Agenda
January 26, 2012
NOTE

This document contains recommendations and reports to the State Regents regarding items on the January 26, 2012 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 January 26, 2012.
1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

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

3. **Minutes of Previous Meetings.** Approval of minutes.

4. **Reports.**

**ACADEMIC**

5. **New Programs.** Rogers State University. Approval of requests to offer the Master of Business Administration and the Bachelor of Arts in Social Entrepreneurship. Page 1.


7. **Teacher Education.** Approval of incentives to increase science and mathematics teachers through the Teacher Shortage Employment Incentive Program (TSEIP). Page 15.

8. **Policy.**

9. **Oklahoma’s Promise.**
   b. Approval of permanent rule amendments. Page 37.
c. Expand authorization for parents of students at certain public schools to use free/reduced meal income documentation when applying for Oklahoma’s Promise. Page 55.

FISCAL

10. E&G Budget.

11. EPSCoR.
   a. Appointment of members to the Oklahoma EPSCoR Advisory Committee. Page 63.


EXECUTIVE


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

   Return to open session.

16. Personnel. Discussion and possible action regarding the position of Vice Chancellor for Budget, & Finance, Information Technology, Telecommunications and OneNet, Executive Director of OneNet and Project Director for GEAR UP. Page 87.
CONSENT DOCKET

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

   a. Programs.

      (1) Program Modifications. Approval of institutional requests. Page 97.

      (2) Program Suspension. Ratification of institutional request. Page 107.


   d. GEAR UP.

      (1) Ratification of incentive sub-grants to support the implementation of a College Liaison/Coach intervention strategy for students at participating GEAR UP middle and high schools. Page 113.

      (2) Ratification of incentive sub-grants to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Page 117.

      (3) Ratification of grants to community based organizations and local agencies to create “Plan4College” sites. Page 121.

   e. Tuition Policy. Ratification of request for an exception to the Tuition Policy. Page 127.


   h. Non-Academic Degree. Ratification of an Honorary Doctorate of Humane letters request from Oklahoma State University. Page 133.

18. **Reports.** Acceptance of reports listed.


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

   b. Budget and Audit Committee.
c. Strategic Planning and Personnel Committee and Technology Committee.

d. Investment Committee.

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

21. Announcement of Next Regular Meeting — The next regular meetings are scheduled to be held on Wednesday, February 29, 2012 at 10:30 a.m. and Thursday, March 1 at 9 a.m. at Rogers State University in Claremore.

22. Adjournment.
AGENDA ITEM #5:

New Programs.

SUBJECT: Rogers State University. Approval of requests to offer the Master of Business Administration in Business Administration and the Bachelor of Arts in Social Entrepreneurship.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University’s (RSU) requests to offer the Master of Business Administration in Business Administration via both online and on-campus delivery and the Bachelor of Arts in Social Entrepreneurship 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.

- **Master of Business Administration in Business Administration.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 24 students in Fall 2014; and

- **Bachelor of Arts in Social Entrepreneurship.** Continuation beyond Fall 2017 will depend upon:
  - Majors enrolled: a minimum of 20 students in Fall 2016; and

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 will 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:

<table>
<thead>
<tr>
<th>76</th>
<th>Degrees and/or certificate programs deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Degrees and/or certificate programs added</td>
</tr>
</tbody>
</table>

Program Review
RSU offers 29 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>0</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Associate of Arts or Sciences Degrees</td>
</tr>
<tr>
<td>3</td>
<td>Associate of Applied Science Degrees</td>
</tr>
<tr>
<td>16</td>
<td>Baccalaureate Degrees</td>
</tr>
<tr>
<td>0</td>
<td>Master’s Degrees</td>
</tr>
<tr>
<td>0</td>
<td>Doctoral Degrees</td>
</tr>
<tr>
<td>0</td>
<td>First Professional Degrees</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 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’s faculty developed the proposals, which were reviewed and approved by institutional officials. RSU’s governing board approved delivery of the Master of Business Administration (MBA) in Business Administration at the May 12, 2011 meeting and the Bachelor of Arts in Social Entrepreneurship at the June 20, 2011 meeting. RSU requests authorization to offer these degrees, as outlined below.

RSU is currently approved to offer the following degrees via online delivery:

- Associate in Science in Computer Science;
- Associate in Arts in Business Administration;
- Associate in Arts in Liberal Arts;
- Bachelor of Technology in Applied Technology;
- Bachelor of Science in Business Information Technology;
- Bachelor of Arts in Liberal Arts; and
- Bachelor of Science in Business Administration.

**POLICY ISSUES:**

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

State Regents’ *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy allows institutions with approved electronic media delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the President to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and student demand, and 5) cost and financing.

**ANALYSIS:**

*Master of Business Administration in Business Administration*

**Program purpose.** The purpose of this graduate degree program is to provide students with the education necessary to develop their personal and organizational business skills and to maintain competitiveness in the local and global economy. This advanced business degree will provide students with a foundation of knowledge, critical thinking, problem-solving skills, and research proficiency to succeed in many career fields, whether private or public commercial enterprise, for-profit or non-profit business, or government service.

**Program rationale and background.** The service area for RSU has historically been underserved by graduate degree granting institutions. Since proximity and commuting time is an important issue for students pursuing a graduate degree, RSU’s MBA program would be an attractive choice for students living within the service area. According to the Graduate Management Admission Council, the demand for MBA degrees continues to be strong. Additionally, growth in the demand for flexible MBA programs, which feature a full-time or part-time schedule for students, also continues to increase, with 66 percent of flexible MBA programs indicating an increase in the number of applicants from 2008 to 2009. In Spring 2010, RSU polled the 149 students enrolled in the Bachelor of Science in Business Administration (113) program that were within two semesters of graduation. When asked about their interest in an MBA program offered at RSU, 72 percent responded positively. Additionally, in 2010-2011, RSU had 529 undergraduate majors within the School of Business and Technology who have the required prerequisites to enter most MBA programs. RSU also has received letters of support from local businesses, such as Arvest Bank Group, Inc, Fastenal, and ONB Bank, to offer an MBA program. Currently, RSU is approved to offer baccalaureate degrees. The addition of an MBA program at RSU is considered a substantive change by the Higher Learning Commission (HLC) since RSU does not yet have HLC approval to offer graduate degrees. Once the MBA is approved by the State Regents, RSU is prepared to initiate the substantive change process with HLC and expects a Commission Change Visit of peer reviewers to review the program.

**Employment opportunities.** Predicting the demand for employees with MBAs is more subjective than predicting the demand for undergraduate degrees, as most entry-level jobs described in the Occupational Outlook Handbook and by the Oklahoma Employment Security Commission prescribe a bachelor’s degree. Additionally, many individuals who earn an MBA are already employed while completing their
degree and do so for career advancement. According to the Oklahoma Employment Security Commission, between 2008-2018, management positions within business and industry that require a bachelor’s degree or higher and work experience are expected to grow 6-17 percent depending upon the position. Furthermore, evidence of demand for an MBA can be viewed in terms of the increase in compensation for employees with master’s degrees. According to the United States Department of Labor, median weekly earnings in 2009 were $1,012 for employees with bachelor’s degrees and $1,233 for employees with master’s degree, indicating that employers are willing to pay for the added education and skills of person’s with an advanced degree. RSU is confident that graduates of the MBA program will be able to find employment or advance their career.

**Student demand.** The new degree program is expected to meet the enrollment and graduation 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>24</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>6</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>MBA in Business Administration (025)</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>MBA in Business Administration (035)</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>MBA in Business Administration (008)</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>MBA in Business Administration (056)</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>MBA in Business Administration (086)</td>
</tr>
<tr>
<td>Cameron University</td>
<td>MBA in Business Administration (630)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was distributed by email August 12, 2011. The University of Oklahoma (OU) and Oklahoma State University (OSU) requested a copy of the proposal, which were sent September 20, 2011 and September 1, 2011 respectively. Neither OU nor OSU notified the State Regents’ office of a protest to the proposed program. Due to the distance between institutions, anticipated workforce shortages, and increasing student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 36 total credit hours as shown in the following table. Nineteen new courses will be added and are asterisked (Attachment A).
### Content Area | Credit Hours
---|---
Core Requirements | 30
Guided Electives | 6
**Total** | **36**

**Faculty and staff.** Initially, RSU intends to hire two new full-time faculty members. Two additional full-time faculty members will be added incrementally, as enrollment in the program increases.

**Delivery method and support services.** The library, facilities and equipment are adequate. The program will be offered on-campus and via online format. Both formats will use the ANGEL/e-campus web-enabled student management system. RSU will meet required academic standards outlined in policy to ensure the quality of the degree program pertaining to academic standards and include faculty training, student services, and other support services including library, facilities, and computing equipment necessary to support the program.

**Support services.** RSU intends to purchase additional books, media, and electronic databases for the library; however, the 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. No additional funding is requested from the State Regents to support the program.

**Program resource requirements.** Program resource requirements for the MBA in Business Administration are shown in the following tables.

<table>
<thead>
<tr>
<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>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>$302,400</td>
<td>$219,400</td>
<td>$219,400</td>
<td>$242,850</td>
<td>$242,850</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** RSU is committed to allocating the needed funds from state supported dollars, tuition, and fee revenue required to meet projected program expenses.

<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>Student Tuition</td>
<td>$54,000</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$225,000</td>
<td>$225,000</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition is calculated based on the expected number of students enrolled, multiplied by 18 credit hours per academic year, multiplied by $250 per credit hour. The tuition rate used in calculation is based on the tuition rate for the MBA at Cameron University, which RSU considers to be a similar program.

**TOTAL** | **$356,400** | **$327,400** | **$327,400** | **$467,850** | **$467,850**
### Bachelor of Arts in Social Entrepreneurship

**Program purpose.** The purpose of this program is to provide students with the education necessary to embark on a career in the administration of non-profit organizations focused on the provision of social services, education, or the arts. This social science/business degree, in combination with a minor course of study, will provide students with a foundation of knowledge, critical thinking and problem-solving skills, and research proficiency needed to succeed in many fields.

**Program rationale and background.** Although it is difficult to predict the choice of social entrepreneurship as a major, many students enter higher education with a desire to pursue a helping profession. The proposed program is designed to address the growing demand for entrepreneurship education by offering curriculum that will provide students with the specific knowledge and skill set needed to be successful in a variety of career opportunities associated with social service and voluntary organizations. In combination with a required minor, the degree will prepare graduates to recognize and

<table>
<thead>
<tr>
<th>B. Breakdown of Budget 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>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>Faculty</td>
<td>$280,000</td>
<td>$280,000</td>
<td>$280,000</td>
<td>$420,000</td>
<td>$420,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> These expenses consist of two full-time graduate faculty members to instruct MBA students for years one through three at $280,000 for salary and benefits. As the program grows in years four and five, an additional graduate faculty member will be required and the cost will increase to $420,000. An administrative assistant is required for the program at an estimated cost of $40,000 per year for salary and benefits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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><strong>Narrative/Explanation:</strong> No additional equipment or instruction materials are anticipated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$35,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> First year start-up costs reflect purchase of additional books, media, and electronic databases appropriate to graduate level study and research. Years two through five reflect renewal/maintenance costs of the databases and continuing purchases of books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Printing costs reflect expenses to market the program, including brochures, fact sheets, and other items specific to the MBA program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>$900</td>
<td>$900</td>
<td>$900</td>
<td>$1,350</td>
<td>$1,350</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Travel expenses include those necessary from program review and accreditation</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><strong>TOTAL</strong></td>
<td>$356,400</td>
<td>$327,400</td>
<td>$327,400</td>
<td>$467,850</td>
<td>$467,850</td>
</tr>
</tbody>
</table>
document social service needs in their communities and give them the skills to start-up or administer not-for-profit organizations to serve these needs.

