program.

6. Fiscal and resource management of the State Regents' agency operations, including review of agency financial reports.

7. Development and implementation of systemwide fiscal policies.

8. Determination of appropriate rates of tuition and fees.

9. Review of Campus Master Plan and capital priorities for the system.

10. Establish the scope of work in issuing requests for proposals from auditing firms.
11. Review proposals for independent audit services and make recommendations to the Regents for the employment of an auditor.

12. Review annual audits of the State Regents’ office as well as annual and/or special audits of all components of the State System as appropriate, and make reports and recommendations to the State Regents. The review should include timely discussions with the independent auditor regarding

a. all critical accounting polices and practices;

b. all alternative treatments of financial information with the Generally Accepted Accounting Principles that have been discussed with management, ramifications of the use of such alternative disclosure and treatments, and the treatment preferred by the independent auditor;

c. other material written communications between the independent auditor and management, including the management letter.

d. Review performance of independent auditor and recommend continuation or removal, if appropriate.

e. Resolve any disagreements between the independent auditor and State Regents’ staff and review any audit problems or difficulties and staff’s response.

f. Establish and maintain procedures for the receipt, retention and treatment of complaints regarding accounting, internal accounting, or auditing matters.

g. Establish and maintain procedures for the submission by employees regarding questionable accounting or auditing matters that will assure protection of the employee in accordance with the provisions of 74 O.S. §840-2.5 (2001).

h. Facilitate coordination with the State Auditor and Inspector as appropriate.

i. Oversight of State Regents’ investments and investment policy

C. Investment Committee

The Investment Committee’s responsibilities are as follows:

1. Review and recommend to the Regents an appropriate Investment Policy.

2. Ensure that the Investment Policy is being implemented.

3. Recommend to the Board appropriate Investment Policy guidelines.

to include:

The spending rate and calculation thereof.

a. The Endowment’s real return need (i.e. sum of spending rate, management costs and desired growth rate, if any.)

b. New guidelines as appropriate.

4. Establish appropriate implementation guidelines, to include:

a. The time horizon for the portfolio.

b. The acceptable level of volatility for the portfolio.

c. The acceptable asset classes for investment (e.g. U.S. large-cap stocks, U.S. small-cap stocks, emerging markets stocks, etc.)

d. The allocation of assets among the available asset classes (e.g. 15% to U.S. large-cap stocks, 10% to U.S. small-cap stocks, etc.)

5. Recommend and evaluate the Investment Consultant.

6. Establish investment practices, including:

a. Determine criteria for hiring and terminating investment managers (e.g. past performance relative to benchmark, within allowable tracking error, etc.)

b. Determine the portfolio’s rebalancing rules.

7. Monitor, review and evaluate investment results in the context of predetermined performance standards.

8. Monitor the performance of the individual fund managers, recommend manager changes to the Regents as appropriate.

9. Ensure that adequate and appropriate research is being conducted concerning the future performance of the portfolio and its investments.

10. Confer at least quarterly to review the performance of the portfolio and the managers, interface with the administration and Consultant to address current issues, and develop recommendations for policy changes to be reviewed and presented for adoption to the Regents.


D. Academic Affairs and Social Justice and Student Services Committee
This committee will provide guidance for the Regents and the Chancellor on matters of policy and procedures relating to the agency's constitutional and statutory responsibilities in the area of academic affairs. The following academically related matters will be included (among others) within the purview of the Academic Affairs Committee:

1. Standards for admission to, retention in, and graduation from institutions of the State System,

2. Functions of institutions,

3. Program review and approval, including both degree and non-degree programs of instruction, research, and outreach,

4. Degrees and other forms of academic recognition,

5. Accreditation and authorization to offer college-level courses, programs, and degrees in the State of Oklahoma,

6. Coordination of academic calendars,

7. Cooperative academic ventures, including ventures between public colleges and universities and between public institutions and other entities,

8. Review of quality initiative proposals,

9. Coordinating of teacher education and other special programs,

10. Matters related to the Academic Common Market,

11. Coordination of comprehensive academic planning with financial and fiscal planning

This committee will also provide guidance for the Regents and the Chancellor on all matters relating to student services and with social justice implications with the goal of enhancing both individual well-being and the common good.

1. Matters within the purview of the committee are:

   a. Enhancing participation of all academically able persons at the highest attainable level of academic life regardless of their race, ethnic background, sex, age, religion, disability, income level, or geographic location

   b. Fair and equitable treatment of all individuals and systematic positive adjustments until equity is attained.

   c. Promoting multicultural diversity throughout all State Regents'
actions, particularly those relating to teaching, academic programs, preparation of teachers, and other standards of education.

d. Periodic review of existing social justice programs and efforts to determine if they are achieving desired results.

e. Design and review of student services programs operated by the State Regents such as scholarship and grant programs, Summer Academies, and Welfare-to-Work programs.

f. Advancing the Regents' "student success" theme through special projects, studies, and initiatives that will improve services, opportunities, and awareness for students.

E. Social Justice and Student Services Committee

This committee will provide guidance for the Regents and the Chancellor on all matters relating to student services and with social justice implications with the goal of enhancing both individual well-being and the common good.

1. Matters within the purview of the committee are:

a. Enhancing participation of all academically able persons at the highest attainable level of academic life regardless of their race, ethnic background, sex, age, religion, disability, income level, or geographic location.

b. Fair and equitable treatment of all individuals and systematic positive adjustments until equity is attained.

c. Promoting multicultural diversity throughout all State Regents' actions, particularly those relating to teaching, academic programs, preparation of teachers, and other standards of education.

d. Periodic review of existing social justice programs and efforts to determine if they are achieving desired results.

e. Design and review of student services programs operated by the State Regents such as scholarship and grant programs, Summer Academies, and Welfare-to-Work programs.

f. Advancing the Regents' "student success" theme through special projects, studies, and initiatives that will improve services, opportunities, and awareness for students.
F. Technology Committee

This committee will provide guidance for the Regents and the Chancellor on issues relating to technology, including:

a. The operation and strategic use of OneNet. The Committee will review and guide the development of an annual OneNet business plan and the setting of annual strategic goals. The committee will review the annual OneNet budget and its quarterly reports to ensure consistency of goals and expenditures. The Committee will receive and recommend appropriate Regents’ action on recommendations from the Chancellor and the OneNet Advisory Committee. The Committee will monitor OneNet operations and applications and receive regular reports.

b. Enhancement of academic offerings and student services. The Committee will monitor and guide the development of plans and strategies for using technology to enhance academic and student services for students. The committee will recommend assistance (policy, financial, staff assistance for statewide licenses, consortia formation, benchmarking/best practices, grant writing, etc.) to institutions and students, as appropriate.

e. Administrative and financial issues. The Committee will review and forward recommendations on administrative and financial issues relating to OneNet and to institutional initiatives. This will include such issues as developing a comprehensive plan for technology equipment replacement and “merger” of administrative and other functions (computing and systems support, personnel management, purchasing, financial aid, and other student services).

d. Enhancing higher education quality, efficiency, effectiveness, and flexibility through the use of technology. The Committee will monitor and recommend technology standards, policy, and practices to improve the competitiveness of Oklahoma higher education programs and services delivered via technology.

e. Linking technology investment to state economic development priorities. The committee will monitor and recommend strategies and initiatives that will use OneNet to drive state economic development.
E. Special Committees

Committees may be established as needed by the Chairman which will be dissolved when their purpose is accomplished.

AGENDA ITEM #19-h:

Resolutions.
AGENDA ITEM #20-a:

Reports.


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, 2010 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 (2010-2011).

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.
AGENDA ITEM #20-b (1):

Reports.

SUBJECT: Annual Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Oklahoma State System institutions submitted 120 program requests from July 1, 2009 to June 30, 2010. Eleven requests were carried over from 2008-09. The following schedules summarize requests and State Regents’ actions in 2009-2010. The detailed report is available as a supplement.