**Employment opportunities.** Many students interested in Social Enterprise or Social Entrepreneurship will not seek employment with traditional employers. Inspired by the achievements of other Social Entrepreneurs, these students will use their knowledge and creativity to start programs to help communities and grow jobs. Those who do seek employment in business and industry will find opportunities for entry level jobs in the social and community service fields. According to the 2010-2011 Occupational Outlook Handbook, approximately 26 percent of all new jobs created in the United States will be in the healthcare and social assistance industry. Furthermore, according to the Tulsa and Northeast Oklahoma Workforce Investment Area projections, employment in the Social and Community Services Management area is expected to increase by 20 - 25 percent. RSU is confident graduates of this program will find employment within the field.

**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>20</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>9</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** There are no Bachelor of Arts in Social Entrepreneurship programs offered in Oklahoma. A system wide letter of intent was distributed to State System institutions by email August 12, 2011. The University of Oklahoma, Oklahoma State University and Southeastern Oklahoma State University requested a copy of the proposal, which were sent on September 20, 2011, September 1, 2011 and September 13, 2011, respectively. None of the institutions notified the State Regents’ office of a protest to the proposed program. Due to the uniqueness of the program, anticipated workforce opportunities, and increasing student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 120 total credit hours as shown in the following table. Five new courses will be added and are asterisked (Attachment B).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>41</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>48</td>
</tr>
<tr>
<td>Selected Minor</td>
<td>18-24</td>
</tr>
<tr>
<td>Electives</td>
<td>7-13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

**Faculty and staff.** Existing faculty from History, Political Science and Business 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. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Bachelor of Arts in Social Entrepreneurship 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>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$23,700</td>
<td>$24,600</td>
<td>$35,700</td>
<td>$42,240</td>
<td>$54,900</td>
<td></td>
</tr>
</tbody>
</table>

Narrative/Explanation and Calculations: Student tuition increases are based on the estimated number of students expected to major in the program who specifically chose RSU for the Social Entrepreneurship major and not students who selected Social Entrepreneurship once enrolled at RSU. This enrollment number is estimated to be one half of the number of projected majors. The enrollment count is multiplied by the expected tuition dollars at an average of 30 hours per student with a tuition increase of approximately 9 percent in years 2 through 5.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>B. Breakdown of Budget 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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></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>
<td></td>
</tr>
<tr>
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</tbody>
</table>

Narrative/Explanation: The program will utilize many existing political science and business courses. New courses and additional sections of existing courses will be staffed by hiring adjuncts to teach General Education courses and reassigning full-time faculty to teach program courses in the degree. The program will be administered by the department head and administrative assistant of the History and Political Science Department.

Equipment and Instructional Materials will come from the present budget of the History and Political Science and the Business departmental budgets.

Narrative/Explanation: Business and Political Science materials are well represented in the current library collection.
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td><strong>$1,500</strong></td>
<td><strong>$1,500</strong></td>
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<tr>
<td><strong>Narrative/Explanation:</strong></td>
<td>Costs reflect budget for printing of recruitment materials, such as brochures and fliers.</td>
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<td>Telecommunications</td>
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Attachment
### Degree Requirements

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ACCT 5113</td>
<td>Accounting for Management 3</td>
</tr>
<tr>
<td>*BADM 5233</td>
<td>Critical Thinking and Ethics 3</td>
</tr>
<tr>
<td>*ECON 5123</td>
<td>Managerial Economics 3</td>
</tr>
<tr>
<td>*FINA 5133</td>
<td>Financial Management 3</td>
</tr>
<tr>
<td>*MGMT 5133</td>
<td>Organizational Behavior and Design 3</td>
</tr>
<tr>
<td>*MGMT 5213</td>
<td>Strategic Human Resources Management 3</td>
</tr>
<tr>
<td>*MGMT 5223</td>
<td>Production/Operations Management 3</td>
</tr>
<tr>
<td>*MGMT 5243</td>
<td>Enterprise Resource Management Systems 3</td>
</tr>
<tr>
<td>*MGMT 5313</td>
<td>Business Strategy 3</td>
</tr>
<tr>
<td>*MGMT 5143</td>
<td>Strategic Global Marketing 3</td>
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### Guided Electives (select from the following)

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<th>Guided Electives</th>
<th>Credit Hours</th>
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<td>*ACCT 5213</td>
<td>Financial Statement Analysis 3</td>
</tr>
<tr>
<td>*ACCT 5223</td>
<td>International Accounting 3</td>
</tr>
<tr>
<td>*BADM 5223</td>
<td>Business Law 3</td>
</tr>
<tr>
<td>*BADM 5973</td>
<td>Special Topics: Business Administration 3</td>
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<tr>
<td>*ECON 5233</td>
<td>Comparative Economic Systems 3</td>
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<td>*MGMT 5143</td>
<td>Supply Chain Management 3</td>
</tr>
<tr>
<td>*MGMT 5233</td>
<td>Entrepreneurship and New Venture Initiation 3</td>
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<tr>
<td>*SPMT 5223</td>
<td>Sport Finance 3</td>
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<td>*SPMT 5523</td>
<td>Sport Marketing 3</td>
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Total 36

*Asterisks denotes new courses*
## ROGERS STATE UNIVERSITY
### BACHELOR OF ARTS IN SOCIAL ENTREPRENEURSHIP

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tr>
<td><strong>General Education (see catalog for detailed information)</strong></td>
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<tr>
<td>ENGL 1113 Composition I</td>
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</tr>
<tr>
<td>ENGL 1213 Composition II</td>
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<tr>
<td>SPCH 1113 Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2483 OR American History to 1877 OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2493 American History since 1877</td>
<td>3</td>
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<tr>
<td>POLS 1113 American Federal Government</td>
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<td>Social Science</td>
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</tr>
<tr>
<td>Physical Science</td>
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<tr>
<td>Biological Science</td>
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<td>Mathematics</td>
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<td>Global Studies</td>
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<tr>
<td>Elective</td>
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<table>
<thead>
<tr>
<th><strong>Major Requirements</strong></th>
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<tr>
<td>*ENTR 3003 Social Entrepreneurship</td>
<td>3</td>
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<tr>
<td>BADM 3323 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>POLS 4623 Nonprofit Administration</td>
<td>3</td>
</tr>
<tr>
<td>SBS 3053 Social Systems and Problems</td>
<td>3</td>
</tr>
<tr>
<td>POLS 3033 Introduction to Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>*POLS 4513 Grants and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>*ACCT 3443 Nonprofit Fiscal Management</td>
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<tr>
<td>ORGL 3333 Data Analysis and Interpretation</td>
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</tr>
<tr>
<td>*ENTR 3103 Fundraising, Events, and Major Gifts</td>
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</tr>
<tr>
<td>SBS 4033 Internship I</td>
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<td>POLS 3243 Ethics in Public Service</td>
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<td>MGMT 3013 Principles of Management</td>
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<td>MGMT 3313 Human Resource Management</td>
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<tr>
<td>POLS 4993 Policy and Program Evaluation</td>
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<td><strong>Electives (select 6 credit hours)</strong></td>
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<td>*ART 3023 Nonprofit Fine Arts Management</td>
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<td>Course Title</td>
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<td>------------------------------------</td>
</tr>
<tr>
<td>TECH 3013</td>
<td>Leadership and Decision-Making Skills</td>
</tr>
<tr>
<td>MKTG 3113</td>
<td>Principles of Marketing</td>
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<tr>
<td>ENTR 3233</td>
<td>Marketing for the Entrepreneur</td>
</tr>
<tr>
<td>ENTR 4013</td>
<td>New Venture Development</td>
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<tr>
<td>ENTR 4323</td>
<td>Managing the Growing Business</td>
</tr>
<tr>
<td>ENGL 3113</td>
<td>Advanced Technical Writing</td>
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<tr>
<td>SBS 4043</td>
<td>Internship II</td>
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<tr>
<td>SBS 3113</td>
<td>Qualitative Research Methods</td>
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**Selected Minor Requirements**  
18-24

Select a minor from the RSU catalog

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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</table>

**Free Electives**  
7-13

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Total**  
120

*Asterisks denotes new courses*
AGENDA ITEM #6:

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:

Northeastern State University (NSU) requests authorization to delete the Bachelor of Science in Environmental Sciences (135).

University of Science and Arts of Oklahoma (USAO) requests authorization to delete the Bachelor of Science in Computer Science (031).

Oklahoma City Community College (OCCC) requests authorization to delete the Associate in Science in Technology (124) and the Certificate in Technology (125).

Oklahoma State University – Oklahoma City (OSU-OKC) requests authorization to delete the Associate in Applied Science in Engineering Technology in Occupational and Environmental Health and Safety (052).

Oklahoma State University Institute of Technology – Okmulgee (OSUIT) requests authorization to delete the Associate in Applied Science in Precision Agriculture Technology (097).

Redlands Community College (RCC) requests authorization to delete the Certificate in Computer Forensic Science (087).

POLICY ISSUES:

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

ANALYSIS:

NSU requests authorization to delete the Bachelor of Science in Environmental Sciences (135). NSU reports that although the program had high potential, the NSU Academic Prioritization process conducted during the Spring 2010 and Fall 2010 semesters revealed the value and the quality of the program were low. After much consideration, the department decided the best course of action was to delete the program. There are currently 20 students enrolled with an expected graduation date of Spring 2014. All students who have degree plans on file or who have officially declared this major will be allowed to
complete their plans of study. Two courses will be deleted and some funds will be reallocated to the Biology department.

USAO requests authorization to delete the Bachelor of Science in Computer Science (031). USAO indicates that although enrollment is strong, the program struggles to meet productivity criterion for graduates and does not expect this trend to change. Additionally, USAO reports that two faculty members have expressed the intent to retire over the next two years and USAO believes the low productivity of the program does not warrant the cost to replace the faculty. Furthermore, USAO states that a major program in Computer Science is not essential to the assigned mission and purpose of the institution. There are currently 30 students enrolled in the program with an expected graduation date of Spring 2014. Twelve courses will be deleted over time and funds will be reallocated to the Biology, Chemistry and Fine Arts department.

OCCC requests authorization to delete the Associate in Science (AS) in Technology (124) and the Certificate in Technology (125). OCCC reports the program and certificate were designed to be offered as an umbrella degree under which a variety of technological options could be developed. The development did not occur due to lack of need and the program has had difficulty meeting productivity requirements. There are currently three students enrolled in the AS program with an expected graduation date of Fall 2014. These students will transition to the Associate in Arts in Diversified Studies (010) or a degree program that best suits their needs. There are currently no students enrolled in the certificate program. No courses will be deleted as they will continue to be used in the Associate in Applied Science in Technology (127) program. No funds are available for reallocation.

OSU-OKC requests authorization to delete the Associate of Applied Science in Engineering Technology in Occupational and Environmental Health and Safety (052). OSU-OKC reports that although students begin the program, they typically transfer to other related disciplines, such as Municipal Fire Protection, or do not complete their coursework. As such, the program is unable to meet productivity criterion for graduates as outlined in State Regents’ policy. There are currently 26 students enrolled in the program with an expected graduation date of Spring 2013. No courses will be deleted as they are used as electives in other programs. Funds will be reallocated to the Fire Protection and Safety Technology program.

OSUIT requests authorization to delete the Associate in Applied Science in Precision Agriculture Technology (097). OSUIT reports the program consistently has low enrollment and graduation rates and in spite of recruitment efforts, the program is unable to meet productivity criteria. There are currently six students enrolled in the program with an expected graduation date of August 2012. Seventeen courses will be deleted and funds will be reallocated within the division.

RCC requests authorization to delete the Certificate in Computer Forensic Science (087). RCC reports the program is unable to meet productivity criterion for enrollment and graduates as required by State Regents’ policy. There are currently no students enrolled in the program. No courses will be deleted and no funds are available for reallocation.
AGENDA ITEM #7:

Teacher Education.

SUBJECT: Incentives to increase graduation and retention of secondary mathematics and science teachers through the Teacher Shortage Employment Incentive Program.

RECOMMENDATION:

It is recommended that the State Regents approve the Teacher Shortage Employment Incentive Program benefit of $15,267 for each teacher eligible by December 2012.

BACKGROUND:

Senate Bill 1393, passed in 2000, called for the Oklahoma State Regents for Higher Education to establish a financial incentive program to encourage mathematics and science students who commit to teaching one or both subjects in Oklahoma’s public secondary schools for five consecutive full years. House Bill 1499 amended Senate Bill 1393 in 2001 by specifying a formula for the incentive amount. The formula stipulates the award cannot exceed three times the average annual cost of undergraduate resident tuition and fees for full-time enrollment at institutions with teacher education programs in the Oklahoma State System of Higher Education.

Current rules require eligible students to sign a Participation Agreement with their college of education before graduation. After teaching secondary mathematics or science for five consecutive full years at Oklahoma public schools, participants return the required documentation to be reviewed for eligibility to receive the Teacher Shortage Employment Incentive Program (TSEIP) incentive payment. The entire TSEIP incentive amount is paid directly to the eligible candidates so it can be applied towards their eligible education loans.

POLICY ISSUES:

Procedures for TSEIP awards are guided by Administrative Procedures Act rules. The State Regents recognized the importance of providing incentives to recruit teachers into teaching shortage areas in the 2002 Teacher Supply and Demand Study, which included among its recommendations that “teachers should be paid salary supplements in high demand subject areas.” Some of the top teacher shortage areas recognized by the Oklahoma State Department of Education for 2011 were mathematics and science.

ANALYSIS:

Since the first round of TSEIP eligible recipients was awarded in 2006, 169 teachers have received over 2 million dollars in cash incentives for teaching secondary mathematics and/or science in an Oklahoma public school. Currently, 644 teachers are enrolled in TSEIP.
Table 1 lists the total number of teacher education candidates who have participated in the TSEIP program since 2001.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Cohort 2001</td>
<td>59</td>
</tr>
<tr>
<td>Cohort 2002</td>
<td>60</td>
</tr>
<tr>
<td>Cohort 2003</td>
<td>39</td>
</tr>
<tr>
<td>Cohort 2004</td>
<td>44</td>
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<tr>
<td>Cohort 2005</td>
<td>38</td>
</tr>
<tr>
<td>Cohort 2006</td>
<td>60</td>
</tr>
<tr>
<td>Cohort 2007</td>
<td>79</td>
</tr>
<tr>
<td>Cohort 2008</td>
<td>67</td>
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<tr>
<td>Cohort 2009</td>
<td>67</td>
</tr>
<tr>
<td>Cohort 2010</td>
<td>50</td>
</tr>
<tr>
<td>Cohort 2011</td>
<td>51</td>
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<tr>
<td>Cohort 2012</td>
<td>23</td>
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</table>
Table 2 shows the total number of teacher education candidates per institution who have participated in TSEIP program since 2001.

<table>
<thead>
<tr>
<th>Institutions of Higher Education (IHE)</th>
<th>Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron</td>
<td>30</td>
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<tr>
<td>ECU</td>
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<tr>
<td>MACU</td>
<td>1</td>
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<tr>
<td><strong>NSU</strong></td>
<td><strong>123</strong></td>
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<tr>
<td>NWOSU</td>
<td>16</td>
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<tr>
<td>OBU</td>
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<tr>
<td>OC</td>
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<tr>
<td>OCU</td>
<td>9</td>
</tr>
<tr>
<td>ORU</td>
<td>1</td>
</tr>
<tr>
<td>OPSU</td>
<td>8</td>
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<tr>
<td><strong>OSU</strong></td>
<td><strong>140</strong></td>
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<tr>
<td>OU</td>
<td>96</td>
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<tr>
<td>OWU</td>
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<tr>
<td>SEOSU</td>
<td>8</td>
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<tr>
<td>SGU</td>
<td>3</td>
</tr>
<tr>
<td>SNU</td>
<td>11</td>
</tr>
<tr>
<td><strong>SWOSU</strong></td>
<td><strong>44</strong></td>
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<tr>
<td>TU</td>
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<td><strong>UCO</strong></td>
<td><strong>81</strong></td>
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<tr>
<td>USAO</td>
<td>14</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>644</strong></td>
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Table 3 shows the total number of eligible candidates who received the TSEIP incentive after completing five consecutive years of teaching secondary mathematics and/or science in an Oklahoma public school.

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<td>0</td>
<td>1</td>
<td>1</td>
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</tr>
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<td>MACU</td>
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<td>2</td>
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<tr>
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<td>0</td>
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<td>13</td>
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<td>6</td>
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<td>3</td>
<td>4</td>
<td>1</td>
<td>4</td>
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<tr>
<td>OWU</td>
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<td>0</td>
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<td>0</td>
</tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>SWOSU</td>
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<td>0</td>
<td>3</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>TU</td>
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<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UCO</td>
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<td>5</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>USAO</td>
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<td>21</td>
<td>23</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>

Disbursement for Last Decade

- CAMERON: 21%
- ECU: 14%
- MACU: 14%
- NSU: 7%
- NWOSU: 5%
- OBU: 5%
- OC: 5%
- OCU: 5%
- OPSU: 5%

Total: 100%
AGENDA ITEM #8-a:

Policy.

SUBJECT: Revocation of Administrative Procedures Act Rule.

RECOMMENDATION:

It is recommended that the State Regents revoke the Administrative Procedures Act rule for the Minority Teacher Recruitment Center.

BACKGROUND:

In 1989, Representative Danny Williams created a Special Committee on Minority Needs Assessment in Common Education and Higher Education. The committee concluded that attention should be given to (a) the future challenges of educating a growing and highly diverse student population in Oklahoma common schools, and (b) the under representation of minority teachers among the state professional education work force. In 1990, House Bill 1017 required the State Board of Education to work with the Oklahoma State Regents in the interest of “recruiting, retaining, and placing” minority teachers in Oklahoma’s public schools. This bill articulated five specific efforts to meet the mission of the Center. In 1998 House Bill 2557 reduced the original advisory committee number from 25 to 19 members and detailed revised functions for the Center, thereby amending some original functions from House Bill 1017. The Minority Teacher Recruitment Center (MTRC) Advisory Committee was reviewed by the House and Senate Sunset Review Committees in March 2004. House Bill 2092 recreat ed the MTRC Advisory Committee which became effective August 27, 2004. During the 2010 legislative session, the MTRC Advisory Committee was recreated for one year to be reviewed in 2011.

The review in 2011 resulted in House Bill 1015, which was signed into law April 13, 2011. The law altered the statutory status of the MTRC. Specifically, an act was passed relating to sunset; amending 74 O.S. 2001, Section 3906, as last amended by Section 2, Chapter 165, O.S.L. 2010 (74 O.S. Supp. 2010, Section 3906), which relates to the termination of certain statutory entities; re-creating certain entities; and modifying termination date. Among other provisions, the measure included the elimination of the MTRC Advisory Committee as created by Section 6-129.1 of Title 70 of the Oklahoma Statutes.

POLICY ISSUES:

No State Regents’ policies are impacted by this action.

ANALYSIS:

Given the law authorizing the MTRC Advisory Committee has expired, the Administrative Procedures Act rule for the program is no longer required and revocation is recommended.

Attachment
610:1-13-1. Purpose [REVOKED]
— The purpose of this Subchapter is to describe the Minority Teacher Recruitment Center (MTRC). The MTRC is designed for the recruiting, retaining, and placing of minority teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:
1. The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist minority students who intend to become teachers;
2. The establishment and development of recruiting programs for potential minority teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study;
3. The hosting of conferences dealing with issues that affect minority teacher recruitment, retention, and placement;
4. The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and
5. The creation and development of placement services providing assistance to both minority educators and school districts seeking to hire qualified minority teachers. [70 O.S. § 6-130]
[Source: Added at 21 Ok Reg 1116, eff 5-13-04]

— The MTRC has a 19-member Minority Teacher Recruitment Advisory Committee. The advisory Committee has oversight of the implementation of MTRC and shall advise the operation of the MTRC.
Duties.
1. Make recommendations on the annual operating budget of the Minority Teacher Recruitment Center and verify that the funds allocated to the Center through the Oklahoma State Regents for Higher Education are utilized exclusively by the Center by function;
2. Advise the Oklahoma State Regents for Higher Education of unmet needs within the state in the implementation of the Center’s activities;
3. Annually comment publicly on the progress of the Center;
4. Assist the Oklahoma State Regents for Higher Education in developing and reporting information about the Center when necessary;
5. Meet as often as necessary to conduct business; and
6. Keep official minutes of the Committee meetings which shall be made available to the public upon request. [70 O.S. § 6-129.1 D]
[Source: Added at 21 Ok Reg 1116, eff 5-13-04]

610:1-13-3. Programs and services [REVOKED]
— To achieve its primary goal of recruiting, retaining, and placing minority teachers in the public schools of the State of Oklahoma, the MTRC offers a variety of programs and services. Parties interested in the programs and services can obtain additional information by contacting the MTRC at the State Regents for Higher Education office.
1. Academic Commitment to Education (ACE). The ACE program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations, and
focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.

(2) Leadership, Education and Achievement Program (LEAP). LEAP is a course designed for middle school and junior high school students and targeted towards those students that exhibit the potential for academic success. Like ACE, LEAP is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.

(3) Collegiate Grant Program. The Collegiate Grant Program supports the overall objectives of the MTRC by providing a link between institutions of higher education, MTRC pre-collegiate programs, and K-12 districts in the interest of promoting, recruiting, and retaining teachers. Grants provided to the colleges of education within these various institutions enable pre-collegiate and collegiate students to gain a better understanding of careers in education and allow them to interact with professionals already in the field. Some of the grants support financial aid for students, on-campus skill development activities, and mentor/parent/peer support structures for prospective teachers.

[Source: Added at 21 Ok Reg 1116, eff 5-13-04; Amended at 24 Ok Reg 2716, eff 7-26-07]
AGENDA ITEM #8-b:

Policy.

SUBJECT: Posting of Changes to the Economic Development Council Bylaws.

RECOMMENDATION:

It is recommended that the State Regents post the attached changes to the bylaws for the Economic Development Council in the State Regents’ policy for administrative rules of operating this council.

BACKGROUND:

The Economic Development Council (EDC), established on May 30, 2003, is a statewide panel of the chief economic development officers from each institution in The State System of Higher Education that serves as an advisory council to the Chancellor, State Regents’ staff, the Council of Presidents and other state officials. The council identifies and prioritizes specific actions that create a high quality environment to retain college graduates, attract business to Oklahoma, grow existing Oklahoma businesses, and develop new Oklahoma businesses through the efficient use of resources.

POLICY ISSUES:

Changes to the EDC bylaws reflect OSRHE’s increased emphasis on workforce and economic in higher education.