POLICY ISSUES:

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

ANALYSIS:

The following pages contain the 2009-10 Degree Program Inventory and the following schedules:

1. Approved New Program Requests
2. Approved Degree Program Deletions
3. Approved Degree Program Name Changes
4. Approved Degree Designation Changes
5. Cooperative Agreements
6. Requested Suspensions
7. Reinstated Programs
8. Inventory Reconciliations

2009-2010 Submissions and Actions. In the 2009-2010 year, institutions made the following requests and the State Regents took the following actions

<table>
<thead>
<tr>
<th>Requested Item Category</th>
<th>2009-2010 Submissions</th>
<th>2009-2010 Actions</th>
<th>Percentage of Requests Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New Programs</td>
<td>37</td>
<td>26</td>
<td>70%</td>
</tr>
<tr>
<td>2. Program Deletions</td>
<td>44</td>
<td>44</td>
<td>100%</td>
</tr>
<tr>
<td>3. Degree Program Name Changes</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>4. Degree Program Designation Changes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Cooperative Agreements</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>6. Program Suspensions</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>7. Program Reinstatements</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
8. Inventory Reconciliations

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>109</strong></td>
<td><strong>90%</strong></td>
</tr>
</tbody>
</table>

Supplement available upon request.
AGENDA ITEM #20-b (2):

Reports.

SUBJECT: Postsecondary Institutions Operating in Oklahoma: Summary of Accreditation Status.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

State Regents’ policy requires staff to monitor the accreditation status of all institutions awarding college credit and degrees in Oklahoma. Out-of-state regionally or nationally accredited institutions that operate a physical site in Oklahoma must coordinate with the State System and annually report their accreditation status and education activity to the Chancellor. A summary of accredited institutions is provided annually to the State Regents.

It is not possible to monitor out-of-state institutions delivering courses and programs electronically to Oklahoma when no in-state physical site is used. Out-of-state institutions operating a physical site in Oklahoma via electronic technology are expected to follow the standards of "best practices" in distance learning as detailed in the Institutional Accreditation policy and procedures.

POLICY ISSUES:

Based on Oklahoma Statutes, the State Regents’ Institutional Accreditation policy and procedures requires public and private institutions awarding college credit to maintain accreditation status through one of the following: 1) regional accreditation (one of six agencies recognized in the United States), 2) state accreditation through the Oklahoma State Regents for Higher Education, or 3) accreditation through a national agency recognized by the United States Department of Education.

The Institutional Accreditation policy requires nationally accredited institutions operating in Oklahoma to comply with Consumer Protection provisions by prominently disclosing 1) their accreditation status and 2) the transferability of courses in publications (transfer allowed on a course-by-course basis at the discretion of the receiving institution). Additionally, out-of-state institutions that are not regionally or nationally accredited must seek State Regents' accreditation and follow procedures outlined in the policy to legally operate in Oklahoma.

ANALYSIS:

A matrix outlining the accreditation status of postsecondary institutions operating in Oklahoma is attached. Currently, no institutions are accredited by the State Regents. A summary of the 64 institutions operating in Oklahoma, their respective accreditation affiliation and information about courses, programs and enrollment are summarized below:
27 Oklahoma public institutions are accredited through the Higher Learning Commission of the North Central Association of Colleges and Universities (HLC).

12 Oklahoma private/non-profit institutions are accredited through the HLC.

25 private non-profit/proprietary institutions have physical locations in Oklahoma:

♦ 11 of the 25 are out-of-state accredited private non-profit/proprietary institutions operating in Oklahoma:
  - 8 are regionally accredited through the HLC.
  - 2 are accredited through the Southern Association of Colleges and Universities (SACS).
  - 1 is accredited through the Accrediting Council for Independent Colleges and Schools (ACICS).

♦ 14 of the 25 are in-state private non-profit/proprietary institutions operating in Oklahoma:
  - 1 is accredited by Transnational Association of Christian Colleges and Schools (TRACCS).
  - 1 is accredited through the Association for Biblical Higher Education (ABHE) and Association of Theological Schools (ATS).
  - 3 are accredited through the Accrediting Bureau of Health Education Schools (ABHES).
  - 5 are accredited through the ACCSC.
  - 4 are accredited through the ACICS.

4 of the 25 private non-profit/proprietary institutions offer individual courses only, with the total number of courses offered by the five institutions totaling 32.

21 of the 25 private non-profit/proprietary institutions offer certificate programs and/or lower and upper level degrees, with the total number of programs offered by the twenty institutions totaling 290.

The 25 private non-profit/proprietary institutions that have physical locations in Oklahoma reported 19,748 duplicated enrollments.

Attachment
ACCREDITATION STATUS OF

POSTSECONDARY INSTITUTIONS OPERATING IN OKLAHOMA

(as of September 9, 2010)

| ABHE: Association for Biblical Higher Education | ATS: Association of Theological Schools |
| ABHES: Accrediting Bureau of Health Education Schools | HLC: Higher Learning Commission of the North Central Association of Colleges and Schools |
| ACCSC: Accrediting Commission of Career Schools and Colleges | SACS: Southern Association of Colleges and Universities |
| ACICS: Accrediting Council for Independent Colleges and Schools | TRACCS: Transnational Association of Christian Colleges and Schools |

### IN-STATE INSTITUTIONS ACCREDITED BY HLC

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>All State System Institutions (including technical branches)</td>
<td></td>
</tr>
<tr>
<td>Bacone College</td>
<td>Muskogee</td>
</tr>
<tr>
<td>Mid-America Christian University</td>
<td>Oklahoma City</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>Shawnee</td>
</tr>
<tr>
<td>Oklahoma Christian University</td>
<td>Oklahoma City</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>Oklahoma City</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>Bartlesville</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>Tulsa</td>
</tr>
<tr>
<td>Phillips Theological Seminary</td>
<td>Tulsa</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>Bethany</td>
</tr>
<tr>
<td>Southwestern Christian University</td>
<td>Oklahoma City</td>
</tr>
<tr>
<td>The University of Tulsa</td>
<td>Tulsa</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>Shawnee</td>
</tr>
<tr>
<td>OUT-OF-STATE ACCREDITED INSTITUTIONS OPERATING PHYSICAL SITES IN OKLAHOMA</td>
<td>PROGRAMS</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Aquinas Institute of Theology (Missouri)</td>
<td>Masters Programs: 1</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Oklahoma City</td>
<td></td>
</tr>
<tr>
<td>DeVry University (Illinois)</td>
<td>Associate Programs: 2</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td>Bachelors Programs: 6</td>
</tr>
<tr>
<td>Location: Oklahoma City</td>
<td>Masters Programs: 7</td>
</tr>
<tr>
<td>Embry-Riddle Aeronautical University (Florida)</td>
<td>Certificate Programs: 11</td>
</tr>
<tr>
<td>Accreditation: Southern Association of Colleges and Universities</td>
<td></td>
</tr>
<tr>
<td>Location: Oklahoma City</td>
<td>Associate Programs: 2</td>
</tr>
<tr>
<td></td>
<td>Bachelor Programs: 2</td>
</tr>
<tr>
<td></td>
<td>Masters Programs: 1</td>
</tr>
<tr>
<td>Franklin University (Ohio)</td>
<td>Programs: 34</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Poteau</td>
<td></td>
</tr>
<tr>
<td>ITT Technical Institute (Indiana)</td>
<td>Associate Programs: 18</td>
</tr>
<tr>
<td>Accreditation: Accrediting Council for Independent Colleges and Schools</td>
<td>Bachelor Programs: 10</td>
</tr>
<tr>
<td>Locations: Oklahoma City and Tulsa</td>
<td></td>
</tr>
<tr>
<td>Midwestern Baptist Theological Seminary (Missouri)</td>
<td>Courses: 4</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Edmond</td>
<td></td>
</tr>
<tr>
<td>Newman University (Kansas)</td>
<td>Bachelor Programs: 1</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Oklahoma City</td>
<td></td>
</tr>
<tr>
<td>Southwestern Baptist Theological Seminary (Texas)</td>
<td>Masters Programs: 1</td>
</tr>
<tr>
<td>Accreditation: Southern Association of Colleges and Universities and Association of Theological Schools</td>
<td></td>
</tr>
<tr>
<td>Location: Shawnee</td>
<td></td>
</tr>
<tr>
<td>Southwestern College (Kansas)</td>
<td>Bachelors Programs: 1</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Midwest City</td>
<td></td>
</tr>
<tr>
<td>University of Arkansas at Little Rock (Arkansas)</td>
<td>Bachelors Programs: 1</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td></td>
</tr>
<tr>
<td>Location: Tulsa Community College, Tulsa</td>
<td></td>
</tr>
<tr>
<td>University of Phoenix (Arizona)</td>
<td>Bachelor Programs: 7</td>
</tr>
<tr>
<td>Accreditation: Higher Learning Commission</td>
<td>Masters Programs: 2</td>
</tr>
<tr>
<td>Locations: Norman, Oklahoma City, Tulsa</td>
<td></td>
</tr>
<tr>
<td>INSTITUTIONS ACCREDITED BY NATIONAL ACCREDITING AGENCIES RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>PROGRAMS</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Brown Mackie College  Accreditation: Accrediting Council for Independent Colleges and Schools Location: Tulsa</td>
<td>Diploma Programs: 5  Associate Programs: 10  Bachelor Programs: 4</td>
</tr>
<tr>
<td>Career Point Institute  Accreditation: Accrediting Council for Independent Colleges and Schools Location: Tulsa</td>
<td>Diploma Programs: 8  Associate Programs: 5</td>
</tr>
<tr>
<td>Clary Sage College  Accreditation: Accrediting Council for Independent Colleges and Schools Education Schools Location: Tulsa</td>
<td>Diploma Programs: 9  Associate Programs: 11</td>
</tr>
<tr>
<td>Community Care College  Accreditation: Accrediting Bureau of Health Education Schools Location: Tulsa</td>
<td>Diploma Programs: 6  Associate Programs: 11</td>
</tr>
<tr>
<td>Family of Faith Bible College  Accreditation: Association for Biblical Higher Education Location: Shawnee</td>
<td>Certificate Programs: 2  Bachelor Programs: 6</td>
</tr>
<tr>
<td>Heritage College  Accreditation: Accrediting Bureau of Health Education Schools Location: Oklahoma City</td>
<td>Diploma Programs: 1  Associate Programs: 6</td>
</tr>
<tr>
<td>Hillsdale Free Will Baptist College  Accreditation: Transnational Association of Christian Colleges and Schools Location: Moore</td>
<td>Associate Programs: 1  Bachelor Programs: 16  Masters Programs: 1</td>
</tr>
<tr>
<td>Oklahoma Health Academy  Accreditation: Accrediting Commission of Career Schools and Colleges Location: Moore and Tulsa</td>
<td>Diploma Programs: 9</td>
</tr>
<tr>
<td>Oklahoma Technical College  Accreditation: Accrediting Bureau of Health Education Schools Location: Tulsa</td>
<td>Diploma Programs: 7  Associate Programs: 5</td>
</tr>
<tr>
<td>INSTITUTIONS ACCREDITED BY NATIONAL ACCREDITING AGENCIES RECOGNIZED BY THE UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>PROGRAMS</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Platt College  
Accreditation: Accrediting Commission of Career Schools and Colleges  
Locations: Lawton, Norman, Oklahoma City and Tulsa | Certificate Programs: 11  
Associate Programs: 8  
Bachelor Programs: 3 |
| Spartan College of Aeronautics and Technology  
Accreditation: Accrediting Commission of Career Schools and Colleges  
Location: Tulsa | Diploma Programs: 3  
Associate Programs: 4  
Bachelor Programs: 1 |
| Tulsa Welding School  
Accreditation: Accrediting Commission of Career Schools and Colleges  
Location: Tulsa | Certificate Programs: 2  
Associate Programs: 1 |
| Vatterott College  
Accreditation: Accrediting Commission of Career Schools and Colleges  
Location: Oklahoma City and Tulsa | Certificate Programs: 6  
Associate Programs: 15 |
| Wright Career College  
Accreditation: Accrediting Council for Independent Colleges and Schools  
Location: Oklahoma City and Tulsa | Diploma Programs: 18  
Associate Programs: 18 |
AGENDA ITEM #20-b (3):