ANALYSIS:

The changes to the EDC bylaws reflect the need to improve the make-up of the Council by having the “chief” economic development officer from each institution in The State System of Higher Education serving on it and recommendations of qualifications for EDC members including specific economic development training. These changes were approved by the Council of Presidents at their December 7, 2011 meeting.

Attachment
Mission
The Economic Development Council (EDC), a statewide panel of the chief economic development professionals—officers from each institution in The State System of Higher Education, serves as an advisory council to the Chancellor, State Regents’ staff, State Regents’ Presidents Council and other state officials. The council identifies and prioritizes specific actions that create a high quality environment to retain college graduates, attract business to Oklahoma, grow existing Oklahoma businesses, and develop new Oklahoma businesses through the efficient use of resources.

Membership and Voting Privileges
The EDC shall be comprised of the principal chief economic development person—officers* who serve as the Presidents’ direct liaison and representative from each of the 25 higher education institutions in The Oklahoma State System of Higher Education, as designated by the President, from each of the 25 higher education institutions within The State System of Higher Education. Representatives from each of the other State Regents’ councils consisting of the Council on Instruction, the Council on Student Affairs, the Communicators Council, the Council of Business Officers, and a distance education professional can participate as ex officio (non-voting) members.

*The recommended guidelines for the qualification or education and experience equivalent for EDC Members are as adopted by the Council of Presidents (see EDC Member Qualifications supplement).

Members will have one vote per institution, and only EDC members are eligible to vote. Voting privileges cannot be transferred to an assigned delegate should the principal member be unable to attend EDC meetings.

A quorum at EDC meetings will consist of the voting members of the council who are present.

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

Selection of Officers/Executive Committee
Officers of the Economic Development Council shall consist of a Chairperson and Vice Chairperson. The positions of Chairperson and Vice Chairperson will alternate between the two-year tier institutions and the comprehensive/ regional tier institutions so that the Chairperson and the Vice Chairperson for any one year are not from the same tier. The Vice Chairperson is nominated from the voting members of Council from their respective tier during the month of May. The Vice Chairperson is confirmed by a majority of the voting members of the Council during the June meeting. The remaining members of the Executive Committee are nominated and approved by their respective tier during the June.

Executive Committee
The Executive Committee provides leadership for the Economic Development Council. The Executive Committee is composed of seven members:

- Three members from the comprehensive/regional tier (one of which will be the Vice Chairperson if that person is from this tier);
• Three members from the two-year tier (one of which will be the Vice Chairperson if that person is from this tier);
• The Chairperson of the EDC.

The officers shall serve for one year (August through July) with the annual transfer of leadership taking place in August of each year. The Vice Chairperson will automatically become Chairperson.

Election of officers shall be at the May meeting.

Duties of the Chairperson include:

1. Preside at EDC meetings.
2. In concert with the State Regents’ staff, prepare agenda for Council meetings.
3. Appoint working committees to study issues affecting economic development.

Duties of the Vice Chairperson include:

1. Serve in the capacity of Chairperson during the absence of the Chair.
2. Assist the Chairperson and/or other duties deemed appropriate and necessary.

Committees
The Chairperson shall appoint ad-hoc committees to study issues affecting economic development. Each working committee will be chaired by a member of the Executive Committee. Membership on committees may be members of EDC, as well as non-members deemed necessary to aid the work of the committee.

Meetings
The Executive Committee shall present an annual calendar of meeting dates and places for the EDC at each September meeting for approval by the full council. EDC Meetings may be attended via video conference and teleconference.

When deemed necessary and appropriate, the EDC may hold meetings at other locations as recommended by the Chairperson and approved by the Executive Committee. When deemed necessary and appropriate, special EDC meetings can be called by the Executive Committee.

Executive Committee meeting dates and locations will be determined by the Officers and presented to the Executive Committee for approval no later than each September. A quorum at Executive Committee meetings will consist of the 51 percent of the voting membership of the Executive Committee. When deemed necessary and appropriate, a special Executive Committee meeting can be called by the Officers.

Official business of EDC Meetings and Executive Committee Meetings can only be conducted if a quorum is present at the meeting.

Parliamentary Procedures
The generally accepted rules of parliamentary procedures for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of Roberts Rules of Order shall be the controlling guide in such practice.
Amendments
Any member of the EDC may propose changes to these bylaws. Proposed changes shall be presented to
the EDC one meeting prior to the scheduled vote. Changes become effective when approved by a two-
thirds voting members of the council in attendance, assuming quorum is present.

Last approved: October 10, 2006 March 26, 2012
EDC Member Qualifications Supplement

Recommended Qualifications for
State Regents Economic Development Council Members

The recommended qualifications of the State Regents Economic Development Council member are:

- Minimum of five years in a leadership position with economic development responsibilities and a bachelor's degree in community development, economic development, business administration, public administration, or political science, or minimum of three years in a leadership position with economic development responsibilities or an advanced degree.
- Plus, successful completion of the University of Oklahoma Economic Development Institute; or CEcD certification.
- Or, the equivalent combination of education and experience
AGENDA ITEM #9-a:

Oklahoma’s Promise.

SUBJECT: Program Update and 2010-2011 Year-End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of $24,000 or less. The family income limit was increased to $32,000 in 1999 and further increased to $50,000 in 2000.

POLICY ISSUES:

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

ANALYSIS:

The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2010-2011 Year-End Report is available as a supplement to the agenda item.
Enrollment:
The 2011 Oklahoma’s Promise high school graduating class was the first class in fifteen years to have fewer students enrolled in the program than the previous class. The enrollment of 10,251 in the class of 2011 was 68 or 0.7 percent less than the class of 2010. The 2011 class enrollment equates to about 23 percent of their high school sophomore enrollment of approximately 44,000 in 2008-2009.
Estimated Eligible Population
The $50,000 family income limit for program applicants has remained unchanged since 2000. United States census data indicates that the potential pool of eligible students in Oklahoma shrunk considerably between 2000 and 2010. The percentage of Oklahoma families with incomes under $50,000 decreased from 61 percent in 2000 to 48 percent in 2010.

Assuming that about 48 percent of Oklahoma students live in families with incomes of less than $50,000, roughly half of financially-eligible students are being enrolled in Oklahoma’s Promise.

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**Estimated Percent of Oklahoma Families with Total Income Under $50,000**

Source: US Census Bureau, 2000 Census, American Community Survey-2001-2011
Number of Students Completing the Program’s High School Requirements:
The number of students completing the program’s high school requirements in 2011 decreased slightly from the previous year. A total of 6,590 students from the 2011 graduating class qualified for the scholarship compared to 6,734 from the 2010 class, a decrease of 144 or 2 percent.

As of 12-20-11
Percentage of Students Completing the High School Requirements:
The rate at which Oklahoma’s Promise students completed the program’s high school requirements in 2011 (64.3 percent) was down slightly from the 2010 class (65.2 percent).
College Degree Completion Rates
Comparing college degree completion rates over periods of five years to nine years, Oklahoma’s Promise students complete degrees at rates about 10 percent higher than their non-Oklahoma’s Promise peers.

Degree Completion Rates
(Degrees earned through 2010-11)

Other Performance Measures for Oklahoma’s Promise Students
The full Oklahoma’s Promise 2010-2011 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

- High school GPA’s that exceed the state average;
- ACT scores that exceed those of their comparable middle- and lower-income peers;
- College-going rates that exceed the state average for high school graduates;
- Lower-than-average remediation rates;
- Higher than average freshmen college GPA’s;
- Above-average full-time college enrollment; and
- Above-average college persistence rates.
Projected College Enrollments:
The number of college students projected to receive the award is leveling off. For the first time in the history of the program, the number of award recipients in 2012-2013 is projected to be slightly less than the previous year. Factors reducing the number of future recipients include:

- The leveling off of enrollment of students in the 8th, 9th, and 10th grade. Without an adjustment in the $50,000 family income limit for applicants, the potential pool of eligible students will likely continue to shrink over time;
- A new second income check beginning with 2012 high school graduates;
- New “satisfactory academic progress” standards for all Oklahoma’s Promise award recipients beginning in 2012-2013; and
- New college statutory GPA requirements that go into effect for Oklahoma’s Promise students entering college in Fall 2012.

Scholarship Recipients

As of 12-20-11. Assumes 1 percent annual increases in OK Promise high school enrollment and 65 percent completion rate of high school requirements for scholarship eligibility.
Oklahoma’s Promise Cost Projections:
For FY2013, the State Regents have approved a funding estimate of $63 million for the program, a slight decrease of $200,000 from the $63.2 million initially approved for FY2012 (the most current projections estimate that actual expenditures in FY2012 will be about $61.3 million). The following variables have the most impact on the future costs of Oklahoma’s Promise scholarships:

- the rate of high school student enrollment in Oklahoma’s Promise;
- the rate at which Oklahoma’s Promise high school students successfully complete the program requirements to become eligible for the scholarship;
- the persistence/retention rates of students in college; and
- the rate of annual tuition increases.

The following chart shows cost projections based on the following assumptions:
- 1 percent annual increase in high school enrollment in Oklahoma’s Promise;
- 65 percent success rate of high school students completing the program requirements.

As of 12-20-11.

Supplement available upon request.
AGENDA ITEM #9-b:
Oklahoma’s Promise.


RECOMMENDATION:
It is recommended that the State Regents approve permanent rule revisions for the Oklahoma’s Promise – Oklahoma Higher Learning Access Program.

BACKGROUND:
Oklahoma’s Promise was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of $50,000 or less at the time of application to the program. Beginning with 2012 high school graduates, the student’s family income must also not exceed $100,000 at the time the student begins college.

Many of the changes addressed in these rule revisions are the results of statutory amendments to the program approved in SB 610, HB 1421, and HB 1343 of the 2011 legislative session.

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

ANALYSIS:
The proposed rule changes address the following issues:

Second Family Income Check When Oklahoma’s Promise Students Begin College
Beginning with the 2012 high school graduating class, Oklahoma’s Promise students will be subject to a second family income check at the time they start college. If the student’s family income exceeds $100,000 at that time, the student will permanently lose their eligibility for the Oklahoma’s Promise award. Data from 2009 Oklahoma’s Promise college freshmen indicates that about 2 percent of the freshmen students may lose their eligibility for the award due to this provision.

- SB 610 changed and simplified the definition of the income that will be counted toward the $100,000 limit to “federal adjusted gross income.” Previously, the law had defined income as all
“taxable and nontaxable” income. This change will significantly reduce the complexity of implementing the second income check. However, this definition change applies only to the second income check at the time the student begins college. The definition of income for the $50,000 family income limit when the student initially applies for Oklahoma’s Promise in the 8th, 9th, or 10th grade has not changed and remains defined as all “taxable and nontaxable” income.

- The amendments clarify that income information submitted by students and their parents through the Free Application for Federal Student Aid (FAFSA) will be used to determine compliance with the new second income check.

**New College Grade Point Average (GPA) Requirements**

Oklahoma’s Promise students starting college in Fall 2012 and each year thereafter will be subject to new statutory GPA standards that require the student to “achieve a minimum cumulative grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student's junior year and thereafter” (Title 70, Section 2603 of the Oklahoma Statutes).

- The rule revisions reflect an amendment in SB 610 to delay the implementation of new college GPA requirements so that they will apply to students entering college in 2012 and thereafter. This statutory change was requested by the State Regents so that the requirements would not be applied to students/parents for whom it was not a condition at the time the student enrolled in the program in the 8th, 9th, or 10th grade.

- Students that do not have at least a 2.0 cumulative GPA upon the completion of 60 earned semester credit hours will permanently lose their eligibility for the Oklahoma’s Promise award. 2009-2010 data indicates that possibly 10 percent of Oklahoma’s Promise college sophomores may be disqualified.

- Students must also achieve at least a 2.5 cumulative GPA calculated only on courses taken after the completion of 60 earned semester credit hours. If the student’s GPA for these courses drops below 2.5, the student will lose eligibility for the award until they raise their GPA to 2.5. Data compiled from 2009-2010 Oklahoma’s Promise award recipients indicates that possibly 18 percent of college juniors in the program may be disqualified.

**Federal “Satisfactory Academic Progress” (SAP) Standards**

HB 1421 requires that, beginning in 2012-2013, all Oklahoma’s Promise college students (not just entering freshmen) meet the “satisfactory academic progress” (SAP) standards required for the retention of federal student financial aid. Federal SAP policy contains both GPA requirements and minimum standards for completing courses in which the student enrolls. This requirement is in addition to the statutory GPA requirement discussed above and will apply to all Oklahoma’s Promise award recipients whether or not they are also receiving federal student financial aid. Any Oklahoma’s Promise student who is ineligible to receive federal financial aid for failure to meet institutional SAP requirements will also be ineligible to receive the Oklahoma’s Promise award. If the student regains their eligibility for federal student aid, the student could also regain their eligibility for the Oklahoma’s Promise award. A survey of Oklahoma colleges and universities in early 2011 indicated that possibly 3 percent of Oklahoma’s Promise students might be disqualified for failure to meet the SAP standards.

**“Heroes Promise” legislation**

HB 1343 created a new unique category of participation in the Oklahoma Higher Learning Access Program for children of military personnel killed in the line of duty after January 1, 2000. The legislation establishes some unique provisions for these students, including the following:
• Allows an eligible student up to age 21 to enroll in the program and begin receiving the benefit in college.
• Exempts eligible students from the program’s family income limits, both at the time of application and at the time the student begins college.
• Exempts eligible students from the high school curricular and conduct standards.

While the legislation does not actually contain the name “Heroes Promise,” the author of the bill used the name in a subsequent press release and the name was used in related articles published in the state’s major newspapers.

Other Changes and Clarifications

• The amendments clarify that an incomplete application must be completed by the official date of the student’s graduation from high school or the last day of classes for that school year, whichever is later.
• The amendments delete language describing the high school curricular requirements that applied to students graduating high school in 2010 and prior years.
• The amendments add pre-calculus to the list of math courses eligible to meet the math high school curriculum requirements, a change that has already been made to the regular college admission curricular requirements.
• The amendments clarify language related to a few administrative activities and documents.

The proposed rule changes were posted at the State Regents meeting on September 8, 2011. They were distributed to institutional financial aid officers through an email listserve of the Oklahoma Association of Student Financial Aid Administrators (OASFAA). The changes were discussed with the OASFAA Board of Directors on September 16, 2011. The proposed changes were also published in the Oklahoma Register and a 30-day public comment period was provided in December. No comments were received.

Attachment
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM

610:25-23-1. Purpose (no changes)

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

(1) The first is to ensure that students who satisfy the requirements of the program, and who pursue an associate or baccalaureate degree in Oklahoma at an accredited public or private institution, or pursue studies in a postsecondary program or course offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System for Higher Education, are relieved of the burden of paying:

(A) undergraduate resident nonguaranteed tuition at institutions of The Oklahoma State System for Higher Education;

(B) tuition for enrollment in postsecondary programs or courses of a public technology center, not to exceed the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education; or

(C) some portion of fees or tuition at a private institution of higher education in Oklahoma accredited pursuant to 70 O.S. § 4103.

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

610:25-23-2. Eligibility of participants

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

(1) The student must be a resident of the state of Oklahoma or be enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes; and

(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) To meet the program's financial need criteria, the income of the student's parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year at the time the student applies for participation in the program. A student who was adopted while in the
permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall not be subject to the determination of financial qualification at the time the student applies for participation in the program.

(B) Parents of students making application to the program must use one of the following options to establish financial need eligibility:

(i) Documentation of their most recent calendar (tax) year income. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the application is submitted by the required deadline, parents' income is expected to be significantly less than the previous year; or

(ii) Documentation of current yearly income from an officially approved application for free or reduced price school meals or other state or federal means-tested programs as determined by the State Regents. The State Regents may limit use of this option to pilot projects as determined by the State Regents. If requested by the State Regents, parents may be required to provide additional documentation of income.

(C) For students that are subject to court-ordered joint custody arrangements, the OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine which parent(s) shall meet the financial need criteria.

610:25-23-3. Applications

(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE). If a student's legal custody is the subject of an active legal proceeding, the student may submit an application without the information of their parent(s), custodial parent(s), or guardian(s). The application will be treated as an incomplete application per section (h) below until the student's legal custody is determined.

(b) The application shall include either:

(1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for policies related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program's requirements. The agreement form shall be retained in the student's permanent record and a copy forwarded to the OSRHE. A copy of the agreement form must be received by the OSRHE for the student to be considered enrolled in the program; or

(2) an agreement form submitted directly to the OSRHE by the student and their parent(s), custodial parent(s), or guardian(s), which shall be processed and verified by the OSRHE.

(c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the OSRHE. The OSRHE shall keep the numbers confidential and use them only for administrative purposes.
(d) Any falsified or incomplete information on the application forms may result in the student's disqualification from the program.

(e) Applications will be accepted throughout the school year.

(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.

(g) Persons applying directly to the OSRHE must submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter. Applications mailed to the OSRHE must be postmarked by June 30, or the next business day if applicable, to be considered timely submitted to the OSRHE.

(h) Applicants submitting incomplete applications shall be provided an opportunity to provide the required documentation to complete their application. Applications that remain incomplete by the official date time the student graduates high school or the last day of classes for the school year in which the student graduates, whichever is later, will not be accepted. Students that graduate high school early must complete the application by their official date of graduation.

610:25-23-4. Program requirements

(a) Students shall agree to abide by the following provisions:

   (1) Attend school regularly and to do homework regularly;

   (2) Refrain from substance abuse;

   (3) Refrain from commission of crimes or delinquent acts;

   (4) Have school work and school records reviewed by mentors designated pursuant to the program;

   (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and

   (6) Participate in program activities. [70 O.S. § 2605]

(b) The student's parent(s), custodial parent(s), or guardian(s) shall witness the student's agreement and further agree to:

   (1) Assist the student in achieving compliance with the agreements;

   (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;

   (3) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
(4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

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

(1) Four units, or years, of English (grammar, composition, literature; should include an integrated writing component);

(2) Two units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);

(4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);

(5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6) Two additional units, or years, of subjects listed above, or any Advanced Placement (AP) course(s) except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

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

(2) Three units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);

(3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, pre-calculus [must have completed geometry and Algebra II], calculus, Advanced Placement Statistics);

(4) Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture);

(5) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);

(6) One additional unit, or year, of subjects listed above, or any Advanced Placement course except AP courses in applied fine arts (art history and music theory will count; studio art courses will not count);

(7) One unit, year, or set of competencies of fine arts (music, art, or drama) or speech.

de) The program curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the program curricular requirements.

ef) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

fg) Strict parameters regulate the substitution of applied courses (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System).

gh) Exceptions to the required core curriculum will be considered according to the following:

(1) Students attending schools, or homeschool students participating in other educational programs, which do not offer all the core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) Core curriculum requirements which are also required for regular college admission (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System policy on Institutional Admission and Retention) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies.

(B) Any other core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour
limitation must be requested in writing and shall be subject to approval by the Chancellor.

(2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

(3) Any other requests for exceptions to the core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for program benefits; provided, such approval may require the satisfaction of any core curriculum requirements omitted in high school or other educational program.

(hi) Students must attain a minimum 2.5 cumulative GPA on a 4.0 grading scale for all work attempted in grades nine through twelve.

(jj) Homeschool students and students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test or the equivalent SAT test score. Only ACT and SAT test scores from tests administered on national test dates prior to the student's high school graduation will be considered.

610:25-23-5. Securing Program benefits

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

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

(2) Have graduated within the previous three years from a high school or other educational program if homeschooled. The Oklahoma State Regents for Higher Education (OSRHE) may award benefits for a student's first semester or other academic unit of postsecondary enrollment taken more than three (3) years after the student graduates from high school, or other educational program if homeschooled, if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll prior to the end of the three-year period. Such three-year period shall be extended by the length of the term of duty.

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

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

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

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

(b) For students receiving the program benefit award for the first time in 2012-13 and thereafter, at the time the student begins postsecondary education and prior to receiving any program benefit award, the federal adjusted gross income from taxable and nontaxable sources of the student's parent(s) shall not exceed $100,000 per year. The determination of financial qualification as set forth in this paragraph shall be based on the income of the student, not the income of the parent(s), if the student:

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

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

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

(c) A student who was adopted while in the permanent custody of the Department of Human Services, in the court-ordered custody of a licensed private nonprofit child-placing agency, or federally recognized Indian tribe, as defined by the federal Indian Child Welfare Act, shall be subject to the following financial qualification at the time the student begins postsecondary education and prior to receiving any program benefit award:

(1) For a student adopted between birth and twelve (12) years of age, the federal adjusted gross income from taxable and nontaxable sources of the student's parent(s) may not exceed $150,000 per year.

(2) For a student adopted between thirteen (13) and seventeen (17) years of age, the federal adjusted gross income from taxable and nontaxable sources of the student's parent(s) may not exceed $200,000 per year.

(3) If the student is determined to be independent of the student's parents for federal financial aid purposes, the determination of financial qualification shall be based on the income of the student, not the income of the parent(s).

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

(e) All students eligible to receive the program benefit award for the first time in 2012-13 and thereafter must complete an application for federal student financial aid (Free Application for Federal Student Aid or FAFSA) or its equivalent. Students not eligible to complete the FAFSA will be provided an alternate
method by the OSRHE. Income information submitted through the FAFSA, or an alternate method if necessary, shall be used to determine compliance with the income limits described in sections (b) and (c) above.

(f) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive program benefits.

610:25-23-6. Retaining eligibility in postsecondary education

(a) To retain eligibility for program benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education (OSRHE). Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled. [70 O.S. § 2603; OSRHE Policy II-2-46.3]

(b) Effective January 1, 2008, any student receiving the program benefit award that is expelled or suspended for more than one semester from an institution of higher education for conduct reasons shall permanently lose eligibility for program benefits.

(c) For students receiving the program benefit award for the first time in 2012-13 and thereafter, the student must achieve a minimum cumulative grade point average of 2.0 on a 4.0 scale or its equivalent for courses taken through the student's sophomore year and achieve a minimum grade point average of 2.5 on a 4.0 scale or its equivalent for courses taken during the student's junior year and thereafter.

(1) Any Oklahoma’s Promise student with a cumulative grade point average of less than 2.0 upon the completion of sixty (60) earned semester credit hours, or its equivalent, shall permanently lose eligibility for program benefits. The cumulative grade point average at the end of the enrollment period during which the student completes their sixtieth (60th) earned semester credit hour, or its equivalent, shall be calculated by the institution in which the student is enrolled to determine compliance with this provision. The institution shall notify the OSRHE if the student fails to meet this requirement.

(2) To remain eligible for the award, an Oklahoma’s Promise student must also achieve a 2.5 cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent. The first check of this grade point average requirement will be conducted by the institution in which the student is enrolled at the end of the enrollment period during which the student completes their ninetieth (90th) earned semester credit hour, or its equivalent. The grade point average calculation shall include all earned semester credit hours, or their equivalent, starting with the enrollment period immediately following the enrollment period during which the student completed their sixtieth (60th) earned semester credit hour, or its equivalent. Thereafter, the institution in which the student is enrolled shall check the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours, or its equivalent, at the end of each enrollment period. Any student whose cumulative grade point average at the required check points is below 2.5, shall be ineligible for program benefits until the cumulative grade point average for courses taken after the completion of sixty (60) earned semester credit hours or its equivalent is raised to 2.5 or above. Any period of
ineligible for failure to meet the requirements of this provision shall count against the student’s maximum time period of award eligibility.