Reports.

SUBJECT:  Tuition and Fee Rates, FY2011.

This item is for informational purposes only.

BACKGROUND:

The State Regents approved the tuition and mandatory fees for the academic year 2010-2011 at their meeting of June 24, 2010. This publication is a compilation of resident and nonresident undergraduate, graduate, and professional tuition rates and the mandatory fees for the State System, as well as guaranteed rates.

POLICY ISSUES:

This report is consistent with the State Regents’ policy.

ANALYSIS:

The report lists the actual approved rates for each institution and also reflects the following system observations:

- All tuition and mandatory fees are under the legislatively prescribed limits.
- The undergraduate resident tuition and mandatory fee rates at the main campuses range from a high of $226.13 at the University of Oklahoma to the lowest tuition and mandatory fee rate of $78.65 at Oklahoma City Community College.
- The average resident tuition and mandatory fee rate is $127.02 per credit hour, or approximately $3811 for a full-time student enrolled in 30 credit hours.
- The average guaranteed tuition and mandatory fees rate for the main campuses range from the highest rate at Oklahoma State University in the amount of $246.45 per hour to the lowest guaranteed tuition and mandatory fees of $146.30 per hour at Langston University.
- The cost of attendance for a full-time resident student, including tuition, fees, books and supplies, and room and board averages $15,369 at the research institutions, $10,242 at the regional institutions and approximately $8,285 at the community college level.
- The resident undergraduate tuition and fees percentage increases from academic year 2010 to 2011 range from 3.2 percent to 5.5 percent with an average of 5.0 percent.
• Budgeted tuition waivers increased 5.0 percent to help offset the average tuition resident rate of 5.0 percent.

• Budgeted tuition waivers increased 5.0 percent to help offset the average tuition resident rate of 5.0 percent.
AGENDA ITEM #20-b (4):

Reports.

SUBJECT: Student Cost in the Oklahoma State System of Higher Education For FY 2010-2011.

This item is for informational purposes only.

BACKGROUND:

This publication is a compilation of the average student costs for resident and nonresident students enrolled in undergraduate, graduate, professional programs and for students enrolled in special programs.

Student Costs are based on a student enrolled full-time for the fall 2010 and spring 2011 semester. Full-time enrollment is considered as thirty credit hours for undergraduate and twenty-four credit hours for graduate. Full-time enrollment for a professional student is based on the requirements of the professional program enrolled.

Costs are calculated for tuition, mandatory fees, academic service fees, books and supplies, and room and board. Costs are reported by tier and by individual institution. Below are student costs for resident students by tier.

POLICY ISSUES:

This report is consistent with the State Regents’ policy.

ANALYSIS:

<table>
<thead>
<tr>
<th>FY2011 Average Cost of Attendance</th>
<th>Full-Time Undergraduate Resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Students</td>
<td></td>
</tr>
<tr>
<td>Tier</td>
<td>Research Universities</td>
</tr>
<tr>
<td>Tuition</td>
<td>3,890.25</td>
</tr>
<tr>
<td>Mandatory Fees</td>
<td>2,891.00</td>
</tr>
<tr>
<td>Average Academic Service Fees</td>
<td>795.07</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>1,030.00</td>
</tr>
<tr>
<td>Total Costs for Commuter Students</td>
<td>8,606.32</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>6,763.00</td>
</tr>
<tr>
<td>Total Costs for Students Living on Campus</td>
<td>15,369.32</td>
</tr>
</tbody>
</table>

*Full-time student costs are based on 30 credit hours per academic year*

*Note 1: These institutions do not have traditional dormitory facilities with board plans*
Undergraduate Resident Commuter Students:
- The average cost for a commuter student at the research universities is $8,606.32, an increase of $448.11 or 5.5 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $5,656.64, an increase of $170.40 or 3.1 percent more than the previous year.
- The average cost for a commuter student at the community colleges is $4,006.53, an increase of $195.71 or 5.1 percent more than the previous year.
- The average cost for a commuter student at the technical colleges is $4,830.71, an increase of $11.41 or 0.2 percent more than the previous year.
- The average cost for a commuter student at OSU Tulsa is $8,453.10, an increase of $523.63 or 6.6 percent more than the previous year.
- The average cost for a commuter student at the University of Oklahoma Health Sciences Center is $11,620.12, an increase of $171.41 or 1.5 percent more than the previous year.