(3) For institutions within the Oklahoma State System of Higher Education, the student’s grade point average shall be calculated using the methodology defined as “Cumulative Grade Point Average” in the OSRHE policy on grading.

(d) Beginning in 2012-13, all Oklahoma’s Promise students receiving the award in college will be required to meet federal satisfactory academic progress (SAP) standards as defined by the institution in which they are enrolled. This requirement is in addition to the statutory GPA requirement described in section (c) above and will apply to all Oklahoma’s Promise award recipients whether or not they are receiving federal student financial aid. Any Oklahoma’s Promise student that is ineligible to receive federal financial aid due to failure to meet SAP standards will also be ineligible to receive the Oklahoma’s Promise award.

610:25-23-7. Payment of awards; policies and limitations  (no changes)

(a) Eligible students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident nonguaranteed tuition paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];

(b) Eligible students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the average undergraduate resident nonguaranteed tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;

(c) Eligible students enrolled in a postsecondary program offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the average amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student's behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;

(d) Funds shall be transferred by the OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;

(e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;

(f) Students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment. The Oklahoma State Regents for Higher Education may award the Oklahoma Higher Learning Access Program benefits for courses of postsecondary units taken more than five (5) years after the student's first semester of postsecondary enrollment only in hardship circumstances; provided, however, no Oklahoma Higher Learning Access Program participant may receive benefits beyond a cumulative time period of five (5) years [70 O.S. § 2604]. Hardship circumstances may include, but are not limited to, sickness, injury, required military service, or service required by the student's religious or cultural traditions;
(g) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the OSRHE shall make awards on the basis of need;

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

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

610:25-23-8. Administrative responsibilities

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education (OSRHE) and the State Board of Education.

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

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

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

(C) The local contact person shall:

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

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

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

(D) Compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district's policy.
(E) The local district contact person shall report program participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.

(F) Beginning in April of the student's year of graduation, the local contact person shall gather from the program participants and his/her records, information which substantiates that whether or not the program requirements have been met and the higher education institution in which the student has enrolled or plans to enroll.

(G) The agreement certification student’s program verification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student's graduation as possible.

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

(3) The Oklahoma State Regents for Higher Education shall:

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

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

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

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

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

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

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

(F) process applications submitted directly to the OSRHE;
(G) determine final eligibility for the program award.


HB 1343 of the 2011 Oklahoma legislative session amended the Oklahoma Higher Learning Access Act to authorize certain persons to participate in the Oklahoma Higher Learning Access Program and to qualify for the program benefits. This category of program participation shall be referred to as the “Heroes Promise” program. Except as otherwise provided in this section, the administrative rules of the Oklahoma Higher Learning Access Program shall apply to participants in the Heroes Promise program.

(1) Eligibility: A student shall be eligible to participate in the Heroes Promise program if the student meets the following criteria:

(A) The student is a child of any person killed after January 1, 2000, in the line of duty in any branch of the United States Armed Forces or who died after January 1, 2000, as a result of an injury sustained while in the line of duty in any branch of the United States Armed Forces and the person who was killed or died filed an individual or joint Oklahoma income tax return for the tax year prior to the year during which the person was killed or died.

(B) The student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(C) The student executes an agreement to participate in the program.

(2) Application and Enrollment:

(A) Eligible students enrolled in a public or private school in the eighth-, ninth-, or tenth-grade, and eligible students educated by other means between the ages of thirteen (13) and sixteen (16) may apply to participate in the program.

(B) Eligible students who have completed the tenth grade or who have reached age sixteen (16) shall be given the opportunity to apply to participate in the program prior to reaching the age of twenty-one (21).

(C) An eligible student shall not be required to establish financial need as described in 610:25-23-2(2).

(D) To apply, the student and/or their parent, custodial parent, or guardian shall submit appropriate documentation of eligibility including, but not limited to:

(i) A copy of an individual or joint Oklahoma income tax return filed by the parent of the student for the tax year prior to the year during which the parent was killed or died.
(ii) Documentation of the parent’s death after January 1, 2000 while in the line of duty or as a result of injury sustained while in the line of duty in any branch of the United States Armed Forces.

(iii) Documentation that the student is a resident of Oklahoma or is enrolled in a school district located in this state that serves students who reside in both this state and an adjacent state pursuant to a contract as authorized in Section 5-117.1 of Title 70 of the Oklahoma Statutes.

(3) Exemption from Oklahoma Higher Learning Access Program Requirements: Students eligible for the Heroes Promise program shall not be subject to the program requirements contained in 610:25-23-4 (Program requirements).

(4) Securing Program Benefits: An eligible student may qualify for a Heroes Promise award which includes payment of an amount equivalent to resident tuition or other tuition pursuant to Section 2604 of Title 70 of the Oklahoma Statutes for the first semester or other academic unit of postsecondary enrollment if the student meets the following criteria:

(A) The student has satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution, or, if attending a private institution, has satisfied admission standards as determined by the private institution. No student participating in the Heroes Promise program shall be admitted into an institution of higher education by special admission standards.

(B) The student has secured admission to, and, prior to reaching the age of twenty-one (21), has enrolled in an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary vocational-technical program offered pursuant to a duly approved cooperative agreement between a technology center school and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. The Oklahoma State Regents for Higher Education may award the Heroes Promise benefit for a student’s first semester or other academic unit of postsecondary enrollment taken after the student turns twenty-one (21) years of age if the student is a member of the Armed Forces of the United States, the Reserve Corps of the Armed Forces of the United States, or the Oklahoma National Guard, and is ordered to active duty or active duty for special work or training and due to the duty commitment the student is unable to enroll before the student reaches twenty-one (21) years of age. The period of the extension shall be the length of the term of duty.

(C) Except as otherwise provided in this section, students eligible for the Heroes Promise award benefits shall not be subject to the provisions of 610:25-23-5 (Securing Program benefits).

(D) Except as otherwise provided in this section, the payment of Heroes Promise award benefits shall be subject to the provisions of 610:25-23-7 (Payment of awards; policies and limitations).
(E) A student that qualifies for the Oklahoma Higher Learning Access Program benefit based on both their Heroes Promise eligibility and completion of the regular program requirements shall only receive a single program benefit.

(5) Retaining Eligibility in Postsecondary Education: To retain eligibility for the Heroes Promise award while pursuing a program of higher learning at an eligible Oklahoma institution, the student must maintain compliance with the provisions of 610:25-23-6 (Retaining eligibility in postsecondary education).
AGENDA ITEM #9-c:

Oklahoma’s Promise.

SUBJECT: Oklahoma’s Promise – Oklahoma Higher Learning Access Program Administration.

RECOMMENDATION:

It is recommended that the State Regents authorize expanded use of free/reduced meal documentation at certain schools to verify family income for students applying to participate in the Oklahoma’s Promise program.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

In October 2009, the Oklahoma State Regents for Higher Education approved a program rule amendment to allow the option of using an approved application for free/reduced-priced school meals (and possibly other means-tested programs) to document a family’s income for purposes of enrolling a student in the program in the 8th, 9th, or 10th grade. The change was sought to address concerns that some low-income families struggle to provide the required income documentation which can ultimately prevent their child from being enrolled in Oklahoma’s Promise. The amendment allowed the State Regents to limit this option to approved pilot projects.

The free/reduced-priced meal application requires parents to self-report their current income and calculates a yearly amount. When signing the applications, the parents certify that the income amounts are correct and acknowledge that any falsified information may result in prosecution and loss of benefits. Parents are also required to provide the last four digits of their social security number with the application. The local school is required to randomly audit a small percentage of the applications. The advantage of this option is that, in many cases, the school maintains a copy of the application which can then be provided to the parent at the time the student is applying for Oklahoma’s Promise.
For the past two school years (2009-2010 and 2010-2011), Taft Middle School (grades 6-8) in the Oklahoma City Public School District has been the only school authorized to use this income documentation option. The following table shows the number of 8th-graders that have been enrolled in the program during the past nine years. The data show that enrollment increased significantly over the past two years compared to the year immediately preceding the pilot project. The number of students enrolled in 2010-2011 was 131, an increase of 83 or 173 percent compared to 2008-2009.

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*Pilot program authorized beginning in 2009-10.

The challenges of preparing students for college at Taft Middle School, and other similar urban schools, are great. Following is some demographic information about Taft. Additionally, in a May 15, 2011 article in the City Sentinel newspaper, then-principal Lisa Johnson further described some of the difficulties faced by the school and its students:

- Total enrollment in grades 6-8 is over 800.
- Ninety-seven percent (97 percent) of students qualify for free/reduced meals.
- Ethnically, the student body is very diverse:
  - 36 percent - Hispanic
  - 30 percent - African-American
  - 23 percent - White/Caucasian
  - 7 percent - Native American
  - 5 percent - Asian
- Over 200 students, or about 28 percent of the total enrollment, are Special Education students requiring accommodations and/or Individualized Education Programs (IEP’s).
• Twenty-three percent (23%) of students have recently emigrated from other countries and are considered English Language Learners. Twenty-two (22) students are in their first year in the United States and learning English, including students from Ethiopia, Myanmar, Vietnam, Mexico, and Guatemala.

• Forty percent (40%) of the students in the school’s geographic service area choose to attend charter or specialty schools like Classen Middle School of Advanced Studies (by application only), Belle Isle Enterprise Middle School (by application only), and Independence Charter Middle School (admission by application, lottery if necessary), ASTEC (Advanced Science and Technology Education Center) Charter School (admission by application, lottery if necessary), Dove Science Academy (admission by application, lottery if necessary).

• Eighty (80) students attending the school are considered homeless. Additionally, children from the City Rescue Mission are bused to Taft for school.

• Over 100 students have a parent that is incarcerated.

• According to Principal Johnson, many parents are unable to help their children due to issues such as drug and alcohol abuse, working multiple jobs, and lack of dependable transportation. For example, Taft took 75 students to run in the Oklahoma Memorial Marathon in May 2011, but only two sets of parents showed up at the finish line in support of their children.


It is recommended that the expansion of this pilot program be limited to 8th grade students at certain schools within the Oklahoma City and Tulsa Public School districts. As the two largest school districts in the state, these two districts also have very high concentrations of low-income students in large schools. For example, the free/reduced meal rate for students in the Oklahoma City Public Schools is 86 percent and is 84 percent in the Tulsa Public Schools compared to the state average of 61 percent. It is recommended that this option be limited to the schools within the districts with high free/reduced meal rates and/or lower-than-average academic performance rates as shown further below. Schools in the two districts that are not recommended for this expanded process at this time include those with lower-than-average free/reduced meal rates and/or higher-than-average academic performance.

The recommendation is intended to:
• Target urban schools that have historically been underrepresented in participation in Oklahoma’s Promise;
• Focus the initiative on 8th graders as the youngest students eligible to participate in Oklahoma’s Promise and those with the most time to prepare academically for college; and
• Maintain the credibility of the income verification process used by Oklahoma’s Promise to comply with the program’s statutory $50,000 family income limit.