Undergraduate Resident Student Living on Campus in a Traditional Dormitory with a Board Plan:
- The average cost for a student living on campus at the research universities is $15,369.32, an increase of $711.11 or 4.9 percent more than the previous year.
- The average cost for a student living on campus at the regional universities is $10,242.53, an increase of $308.07 or 3.1 percent more than the previous year.
- The average cost for a student living on campus at a community college is $8,285.03, an increase of $532.33 or 6.9 percent more than the previous year.
- The average cost for a student living on campus at the OSU Institute of Technology, Okmulgee is $9,716.71, an increase of $185.41 or 1.9 percent more than the previous year.
- OSU Tulsa, OSU Oklahoma City and the OU Health Sciences Center do not have traditional dormitory rooms and board plans.

| FY2011 Average Cost of Attendance for Full-Time Graduate Resident and Nonresident Students |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Resident Students               | Research Universities | Regional Universities | OSU - Tulsa (Note 1) | OU Health Science Center (Note 1) |
| Tier                            | Tuition               | Mandatory Fees         | Average Academic Service Fees | Books & Supplies |
|                                 | 3,804.60              | 2,284.10               | 914.42                       | 1,132.50          |
|                                 | 3,474.30              | 768.30                 | 150.15                       | 895.27            |
|                                 | 3,716.40              | 2,044.80               | 549.60                       | 1,525.00          |
|                                 | 3,716.40              | 574.80                 | 437.00                       | 1,525.00          |
|                                 | 3,892.80              | 1,729.30               | 452.87                       | 2,930.00          |
|                                 | Total Costs for Commuter Students | 8,135.62 | 5,288.02 | 7,835.80 | 6,253.20 | 9,004.97 |
|                                 | Room & Board          | 6,763.00               | 4,728.71                     | 0.00              | 0.00 |
|                                 | Total Costs for Students Living on Campus | 14,898.62 | 10,016.73 | N/A | N/A | N/A |

*Note 1: These institutions do not have traditional dormitory facilities with board plans*

Graduate Resident Graduate Commuter Students:
- The average cost for a commuter student at the research universities is $8,135.62, an increase of $10.75 or 0.1 percent more than the previous year.
- The average cost for a commuter student at the regional universities is $5,288.02, an increase of $126.91 or 2.5 percent more than the previous year.
• The average cost for a commuter student at OSU Tulsa is $7,835.80, an increase of $343.47 or 4.6 percent more than the previous year.
• The average cost for a commuter student at OSU Center for Health Sciences is $6,253.20, an increase of $575.17 or 10.1 percent more than the previous year.
• The average cost for a commuter student at the OU Health Sciences Center is $9,004.97, an increase of $211.84 or 2.4 percent more than the previous year.

Graduate Resident Student Living on Campus in a Traditional Dormitory with Board Plan:
• The average cost for a student living on campus at the research universities is $14,898.62, an increase of $273.75 or 1.9 percent more than the previous year.
• The average cost for a student living on campus at the regional universities is $10,016.73, an increase of $266.19 or 2.7 percent more than the previous year.
• OSU Tulsa, OSU Center for Health Sciences and the OU Health Sciences Center do not have traditional dormitory facilities with board plans.

<table>
<thead>
<tr>
<th>Professional Programs - Residents</th>
<th>Resident Tuition</th>
<th>Mandatory Fees</th>
<th>Academic Services Fees</th>
<th>Books &amp; Supplies</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>College of Law</td>
<td>13,122.00</td>
<td>3,903.50</td>
<td>-</td>
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<td>18,135.50</td>
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<td>University of Oklahoma Health Sciences Center</td>
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<tr>
<td>College of Medicine</td>
<td>19,120.00</td>
<td>2,782.50</td>
<td>53.84</td>
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<td>College of Dentistry</td>
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<td>Physician's Associate</td>
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<td>2,564.50</td>
<td>271.03</td>
<td>3,480.00</td>
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<td>Occupational Therapy</td>
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<td>1,729.30</td>
<td>768.54</td>
<td>3,900.00</td>
<td>12,637.84</td>
</tr>
<tr>
<td>Masters of Physical Therapy</td>
<td>6,694.00</td>
<td>1,729.30</td>
<td>-</td>
<td>3,900.00</td>
<td>12,323.30</td>
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<tr>
<td>Doctor of Physical Therapy</td>
<td>8,050.00</td>
<td>2,355.70</td>
<td>993.92</td>
<td>3,900.00</td>
<td>15,299.62</td>
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<td>Audiology</td>
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<td>1,729.30</td>
<td>693.13</td>
<td>1,520.00</td>
<td>11,342.43</td>
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<td>Public Health</td>
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<td>508.06</td>
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<td>1,416.10</td>
<td>111.36</td>
<td>3,123.00</td>
<td>8,090.26</td>
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<td>Oklahoma State University</td>
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<tr>
<td>College of Veterinary Medicine</td>
<td>13,010.62</td>
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<td>570.65</td>
<td>473.19</td>
<td>3,750.00</td>
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<td>Northeastern State University</td>
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<tr>
<td>College of Optometry</td>
<td>12,600.00</td>
<td>977.20</td>
<td>51.36</td>
<td>3,249.50</td>
<td>16,878.06</td>
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<td>Southwestern Oklahoma State University</td>
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<tr>
<td>Doctor of Pharmacy</td>
<td>10,400.00</td>
<td>992.00</td>
<td>138.89</td>
<td>1,100.00</td>
<td>12,630.89</td>
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<tr>
<td>Langston University</td>
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<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>6,485.60</td>
<td>1,700.45</td>
<td>569.57</td>
<td>2,700.00</td>
<td>11,455.62</td>
</tr>
</tbody>
</table>

*Full-time student costs are based upon the requisite number of credit hours as determined by each program's curriculum.*
Average student costs for a resident student enrolled in a professional program are reported for tuition, mandatory fees, academic service fees and books and supplies.

- The average cost of attendance for a student enrolled in the University of Oklahoma, College of Law is $18,135.50, an increase of $1,039.50, or 6.1 percent more than the previous fiscal year.
- The average cost of attendance for a student enrolled at the University of Oklahoma Health Sciences Center varies from a low of $8,090.26 for the Nurse Professional (CNL) Program to $30,017.29 for the College of Dentistry Program.
- The program cost for a Nurse Professional (CNL) has increased $327.85 or 4.2 percent over the previous fiscal year; while the program cost for the College of Dentistry has increased $1,817.01 or 6.4 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University, College of Veterinary Medicine is $16,878.09, an increase of $726.80 or 4.4 percent over the previous year.
- The average cost of attendance for a student enrolled at the Oklahoma State University Center for Health Sciences is $24,285.47, an increase of $2,332.27 or 10.6 percent over the previous year.
- The average cost of attendance for a student enrolled at Northeastern State University College of Optometry is $16,878.06, an increase of $697.98 or 4.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Southwestern Oklahoma State University Doctor of Pharmacy Program is $12,630.89, an increase of $1,280.89 or 11.3 percent over the previous year.
- The average cost of attendance for a student enrolled at Langston University Doctor of Physical Therapy is $11,455.62, an increase of $284.44 or 2.5 percent over the previous year.
AGENDA ITEM #20-b (5):

Reports.

*Not Available Electronically.*
MINUTES

Seven Hundred Twenty-Eighth Meeting

June 24, 2010
Announcement of filing of meeting and posting of the agenda .......................................................... 19073
Call to Order ........................................................................................................................................ 19073
Minutes of the Previous Meeting ........................................................................................................... 19073
Report of the Chairman .......................................................................................................................... 19073
Report of the Chancellor ........................................................................................................................ 19073
E&G Budget .......................................................................................................................................... 19073
Tuition and Fees .................................................................................................................................... 19075
Capitol .................................................................................................................................................... 19075
Revenue Bond ...................................................................................................................................... 19076
Endowed Chairs Program ....................................................................................................................... 19076
Contracts and Purchases ....................................................................................................................... 19076
Item Deleted ......................................................................................................................................... 19078
New Programs ..................................................................................................................................... 19078
Program Deletions ............................................................................................................................... 19078
Accreditation ....................................................................................................................................... 19078
Academic Policy ................................................................................................................................... 19078
Grants .................................................................................................................................................... 19079
Scholars for Excellence in Child Care ................................................................................................. 19079
Temporary Assistance to Need Families Program ............................................................................. 19080
Legislative Update and Resolution ..................................................................................................... 19080
Commendations ................................................................................................................................... 19080
Executive Session ............................................................................................................................... 19081
Consent Docket ................................................................................................................................... 19081
Reports ................................................................................................................................................ 19081
Report of the Committees ..................................................................................................................... 19081
Officers ................................................................................................................................................. 19082
New Business ...................................................................................................................................... 19082
Announcement of Next Regular Meeting ............................................................................................. 19082
Adjournment ...................................................................................................................................... 19082

Attachments
Attachment “A” – Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading ......................................................................................................................... 19083
Attachment “B” – In-State/Out-of-State Status of Enrolled Students ...................................................... 19122
1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State Regents for Higher Education held their regular meeting at 9 a.m. on Thursday, June 24, 2010, in the Regents Conference Room at the State Regents’ offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on 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, Ron White, 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 White, to approve the minutes of the State Regents’ Committee-of-the-Whole on May 27, 2010, and the State Regents’ regular meeting on May 28, 2010. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Burgess. Voting against the motion were none.

4. REPORT OF THE CHAIRMAN. Chairman Price expressed his appreciation to his fellow Regents and State Regents’ staff, stating that he has been honored to serve as Chairman of the State Regents for the past year.

5. REPORT OF THE CHANCELLOR. Chancellor Glen D. Johnson reported that Oklahoma public colleges and university are continuing to be prudent in order to remain affordable for students. He expressed his appreciation to Chairman Price for his service throughout the year.

6. E&G BUDGET.
a) Regent Massey made a motion, seconded by Regent Burgess, to approve the FY11 Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, noted that FY11 marks the final year that federal stimulus funding will be available. The total allocation, including federal stimulus funds and the Oklahoma’s Promise scholarship fund, is $1,060,461,016, a 2.78 percent decrease from FY10. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, and White. Voting against the motion were none.

b) Regent Parker made a motion, seconded by Regent Massey, to approve the allocation of $1,564,324.86 each to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, White, and Price. Voting against the motion were none.

c) Regent Parker made a motion, seconded by Regent Massey, to approve the allocation of $2,184,288 in Brain Gain funds for FY11. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Burgess, White, Price, and Parker. Voting against the motion were none.

d) Regent Parker made a motion, seconded by Regent Massey, to approve the allocation of $1,400 to Langston University for a 2010 State System Enrollment Management event. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Burgess, White, Price, Parker, and Carson. Voting against the motion were none.

e) Regent Parker made a motion, seconded by Regent Massey, to approve the State Regents to serve as the fiscal agent for Achieving the Dream in order to pay FY11 annual participation fees. Voting for the motion were Regents Harrel, Turpen, Massey, Burgess, White, Price, Parker, Carson, and Glass. Voting against the motion were none.
7. **TUITION AND FEES.**

   a) Regent Massey made a motion, seconded by Regent White, to approve all institutional requests for changes to academic services fees for FY11. A total of 438 changes have been requested by twenty-four state system institutions. The changes include facility/equipment utilization fees, special instruction fees, testing/clinical services fees, classroom/laboratory supply and material fees, and other special fees. Voting for the motion were Regents Turpen, Massey, Burgess, White, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.

   b) Regent Massey made a motion, seconded by Regent Burgess, to approve the institutional tuition and mandatory fee requests for resident and nonresident, undergraduate, graduate, and professional programs and for guaranteed tuition rates for FY11. Overall the institution-wide average increase in resident tuition is 5.1 percent, and the overall average increase in non-resident tuition is 4.8 percent. Guaranteed tuition rates do not exceed 115 percent of their respective non-guaranteed resident tuition rates. Voting for the motion were Regents Massey, Burgess, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

   c) Regent Parker made a motion, seconded by Regent Massey, to approve changes to the *Tuition and Fee Policy*. The proposed changes incorporate statutory changes to student immigration status and tuition waiver policies. Voting for the motion were Regents Burgess, Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

8. **CAPITOL.** Regent Parker made a motion, seconded by Regent Massey, to authorize the transmittal of institutional capital improvement plans for fiscal years 2011-2015 to the State of Oklahoma Long-Range Capital Planning Commission. A total of 787 capital projects will be submitted to the Commission, totaling approximately $5.8 billion. Voting for the motion were
Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Burgess. Voting against the motion were none.

9. **REVENUE BOND.**

   a) Regent Parker made a motion, seconded by Regent Massey, to certify the Statement of Essential Facts for Oklahoma City Community College, Student Facility Revenue Bonds, Series 2010 in an amount not to exceed $8,000,000. Voting for the motion were Regents Price, Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, and White. Voting against the motion were none.

   b) Regent Parker made a motion, seconded by Regent Massey, to certify the Statement of Essential Facts for Oklahoma State University’s General Revenue Bonds, Series 2010C in an amount not to exceed $147,230,000. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, and Price. Voting against the motion were none.

10. **ENDOWED CHAIRS PROGRAM.** Regent Parker made a motion, seconded by Regent White, to approve 290 accounts, which represent new endowment accounts and increases to existing accounts, to be matched using the Endowed Chairs 2010 Bond proceeds. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Burgess, Price, and Parker. Voting against the motion were none.

11. **CONTRACTS AND PURCHASES.**

   a) Regent Parker made a motion, seconded by Regent White, to approve the following FY2011 purchases for amounts that exceed $100,000:

   i. EBSCO Publishing in the amount of $189,614 for annual subscription to Newspaper Source Plus, Academic Source Premier, and Business Source Plus

   ii. EBSCO Publishing in the amount of $231,403 for annual subscription to PsyInfo databases

   iii. Visual Image in the amount of $275,000 for media campaign to continue to increase awareness for the Oklahoma’s Promise scholarship program

   iv. Sallie Mae Servicing in the amount of $844,000 for the integrated software system for the administering of student loans
v. Student Assistance Corporation in the amount of $384,000 for Default Aversion Services

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

b) Regent Parker made a motion, seconded by Regent Burgess, to approve an agreement for East West Bank to purchase from the Oklahoma Guaranteed Student Loan Program rehabilitated loans and to enter into an agreement with Garnet Capital Advisors for brokerage services for an amount totaling $203,500. Voting for the motion were Regents Harrel, Turpen, Massey, Burgess, Price, Parker, Carson, and Glass. Voting against the motion were none.

c) Regent Parker made a motion, seconded by Regent Burgess, to approve the Scholars for Excellence in Child Care Scholars program contract modifications, which renew the existing contract, in an amount of $1,874,282 and the Scholars for Excellence in Child Care Scholarship contract modification renewing the existing contract in the amount of $1,485,900. Voting for the motion were Regents Harrel, Turpen, Massey, Burgess, Price, Parker, Carson, and Glass. Voting against the motion were none.

d) Regent Parker made a motion, seconded by Regent Burgess, to approve the ACT Agreement for 2010-2011. Voting for the motion were Regents Turpen, Massey, Burgess, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.

e) Regent Parker made a motion, seconded by Regent Burgess, to approve an allocation in the amount of $30,000 to Cameron University for the 11th Annual Regional University Research Day. Voting for the motion were Regents Massey, Burgess, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

f) Chairman Price announced that the approval of renewal of the State Regents’ lease agreement with the Presbyterian Health Foundation would be tabled until the State Regents’ next regular meeting, scheduled for September 9, 2010.

12. ITEM DELETED.
13. NEW PROGRAMS.
   a) Regent Burgess made a motion, seconded by Regent Parker, to approve the request from Northeastern State University to offer the Master of Science in Nursing in Nursing Education via electronic delivery. Voting for the motion were Regents Burgess, Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.
   
   b) Regent Glass made a motion, seconded by Regent Parker, to approve the request from Oklahoma State University to offer the Graduate Certificate in Bioinformatics. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Burgess. Voting against the motion were none.

14. PROGRAM DELETIONS. Regent Glass made a motion, seconded by Regent Massey, to approve the following requests for program deletions:
   
   i. Northeastern Oklahoma A&M College requested to delete the Associate in Applied Science in Administrative Office Support.
   
   ii. Oklahoma City Community College requested to delete the Associate of Applied Science in Nanotechnology.

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

15. ACCREDITATION. Regent Glass made a motion, seconded by Regent Parker, to approve the accreditation of the Center for English as a Second Language (CESL) at the University of Oklahoma for three years. Voting for the motion were Regents Parker, Carson, Glass, Harrel, Turpen, Massey, Burgess, and Price. Voting against the motion were none.