The following list identifies schools in the Oklahoma City and Tulsa public school districts that would be potential participants in the expanded program. It is also recommended that State Regents’ staff be authorized the discretion to modify the list as necessary to address changes in the schools or to include other specialty schools, such as alternative education schools or charter schools. Any schools choosing to participate in this process would be expected to attend a training session conducted by State Regents’ staff prior to utilizing the process.
### Oklahoma City Public Schools

**Included**
- Douglass Middle School: 92%, 593
- Jackson Middle School: 100%, 757
- Jefferson Middle School: 95%, 709
- John Marshall Middle School: 86%, 538
- Oklahoma Centennial Middle School: 100%, 544
- Northeast Middle School: 82%, 911
- Rogers Middle School: 85%, 772
- Roosevelt Middle School: 94%, 732
- Taft Middle School: 97%, 1,103
- Webster Middle School: 94%, 856

**Not Included**
- Belle Isle Middle School: 54%, 1,410
- Classen Middle School of Advanced Studies: 33%, 1,394
- ASTEC Charter Middle School: 90%, 1,130
- Dove Science Academy Middle School: 75%, 1,429
- Independence Charter Middle School: 42%, 1,149
- Justice Alma Wilson Seeworth Academy: na 248
- KIPP Reach College Preparatory: 77%, 1,326
- Marcus Garvey Leadership Charter School: na 591
- Santa Fe South Charter Middle School: 93%, 1,073

(12009 data)

### Tulsa Public Schools

**Included**
- Central Jr. High (new/reorganization): *
- Clinton Middle School: 100%, 745
- East Central Jr. High (Foster): 98%, 770
- Hale Jr. High (Whitney): 100%, 773
- McLain Jr. High (new/reorganization): *
- Memorial Jr. High (Byrd): 83%, 885
- Rogers College Jr. High (new/reorganization): *

**Not Included**
- Carver Middle School: 63%, 1,346
- Edison Preparatory: 60%, 1,162
- KIPP Tulsa Academy: 91%, 1,034
- Monroe Demonstration School (new): *
- Thoreau Demonstration Academy: 54%, 1,314
AGENDA ITEM #10-a:

E&G Budget.

SUBJECT: Approval of FY-2012 revised budget for U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant Phase III.

RECOMMENDATION:

It is recommended that the Oklahoma State Regents for Higher Education approve the revised FY-2012 budget of $4,999,183 for the U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant Phase III program.

BACKGROUND:

The third phase of the federal GEAR UP grant from the U.S. Department of Education was approved by the Oklahoma State Regents for Higher Education on October 20, 2011. This phase of the grant provides for $4,999,183 to be budgeted in the first year of the seven-year grant. The FY-2012 Oklahoma State Regents for Higher Education Agency Operating Budget, as approved by the Regents’ on June 23, 2011, included a reduced budget for the GEAR UP program based on the fact that the third phase had not been awarded. The revised budget reflects the corrected line items with total grant revenues and expenditures based on the $4,999,183 award.

POLICY ISSUES:

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

ANALYSIS:

The supplemental report provides a schedule that summarizes budgeted amounts for personnel services; travel; contractual services; supplies and other operating expenses; equipment and software; public relations; and sub-grants as allowed under the Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant Phase III program.
## GEAR-UP GRANT PROGRAM
### Fiscal Year 2012 Budget

### Budgeted Expenditures:

<table>
<thead>
<tr>
<th>Category</th>
<th>FY2011</th>
<th>FY2012</th>
<th>% Inc/Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries &amp; Wages</td>
<td>$871,142</td>
<td>$961,168</td>
<td>14.35%</td>
</tr>
<tr>
<td>Longevity Pay</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance Premiums - Health, Life &amp; Disability</td>
<td>122,675</td>
<td>119,156</td>
<td>-2.95%</td>
</tr>
<tr>
<td>Workers' Compensation</td>
<td>-</td>
<td>21,600</td>
<td>100.00%</td>
</tr>
<tr>
<td>Employee Wellness</td>
<td>21,600</td>
<td>21,600</td>
<td>100.00%</td>
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<tr>
<td>Unemployment Compensation</td>
<td>-</td>
<td>21,600</td>
<td>100.00%</td>
</tr>
<tr>
<td>FICA and Retirement Contributions</td>
<td>321,142</td>
<td>363,494</td>
<td>13.19%</td>
</tr>
<tr>
<td><strong>Total Personnel Costs</strong></td>
<td>$1,314,959</td>
<td>$1,500,418</td>
<td>14.10%</td>
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<tr>
<td><strong>Maintenance &amp; Operations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$144,125</td>
<td>$154,300</td>
<td>7.06%</td>
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<tr>
<td>Contractual Services</td>
<td>869,300</td>
<td>759,133</td>
<td>-14.51%</td>
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<tr>
<td>Supplies/Postage/Printing/Misc</td>
<td>52,873</td>
<td>458,492</td>
<td>767.16%</td>
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<tr>
<td>Equipment/Software</td>
<td>7,522</td>
<td>49,300</td>
<td>555.41%</td>
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<tr>
<td>Other:</td>
<td></td>
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<tr>
<td>Sub Grants</td>
<td>1,731,686</td>
<td>1,290,870</td>
<td>-34.15%</td>
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<tr>
<td>Public Relations Strategy Program</td>
<td>32,460</td>
<td>420,012</td>
<td>1193.94%</td>
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<tr>
<td>Indirect Cost/Administrative Overhead</td>
<td>257,273</td>
<td>366,658</td>
<td>42.52%</td>
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<tr>
<td><strong>Total Maintenance &amp; Operations</strong></td>
<td>$3,095,239</td>
<td>$3,498,765</td>
<td>13.04%</td>
</tr>
<tr>
<td><strong>TOTAL BUDGETED EXPENDITURES:</strong></td>
<td>$4,410,198</td>
<td>$4,999,183</td>
<td>13.36%</td>
</tr>
</tbody>
</table>

### Budgeted Revenue:

<table>
<thead>
<tr>
<th>Category</th>
<th>FY2011</th>
<th>FY2012</th>
<th>% Inc/Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grant</td>
<td>$3,281,438</td>
<td>$4,999,183</td>
<td>52.35%</td>
</tr>
<tr>
<td>Carryover Funds</td>
<td>$1,128,760</td>
<td>-</td>
<td>-100.00%</td>
</tr>
<tr>
<td><strong>TOTAL BUDGETED REVENUE:</strong></td>
<td>$4,410,198</td>
<td>$4,999,183</td>
<td>13.36%</td>
</tr>
</tbody>
</table>

2012 Personnel reflects a full staff of 18 positions (7 are currently being filled).
2012 Maintenance & Operations increase reflects increase of 1.5 million more funding than in 2005.
2012 Supplies, Postage/Printing Misc. Increase reflects the purchase of ACT tests for 2,832 eleventh graders.
2012 Contractual Services increase reflects longitudinal data systems for 24 sites.
2012 Public Relations Strategy Program increase reflects the implementation of individual media campaigns to meet the needs of communities and regions served.
AGENDA ITEM #10-b:

E&G Budget.

SUBJECT: Approval of FY13 Appropriations Request.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma Healthcare Physician Shortage Initiative budget need request of $2 million for submission to the Governor and the Legislature for consideration for FY2013.

BACKGROUND:

Both the University of Oklahoma College of Medicine (OUCOM) and the Oklahoma State University College of Osteopathic Medicine (OSUCOM) have responded to physician manpower shortages in Oklahoma by putting forth strategic plans to increase the number of medical school students. The American Association of Medical Colleges has recommended that enrollment in United States medical schools will need to increase by an average of 30 percent to address physician shortages. These shortages are greatest in rural areas where primary care physicians are in scarce supply. According to the AAMC’s 2007 State Physician Workforce Databook, Oklahoma ranks 50th among all states in the number of physicians per 100,000 population.

At the February 12, 2009 meeting, the State Regents approved increases in admission-slots for the University of Oklahoma College of Medicine (OUCOM) and the Oklahoma State University College of Osteopathic Medicine (OSUCOM). The policy revision increased the number of incoming students at OUCOM from 165 to 200 and at OSUCOM from 88 to 115, with both expansions contingent upon state funding.

POLICY ISSUES:

This request is consistent with State Regents’ policy.

ANALYSIS:

With an increase in the number of incoming medical students, OUCOM plans to organize its medical program in Tulsa to focus on community outreach in underserved areas to improve the health status of Oklahoma communities and vulnerable populations in rural and urban areas. Additionally, OUCOM will provide a special educational track to focus on public health, preventative medicine and community health through several new initiatives funded by the Kaiser Family Foundation in Tulsa.

OSUCOM’s planned expansion is in reaction to the shortage of physician manpower within the state of Oklahoma. Funding is needed to hire additional faculty and academic and support services staff to accommodate the additional students. The Commission on Osteopathic College Accreditation,
OSUCOM’s accrediting entity has determined that if there is not continued increase in financial support from the state to cover these expansion-related expenses, the Commission’s approval of the class size increase will not be forthcoming.

In response to both OUCOM and OSUCOM’s need to increase the number of medical students as well as to ensure the number of undergraduates enrolled in health related areas continue to increase. The Oklahoma State Regents for Higher Education is requesting additional funds for the following programs:

Emergency Physician/Nursing, Allied Health Shortage in Oklahoma:

1. $500,000 – to the University of Oklahoma Health Sciences Center for the University of Oklahoma College of Medicine School of Community Medicine in Tulsa

2. $500,000 – to the Oklahoma State University Center for Health Sciences for the College of Osteopathic Medicine

3. $1,000,000 – to Regional and Two-Year Colleges for the enhancement of academic programs and scholarships in nursing, general education in health professionals, pre-med, and allied health and health care services on campus.
AGENDA ITEM #11-a:

EPSCoR.

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

RECOMMENDATION:

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

BACKGROUND:

The State Regents have currently eight standing advisory committees to the Chancellor, of which two are created by statute and the others established by State Regents’ action. 70 O.S. 2001, §3230.1 et seq. establishes the EPSCoR Committee as an advisory committee to the State Regents. The Student Advisory Board is the other statutory committee.

The purpose of the EPSCoR committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state’s universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The Committee is chaired by the Chancellor.

Six federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had limited 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 National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 27 states that participate in a program at one or more federal agencies.

POLICY ISSUES:

None
ANALYSIS:

Committee membership includes the Vice Presidents for Research of The University of Oklahoma Norman, Oklahoma State University, and the University of Oklahoma Health Sciences Center, members of the private sector, the Director of Legal Affairs of the Noble Foundation, the President of the Oklahoma Medical Research Foundation, the President of Comanche College, the Vice President for Academic Affairs at Cameron University, the Executive Director of OCAST, the Associate Dean of Engineering and Natural Sciences from The University of Tulsa, and the CEO and President of Innovation to Enterprise (i2E).

We will again request the Governor appoint a replacement in 2012. The Senate President Pro Tempore had appointed the late Senator David Myers to the Committee, and we will request a replacement in 2012. The Speaker of the House of Representatives has appointed Representative Todd Thomsen to the Committee.

Chancellor Johnson recommends that the following members be approved for appointment to the EPSCoR Advisory Committee for the term indicated below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Term Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Carolina</td>
<td>OCAST</td>
<td>December 2013</td>
</tr>
<tr>
<td>Kelvin Droegemeier</td>
<td>OU Norman</td>
<td>December 2013</td>
</tr>
<tr>
<td>David Hinkle</td>
<td>First Interstate Financial Services Corp.</td>
<td>December 2013</td>
</tr>
<tr>
<td>John Iandolo</td>
<td>OU HSC</td>
<td>December 2013</td>
</tr>
<tr>
<td>John MacArthur</td>
<td>Cameron University</td>
<td>December 2013</td>
</tr>
<tr>
<td>Steve McKeever</td>
<td>OSU</td>
<td>December 2013</td>
</tr>
<tr>
<td>Stephen Prescott</td>
<td>OMRF</td>
<td>December 2013</td>
</tr>
<tr>
<td>Steven Rhines</td>
<td>Noble Foundation</td>
<td>December 2013</td>
</tr>
<tr>
<td>Alan Tree</td>
<td>OSU</td>
<td>December 2013</td>
</tr>
</tbody>
</table>
AGENDA ITEM #11-b:

EPSCoR.