16. ACADEMIC POLICY.
   
   a) Regent Glass made a motion, seconded by Regent Turpen, to approve revisions to the State Regents’ policy statement on Institutional Admission and Retention, Undergraduate Transfer and Articulation, and Grading. The changes will allow the inclusion of a cumulative grade point average (CGPA) on student transcripts to be optional while
keeping the requirement for the inclusion of the graduation/retention grade point average (GPA). Currently both averages are required. The change was requested by institutions due to the high expense of programming software that will include both GPAs. Voting for the motion were Regents Carson, Glass, Harrel, Turpen, Massey, Burgess, Price, and Parker. Voting against the motion were none. A copy of the revised policy is shown as Attachment “A”.

b) Regent Glass made a motion, seconded by Regent Turpen, to approve changes to the In-State/Out-of-State Status of Enrolled Students policy. The change adds the phrase “stationed in Oklahoma” to describe active military personnel that may be classified as in-state residents. The phrase was removed during the previous revision. Its absence allowed any military personnel to be classified as in-state residents, a provision that was not in line with the intent of the previous revision to that policy. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Burgess, Price, Parker, and Carson. Voting against the motion were none. A copy of the revised policy is shown as Attachment “B”.

17. **GRANTS.** Regent Glass made a motion, seconded by Regent Burgess, to approve the grant of $50,000 to support the Single Mothers Academic Resources Team. Chancellor Johnson advised Regents that his wife, Melinda Johnson, serves on the Women’s Foundation of Oklahoma and abstained from the vote to approve the grant for SMART in order to avoid any conflict of interest. Voting for the motion were Regents Harrel, Turpen, Massey, Burgess, Price, Parker, Carson, and Glass. Voting against the motion were none.

18. **SCHOLARS FOR EXCELLENCE IN CHILD CARE.** Regent Glass made a motion, seconded by Regent Massey, to approve the community college Scholars for Excellence in Childcare Program allocations in the amount of $1,500,103. Participating colleges include Carl Albert State College, Connors State College, Eastern Oklahoma State College, Murray State College, Northeastern Oklahoma A&M College, Northern Oklahoma College (including Stillwater and Enid campuses), Oklahoma City Community College, Oklahoma State University – Oklahoma
City, Redlands Community College, Rose State College, Seminole State College, Tulsa Community College, and Western Oklahoma State College. Voting for the motion were Regents Turpen, Massey, Burgess, Price, Parker, Carson, Glass, and Harrel. Voting against the motion were none.

19. **TEMPORARY ASSISTANCE TO NEEDY FAMILIES PROGRAM.** Regent Glass made a motion, seconded by Regent Burgess, to approve community college Temporary Assistance to Need Families (TANF) allocations in the amount of $3,219,211. Voting for the motion were Regents Massey, Burgess, Price, Parker, Carson, Glass, Harrel, and Turpen. Voting against the motion were none.

20. **LEGISLATIVE UPDATE AND RESOLUTION.** Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with an overview of the 2010 legislative session, including the bill on endowed chairs, the legislation mirroring federal changes to guaranteed student loan agencies, and the general appropriations bill. Ms. Hunt also presented a resolution thanking the governor and legislature for their support of higher education for Regents’ approval. Regent Burgess made a motion, seconded by Regent White, to approve the resolution as presented. Voting for the motion were Regents Burgess, Price, Parker, Carson, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

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

22. **EXECUTIVE SESSION.** Mr. Robert Anthony, State Regents’ General Counsel, indicated that there was not a need for Regents to enter into an executive session.

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

a) Programs.
i. Approval of institutional requests for program modifications.

ii. Program Suspensions. Ratification of approved institutional requests to suspend existing academic programs.

b) Capital. Ratification of capital allotments.

c) Agency Operations.

i. Ratification of purchases in excess of $25,000 but not in excess of $100,000.

ii. Contracts. Approval of annualization of contribution to Chancellor Johnson’s retirement plan.

iii. Renewal of contract with the Office of the Attorney General.

d) Resolution honoring the retirement of the Great Plains Technology Center Superintendent.

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

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

a) Programs. Status report on program requests.

b) Annual Reports. High School to College-Going Rates Report.

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

25. REPORT OF THE COMMITTEES.

a) Academic Affairs and Social Justice and Student Services Committees. Regent Glass reported that all of the Committees’ items had been acted on during the meeting.

b) Budget and Audit Committee. Regent Parker stated that the Committee had no additional action items.

c) Strategic Planning and Personnel Committee. Regent White stated that the Committee did not have any additional items for Regents action.
d) Technology Committee. Regent Burgess reported that all of the Committee’s items had been handled.

e) Investment Committee. Regent Massey reported that the Committee did not have any additional items.

26. **OFFICERS.** Regent White proposed the following slate of officers for 2010-2011: Jody Parker, Chairman; Julie Carson, Vice Chairman; Ike Glass, Secretary; Jimmy Harrel, Assistant Secretary. Regent White made a motion, seconded by Regent Massey, to approve the proposed slate of officers for 2010-2011.

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

28. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Price announced that the State Regents’ next regular meeting would be held at 9 a.m. on Thursday, September 9, 2010, in the State Regents’ offices in Oklahoma City.

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

ATTEST:

__________________________  ________________________
Stuart Price, Chairman       Julie Carson, Secretary
3.9 INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

This policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

The State Regents conduct periodic reviews of the implementation of admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is consistent with the intent of the State Regents' policy. Second, the review provides a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution’s governing board should approve any change in institutional admission standards prior to State Regents’ approval.

3.9.2 Definitions

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

“Academic Notice” is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

“Academic Probation” is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

“Academic Suspension” is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses.

“Associate Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

“Baccalaureate Degree” (also referred to as a bachelor’s degree) is typically a credential requiring four years of full-time equivalent college work (at
least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

“Basic Academic Skills: Minimum required skills for college success in English, mathematics, science and reading.”

“Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area.”

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

“Curricular Deficiencies: High school curricular requirements for college admission that have not been met by the student in high school.

“Curricular Requirements: The 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science.”

“Elective Courses: Those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission.”

“Entry Level Assessment and Placement: An evaluation conducted prior to enrollment which assists institutional facilities and counselors in making decisions that give students the best possible chance of success in attaining academic goals.”

“First-Time-Entering Student” is a student with six or fewer attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

“General Education Development Test (GED)” is a recognized high school diploma equivalency exam.

“Good Academic Standing” is a designation for any student who meets the retention requirements as set forth in this policy.

“GPA” see Retention/Graduation Grade Point Average.
“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction (tutorials, work-book, self-paced learning, etc.) or other interventions that lead to demonstration of competency.”

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

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as cumulative and retention/graduation GPAs, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

### 3.9.3 Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

#### A. High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

<table>
<thead>
<tr>
<th>Units (Years)</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (grammar, composition, literature; should include an integrated writing component)</td>
</tr>
<tr>
<td>2</td>
<td>Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.) Effective fall 2010, three lab science courses will be required for college admission.</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (from algebra I, algebra II, geometry,</td>
</tr>
</tbody>
</table>
trigonometry, math analysis, pre-calculus (must have completed geometry and Algebra II), calculus, Advanced Placement statistics).

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)</td>
</tr>
<tr>
<td>3</td>
<td>Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts. Effective fall 2010, the number of additional units will be reduced to two.</td>
</tr>
<tr>
<td>15</td>
<td>Total Required Units</td>
</tr>
</tbody>
</table>

Computer science courses (one or more units) that meet the State Regents’ guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents’ Undergraduate Degree Requirements Policy).

In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine arts - music, art, drama, and speech
- 1 additional unit: Lab science (as described above)
- 1 additional unit: Mathematics (as described above)

4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students’ individual needs and interests.

B. Curricular Deficiencies

1. Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science) to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see...
the State Regents’ *Remediation and Removal of High School Curricular Deficiencies Policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents’ *Remediation and Removal of High School Curricular Deficiencies Policy*) and the student must successfully remediate basic academic skills course requirements within 24 college level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit.

2. **Associate in Arts and Associate in Science Programs**

Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3. **Associate in Applied Science Programs**

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents’ *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution’s president or the president’s designee may allow a deserving student who failed to remediate a basic academic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C. **Applied Courses**
The use of applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' Institutional Admission and Retention Policy. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' Institutional Admission and Retention Policy. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

3.9.4 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents’ 15-units of required high school core courses.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED recipient’s high school class must have graduated to be eligible for admission. The president or the president’s designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades (“A” equating to 4.00 and “D” equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board’s Advanced Placement courses and the International Baccalaureate Organization’s higher-level courses (an “F” remains zero).
While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents’ Assessment policy for more information.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.10.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

<table>
<thead>
<tr>
<th>Minimum Performance-Based Admission Standards: Research Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Standardized Tests</td>
</tr>
<tr>
<td>ACT or SAT</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Option 2: High School Performance A</td>
</tr>
<tr>
<td>High School GPA (All Courses) and Class Rank</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Option 3: High School Performance B</td>
</tr>
<tr>
<td>High School GPA in State Regents’ Required 15-Unit H.S. Core</td>
</tr>
</tbody>
</table>

19089
The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents’ approval and current standards are published annually and available from each institution or the State Regents.

OU is authorized to require a minimum high school GPA or class rank to correspond with standardized test scores.

B. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)
East Central University (ECU)
Langston University (LU)
Northeastern State University (NSU)
Northwestern Oklahoma State University (NWOSU)
Oklahoma Panhandle State University (OPSU)
Rogers State University (RSU)
Southeastern Oklahoma State University (SEOSU)
Southwestern Oklahoma State University (SWOSU)
University of Central Oklahoma (UCO)
University of Science and Arts of Oklahoma (USAO)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;
2. has met the curricular requirements as set forth in part 3.10.3 of this policy;
3. has participated in the ACT program or a similar acceptable battery of tests; and
4. meets the following criteria is eligible for admission to any of the regional institutions in the State System.

<table>
<thead>
<tr>
<th>Minimum Performance-Based Admission Standards:</th>
<th>Regional Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Standardized Tests</td>
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<td>OR</td>
<td></td>
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<tr>
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<td>High School GPA (All Courses) and Class Rank</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Option 3: High School Performance B</td>
<td>High School GPA in State Regents’ Required 15-Unit H.S. Core</td>
</tr>
</tbody>
</table>
The six regional institutions offering AAS associate degrees including: OPSU, CU, RSU, LU, and SWOSU (Sayre) and UCO. These institutions will continue offering these degrees with an open admission policy for students within their institutions’ geographic service areas. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)
Connors State College (CSC)
Eastern Oklahoma State College (EOSC)
Murray State College (MSC)
Northeastern Oklahoma A&M College (NEOAMC)
Northern Oklahoma College (NOC)
Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
OSU Oklahoma City (OSU-OKC)
OSU Technical Branch, Institute of Technology Okmulgee (OSUTB-OKM) (OSUIT)

1. Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

b. has met the curricular requirements as set forth in part 3.9.3 of this policy; and

c. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

2. Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:
a. is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and

b. has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents’ general policy on admission.

A. First-Time Undergraduate and Graduate Students

1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level. A list of State Regents’ approved IEPs can be found in the State Regents’ Academic Affairs Procedures Handbook.
3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the Remediation and Removal of High School Curricular Deficiencies Policy.

4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

5. Institutional Discretion. In extraordinary and deserving cases, the president or the president’s designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

B. Undergraduate Transfer Students

*See 3.10.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)
The president or the president’s designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

B. Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year’s first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents’ high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who:

1. have a reasonable chance for academic success;
2. have unusual talent or ability in art, drama, music, sports, etc; or
3. are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

C. Adult Admission

1. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to
the satisfaction of the entering institution in the curricular area the student desires to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

2. Any student who:

a. is not a high school graduate but whose high school class has graduated; and

b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient’s high school class must have graduated to be eligible for admission. The president or the president’s designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

1. The student must have participated in the ACT or SAT program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.

2. The student's high school class of his or her peers must have graduated. The president or the president’s designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category
Students who have not graduated from high school whose composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

F. Correspondence Study Enrollment

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript and be designated as correspondence study.

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

   Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

   a. Be a first-time-entering student.

   b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president’s designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

   c. Meet the State Regents' curricular requirements for admission.

   d. Have a minimum composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum composite ACT of 17 or a minimum high school GPA of 2.5 to be admitted to a regional university.
e. Participate in assessment for placement purposes. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

a. Enrollment is restricted to the summer session immediately following the student's high school graduation.

b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

   English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

   Mathematics: College algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

   Students testing out of the introductory English and/or mathematics courses must select courses from the following categories:

   Social Science: A college-level course approved for general education credit.

   Natural Science: A college-level introductory lab science course approved for general education credit.

   Humanities: A college-level course approved for general education credit.

c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and
grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' Undergraduate Transfer and Articulation policy.

H. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the college-level course(s) is (are) successfully completed with at least a “C” or equivalent, the student will be admitted.

I. Concurrent Enrollment of High School Students

High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the ACT assessment requirements in the State Regents’ Assessment policy. The ACT standard is based on Oklahoma norms and the SAT standard is based on national norms. All other students not qualified by grade level as specified in this section might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

1. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be
equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

2. Curricular Requirements

The completion of the high school curricular requirements set forth in section 3.9.3 of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents’ Assessment policy. A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English.) Secondary institutional assessments and remediation are not allowed for concurrent high school students. Concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or basic academic skills deficiencies.

3. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college cumulative CGPA of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

4. Permission

All students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their
counselor and written permission from their parents or legal guardian.

5. **Collegiate Experience**

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:

   a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.

   b. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled.

   c. High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).

   d. High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. Regular faculty is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

6. **Admission Requirements for Concurrent Enrollment of High School Seniors**

A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.1.1, 3.9.6.1.2 and 3.9.6.1.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State
System institutions are outlined below. Institutions may request higher standards.

<table>
<thead>
<tr>
<th></th>
<th>ACT/SAT at</th>
<th>High School GPA 3.0 and Class Rank - top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>67th percentile</td>
<td>OR</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>50th percentile</td>
<td>OR High School GPA 3.0 and Class Rank - top 50%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>42nd percentile</td>
<td>OR High School GPA 3.0</td>
</tr>
</tbody>
</table>

OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

7. Admission Requirements for Concurrent Enrollment of High School Juniors

An eleventh grade student enrolled in an accredited high school may, if the student meets the requirements in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the additional minimum requirements set forth below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

<table>
<thead>
<tr>
<th></th>
<th>ACT/SAT at</th>
<th>High School GPA 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>83rd percentile</td>
<td>OR</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>72nd percentile</td>
<td>OR High School GPA 3.5</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>58th percentile</td>
<td>OR High School GPA 3.5</td>
</tr>
</tbody>
</table>

8. Admission Requirements for Concurrent Enrollment of Home Schooled Students and Students from Unaccredited High Schools

A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in the State System as a special student if the student meets the requirements set forth below. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

a. The student must be 17 years of age or older and
must meet the minimum requirements set forth below. Institutions may request higher standards.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>ACT/SAT at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>67th percentile</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>50th percentile</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>42nd percentile</td>
</tr>
</tbody>
</table>

OU and OSU have been authorized by the State Regents to set separate higher admission standards for students 17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents. OU is authorized by the State Regents to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

b. Or the student must be 16 years of age and must meet the requirements set forth below.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>ACT/SAT at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>83rd percentile</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>72nd percentile</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>58th percentile</td>
</tr>
</tbody>
</table>

3.9.7 Admission by Transfer

*See 3.10.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission by Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

A. Retention GPA Requirements

All students must maintain a 2.0 retention/graduation GPA for the duration of the college experience with the exception of freshmen on
academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

<table>
<thead>
<tr>
<th>Credit Hours Attempted</th>
<th>GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 through 30 semester credit hours</td>
<td>1.7</td>
</tr>
<tr>
<td>Greater than 30 semester credit hours</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Students with 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents’ Grading policy, remedial/developmental (pre-college) courses, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed.

Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student’s transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase “suspension continued” should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the retention GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should
require that the suspended student document any extraordinary personal circumstances that contributed to the academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only once. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9 Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

A. Any Oklahoma resident, upon graduation from an accredited high school
or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.

B. Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.

C. There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

D. Admission and retention policies should be stated in such a manner that they are easily understood.

E. Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.

F. Residents of Oklahoma should be given preference.

G. Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

H. Admission and retention policies should provide for uniformity in the transfer of students among institutions.

I. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.

J. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

K. Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

L. Provisions in other State Regents' policies are subject to the requirements specified in this policy.

M. Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10 Non-Academic Criteria for Admission

A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:
1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.

2. Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

3. Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B. If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

1. Be advised of the ground of the denial.

2. Be informed of the facts which form a basis of the denial.

3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy
OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents’ Professional Programs policy.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents’ Teacher Education policy.
3.10 UNDERGRADUATE TRANSFER AND ARTICULATION

3.10.1 Purpose

This policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System and ensure maximum transfer of credit hours and course work for students.

3.10.2 Definitions

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

“Accreditation” is the process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

“Academic Notice” is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

“Academic Probation” is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

“Academic Suspension” is a designation for any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses. The student will be suspended from the institution.

“Associate Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

“Baccalaureate Degree” (also referred to as a bachelor’s degree) is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

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

“Extrainstitutional Learning” is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and
study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

“Good Academic Standing” is a designation for any student who meets the retention requirements as set forth in this.

“GPA” see Retention/Graduation Grade Point Average.

“Lower-Division Course Work” are courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

“Regional Accrediting Agency” is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to include at least three states that are contiguous or in close proximity to one another. Regional accreditation is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

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

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as cumulative and retention/graduation GPAs, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or
pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

“Upper-Division Course Work” are courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.

3.10.3 Admission of Transfer Students

A. Admission by Transfer within the System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a retention/graduation GPA high enough to meet the institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy.

2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a retention/graduation GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.

3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a retention/graduation GPA high enough to meet that institution's retention standards as defined in the State Regents' Institutional Admission and Retention policy and must also complete the curricular requirements before transferring.

4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a retention/graduation GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

B. Admission by Transfer from Non-State System Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents’ Institutional Admission and Retention Policy; and also meet the following:
1. Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.

2. Each nonresident applicant must be in good standing in the institution from which the applicant plans to transfer.
   a. Each nonresident applicant must have made satisfactory progress (an average grade of “C” or better or meet this policy’s current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.

3. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student’s degree program and when the receiving institution has had an opportunity to validate the courses or programs.
   a. Each nonresident undergraduate applicant must meet the conditions of 1.a and 1.b above.
   b. Each nonresident undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by making satisfactory progress (an average of “C” or better) for at least one semester.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.10.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Student with less than 24 hours from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are
admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their retention/graduation GPA to the designated level, as detailed in the State Regents’ Institutional Admission and Retention Policy. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

E. Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

3.10.4 Transfer of Course Work Within the State System

The following guidelines for transfer of students among institutions have been adopted for the State System.

A. A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents’ Undergraduate Degree Requirements Policy may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution’s official catalog.

B. It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.

C. It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.

D. The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS degree, the lower-division general education
requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.

E. If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.

F. Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.

G. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college’s approved instructional program.

H. Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.

I. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate
degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.

J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.

K. Credit for extrainsitutional learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents’ Credit for Extrainsitutional Learning Policy.
effectively, all constituent units are expected to conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer students academic reprieve or academic renewal under the guidelines specified in this policy statement.

3.11.2 Definitions

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

“Academic Forgiveness” are ways for students to recover from academic problems without forever jeopardizing academic standing. For purposes of this policy, repeating courses, reprieving semesters, and renewing all course work prior to a certain date are considered academic forgiveness provisions.

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

“GPA” see Retention/Graduation Grade Point Average.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

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

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as cumulative and retention/graduation GPAs, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

3.11.3 Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

Grades Used in the Calculation of GPA
<table>
<thead>
<tr>
<th>Grade</th>
<th>Note</th>
<th>Grade Point Per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

A. Other Symbols

I  
An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

AU  
Audit status is used for the student not interested in obtaining a course grade, but who is enrolled simply to get course information. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students changing their enrollment status from audit to credit must meet institutional admission/retention standards as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution but will not exceed the institution's last date for withdrawal from classes. AU will not contribute to the student's GPA.

W  
An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term. (These are maximum limits. The State Regents encourage institutions to establish shorter limits.) For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.
AW  Administrative Withdrawal may be assigned by the Office of Academic Affairs to indicate that a student has been "involuntarily" withdrawn from class(es) after the institution's drop-and-add period for disciplinary or financial reasons or inadequate attendance. Such withdrawals must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

S-U/P-NP  An institution may elect to use the grades "S" or "P" and "U" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" grades are neutral indicating minimum course requirements have been met and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades "S, U, P, N/P" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.

P-F  An institution may elect to use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.

N  An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

X  An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

3.11.4  Grade Point Averages

The retention/graduation GPA is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the retention/graduation GPA. This GPA may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

The cumulative CGPA includes grades for all course work, including activity courses and forgiven course work. This use of the CGPA on the transcript is optional, but it may be used for to determine financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

Remedial/developmental courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the
Retention/Graduation GPA or cumulative CGPAs. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, cumulative, etc.

3.11.5 Remedial/Developmental Courses

Remedial/developmental courses are to be coded as zero-level and collegiate-level credit may not be awarded for the completion of such courses. Remedial/developmental courses may be graded "S-U" or "P-NP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the retention/graduation GPA or cumulative CGPAs.

3.11.6 Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize the student’s academic standing.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

A. For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation of the retention/graduation GPA under the prescribed circumstances listed below.

B. There may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's retention/graduation GPA.

C. A student may be returning to college after an extended absence and/or under circumstances that warrant a fresh academic start.

Students may seek academic forgiveness utilizing the following institutional procedures. Students may receive no more than one academic reprieve or renewal in the academic career, and only one option (reprieve or renewal) can be used. The repeated courses provision may be utilized independent of reprieve or renewal within the limits prescribed below. All institutions will conform to the repeated courses forgiveness provision. Institutions may elect to offer students academic reprieve or academic renewal as detailed below. Institutions granting academic reprieve and/or academic renewal must submit an annual report to the State Regents.

D. Repeated Courses

All State System institutions are required to offer the repeated courses provision.

A student shall have the prerogative to repeat courses and have only the second grade earned, even if it is lower than the first grade, count in the
calculation of the **retention/graduation GPA**, up to a maximum of four courses, but not to exceed 18 hours, in the courses in which the original grade earned was a "D" or "F." Both attempts shall be recorded on the transcript with the earned grade for each listed in the semester earned. The Explanation of Grades section of the transcript will note that only the second grade earned is used in the calculation of the **retention/graduation GPA**. If a student repeats an individual course more than once, all grades earned, with the exception of the first, are used to calculate the **retention/graduation GPA**. Students repeating courses above the first four courses or 18 credit hours of "Ds" or "Fs" repeated may do so with the original grades and repeat grades averaged.

E. Academic Reprieve

Offering academic reprieve for students is optional for all State System institutions.

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her **retention/graduation GPA**.

A student may request an academic reprieve from public State System institutions with academic reprieve policies consistent with these guidelines:

1. At least three years must have elapsed between the period in which the grades being requested reprieved were earned and the reprieve request;

2. Prior to requesting academic reprieve, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;

3. The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollments. If the reprieve is awarded, all grades and hours during the enrollment period are included. If the student's request is for two consecutive semesters, the institution may choose to reprieve only one semester;

4. The student must petition for consideration of academic reprieve according to institutional policy; and

5. All courses remain on the student’s transcript, but are not calculated in the student’s **retention/graduation GPA**. Course work with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.

F. Academic Renewal
Offering academic renewal for students is optional for all State System institutions.

Academic renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, course work taken prior to a date specified by the institution is not counted in the student’s retention/graduation GPA.

A student may request academic renewal from public State System institutions with academic renewal policies consistent with these guidelines:

1. At least five years must have elapsed between the last semester being renewed and the renewal request;

2. Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;

3. The request will be for all courses completed before the date specified in the request for renewal;

4. The student must petition for consideration of academic renewal according to institutional policy; and

5. All courses remain on the student’s transcript, but are not calculated in the student’s retention/graduation GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

3.11.7 Reporting Academic Standing

A. Retention Standards and Requirements

Each student's transcript will list the student's current cumulative GPA and may also include the retention/graduation CGPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

B. Transcription Notations

The student's academic transcript should be a full and accurate reflection of the facts of the student's academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected in such matters as how the retention/graduation GPA is calculated. Specifically, for those students receiving academic forgiveness by repeating courses or through academic reprieve or renewal, the transcript will reflect the retention/graduation GPA excluding forgiven courses/semesters. The transcript may also note the cumulative CGPA which includes all attempted regularly graded course work.
The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Excerpt from 3.17 In-State/Out-of-State Status of Enrolled Students

(1) 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.

B. Any student who 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.

C. This policy shall not impose any additional conditions to maintain 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 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.

Military Personnel

Members of the armed forces who provide evidence that they are full-time active duty in the armed forces stationed in Oklahoma or temporarily present through military orders shall be 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.

Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provide 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 along with the individual’s spouse and dependents 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 as described in section 3.17.3 of this policy.
A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner’s spouse and dependent children.