SUBJECT: Ratification of Payment for EPSCoR/IDeA Coalition Dues.

RECOMMENDATION:

It is recommended that the State Regents ratify the payment of annual EPSCoR/IDeA Coalition dues in the amount of $30,000 for the calendar year 2012.

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma’s universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. Six federal agencies participate in EPSCoR Programs: the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the National Aeronautics and Space Administration, and the United States Department of Agriculture. The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Delaware, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Mississippi, Montana, Nebraska, Nevada, North Dakota, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, Wyoming, and the US Virgin Islands.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

The EPSCoR/IDeA Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the Coalition is evident in the growth of federal funding awarded to the participant states. In the year the Coalition was founded, federal FY 1990, the aggregate funding for all EPSCoR programs was $8 million. Today EPSCoR exists as a family of programs in six Federal agencies with an aggregate enacted budget in FY 2011 over $430 million.
AGENDA ITEM #11-c:

EPSCoR.


RECOMMENDATION:

This is an information item only.

BACKGROUND:

In July 2000, the Oklahoma Experimental Program to Stimulate Competitive Research (EPSCoR) Advisory Committee was codified by statute as an advisory committee to the State Regents. The Committee is chaired by the Chancellor. The purpose of the Committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCoR Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

During 2011, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, the Department of Energy and the Department of Defense. The attached report provides detailed information on Oklahoma’s participation in each of these programs.
The EPSCoR/IDeA program now includes 28 states, plus Puerto Rico and the U.S. Virgin Islands. In 2011, the State of Missouri became eligible, raising the number of States from 27 to 28. Eligibility criteria vary among the federal agencies, but the National Science Foundation (NSF) criteria are the most commonly used and specify that a state receiving less than 0.75 percent of NSF competitive research and development (R&D) funding is eligible. These states comprise 22 percent of the population and 18 percent of the U.S. Scientists and Engineers, and support 25 percent of the Research/Doctoral Institutions in the country, but receive ONLY 10 percent of federal R&D funding. The 30 eligible jurisdictions accounted for a total of 14 percent of the total NSF funding from 2008 to 2010; compared with the top 10 states in NSF funding, which accounted for 61 percent of the total in the same period.

The EPSCoR/IDeA states train large numbers of scientists and engineers, and have growing research capabilities. These states are among the major energy producing states, and are in the forefront of oceans and coastal research, fossil energy research, climate and environmental research, and many other areas. The investment of federal and State funds in the R&D enterprise in these states has direct funding impact on the states in the form of salaries, equipment purchases, etc.; develops better prepared students for future workforce; and provides support for industry and economic growth.

Oklahoma’s EPSCoR Program remained robust in 2011, participating in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, the Department of Energy and the Department of Defense. Oklahoma competed successfully in a major EPSCoR grant competition at NASA and participated in the following federal EPSCoR or equivalent programs during 2011:

**National Science Foundation**

In 2008, Oklahoma was awarded a five year renewal of the National Science Foundation (NSF) Research Infrastructure Improvement Award (RII) at a funding level of $15 million from NSF and $1.1 million annually in matching funds from the OSRHE. This project is focused on the development of biofuels and will seek to enhance the production of hydrocarbon fuels from switchgrass, with emphases on increasing plant biomass yield and on enhancing the conversion of biomass to both microbial and thermocatalytic methods. This program builds on both genomics and nanotechnology infrastructure developed during the previous NSF EPSCoR awards (2002-2005 and 2005-2008). Since the current award began in 2008 participating researchers leveraged RII research activities by receiving $29.5 million in new competitive grant awards in addition to EPSCoR and OSRHE funds.

The RII program integrates research and education offering research opportunities for college faculty, undergraduate and graduate students, in addition to educational outreach initiatives aimed at K-12 public schools. Events such as the Annual Oklahoma Research Day, Research Day at the Capitol, Women in Science Conferences and grantwriting workshops also receive support. The EPSCoR staff developed many of these initiatives in partnership with other NSF grants and state programs that also seek to enhance Oklahoma’s R&D competitiveness and serve to support the broadening of participation of underrepresented minorities, with emphasis on the current RII science theme, bioenergy research, where appropriate. The RII program also includes the Oklahoma Cyberinfrastructure Initiative (OCII), which provides cyberinfrastructure resources to users at 24 institutions (including 11 of Oklahoma’s 13 public universities).
The current RII program will conclude in 2012 and a yearlong process is underway to select a follow-on scientific theme. Beginning in October, the State EPSCoR Director and Associate Director made a series of presentations across the state to promote participation. Preproposals from the scientific community are due in January 2012; the Oklahoma EPSCoR Advisory Committee will hear summary presentations and select the scientific theme in February. Development of the Oklahoma proposal will then continue through the anticipated due date in late 2012.

In partnership with Kansas, Oklahoma is receiving $6 million over three years, divided equally between the states, for the NSF Research Infrastructure Improvement, Track-2 (RII Track-2) award titled, “a cyberCommons for Ecological Forecasting”. The program is intended to build cyberinfrastructure to support a specific scientific discipline and mandated a partnership between at least two EPSCoR states. The project will develop cyberinfrastructure 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. The Oklahoma project team is receiving $100,000 annually in matching funds from the OSRHE.

The current RII Track-2 program will conclude in 2012 and a process is underway to select a follow-on scientific theme. While it is possible that NSF will not have a competition for the Track-2 program in 2012, we felt it was important to anticipate the continuation of the program and initiate the process of selection of a new theme. Beginning in October, the State EPSCoR Director and Associate Director made a series of presentations across the state to promote participation. Preproposals from the scientific community were received in October; the Oklahoma EPSCoR Advisory Committee heard summary presentations and selected the scientific theme, bioinformatics networking, also in collaboration with Kansas, in November. Development of the Oklahoma proposal will continue through the anticipated due date in 2012.

In 2010, Oklahoma was awarded a NSF Research Infrastructure Improvement Program: Inter-Campus and Intra-Campus Cyber Connectivity (RII C2) grant and will receive $1,176,470 over 24 months. No matching funds were committed for this program. Awards made under this program support the enhancement of inter-campus and intra-campus cyber connectivity within an EPSCoR jurisdiction. These awards are intended to enhance broadband access for academic research and the utilization of cyberinfrastructure consistent with the jurisdiction's Science and Technology (S&T) plan. The inter-campus and intra-campus connectivity targeted by these awards is expected to broaden individual and institutional participation in STEM research and education activities within and among jurisdictions and to facilitate synergy among NSF EPSCoR Research Infrastructure Improvement activities.

National Institutes of Health

The National Institutes of Health (NIH) administers two programmatic activities under its Institutional Development Award (IDeA) Program, the NIH-equivalent of EPSCoR. IDeA Network of Biomedical Research Excellence (INBRE): INBRE is the successor to the Biomedical Research Infrastructure Network (BRIN). Oklahoma’s INBRE award of $17.95 million was the largest NIH grant to an Oklahoma institution. In 2008, a five-year, $18 million dollar renewal application for the Oklahoma INBRE was submitted to NIH and approved for funding. The OSRHE committed $500,000 in matching funds annually through FY 2014. The lead INBRE institutions are The University of Oklahoma Health Sciences Center and the Oklahoma Medical Research Foundation, with 14 partner institutions including Oklahoma State University, The University of Oklahoma – Norman, Tulsa University, Langston University, Northeastern State University, Southwestern Oklahoma State University, the University of Central Oklahoma, Cameron University, Southeastern Oklahoma State University, Oklahoma City Community
College, Redlands Community College, Tulsa Community College, and Comanche Nation College. A major new thrust of the INBRE is the reform of the undergraduate biology curriculum in Oklahoma’s regional universities, following a National Academy of Science report (Bio2010) as the model and expanding INBRE initiatives to include all of Oklahoma’s regional universities. Centers for Biomedical Research Excellence (COBRE): Oklahoma is the recipient of seven COBRE grants. Four of these grants reside at The University of Oklahoma Health Sciences Center and three at the Oklahoma Medical Research Foundation. New applications for additional COBRE grants are currently pending. Aggregate funding for Oklahoma’s COBRE grants is approximately $110.9 million. Participating researchers have leveraged COBRE activities by receiving $108.2 million in new competitive grant awards in addition to IDeA and OSRHE funds.

The new Institute for Translational Medicine was launched at NIH. In this reorganization, several programs including IDeA were pulled from the National Center for Research Resources (NCRR), which was dissolved. The IDeA program (INBRE and COBRE) was moved to the National Institute of General Medical Sciences. There is a significant ongoing effort to ensure the future viability and sustainability of these programs.

National Aeronautics and Space Administration

The NASA EPSCoR Research Infrastructure Development (RID) program enables jurisdictions to build and strengthen relationships with NASA researchers. The RID has a three-year base period of performance with a potential single, two-year renewable period of performance. In 2007, Oklahoma competed successfully for support for its RID core, receiving $125,000 annually for 3 years (through 6/30/2010). The University of Oklahoma – Norman is the lead institution with Oklahoma State University and Tulsa University serving as research partners. The OSRHE approved matching funds of $63,000 annually. In 2010, an application for a two-year extension of the grant was awarded and the OSRHE approved matching funds of $41,667 annually. The aggregate funding for this program from federal, university and OSRHE sources totals approximately $1.25 million.

The NASA EPSCoR Cooperative Agreement Notice (CAN) for Research Awards solicits topic-specific proposals addressing high-priority NASA research and technology development needs. Awards are up to $750,000 for a three-year performance period. A one-to-one match (cash or in-kind) is required for every NASA dollar awarded. In February, 2009, a new proposal entitled: "NASA Education Research Program - Next Generation Composite Materials for Aerospace and Exploration Systems", was submitted to the NASA EPSCoR program by the University of Oklahoma, and funded at $250,000 per year for 3 years. The OSRHE approved a commitment of $50,000 annually in matching funds for the three-year award. Universities participating in the project will contribute $163,485 annually with NASA providing $250,000.

In February, 2011, a new proposal entitled: "NASA Education Research Program - Solid-state Radar Transceiver Optimization through Adaptive Pulse Compression for Spaceborne and Airborne Radars", was submitted to the NASA EPSCoR program by the University of Oklahoma, and funded at $250,000 per year for 3 years. The OSRHE approved a commitment of $50,000 annually in matching funds for the three-year award. Universities participating in the project will contribute $163,485 annually with NASA providing $250,000.

We are currently anticipating a new CAN for the 2012 EPSCoR Competition. Oklahoma is eligible to submit an additional proposal with the possibility of having two awards. Proposals may be submitted for a maximum award of $750,000 for a three-year period of performance and must be matched by one dollar
for each two dollars from NASA. Pre-proposals submitted in a statewide competition have been reviewed and one project to be submitted in 2012 was selected.

**Department of Energy**

In 2007, Oklahoma competed successfully for a three year DOE EPSCoR Implementation Grant renewal for a total award of $1.3 million, along with matching funds from the OSRHE at a level of $525,000 and $870,298 from participating universities. This project ended in summer 2011.

In 2010, a team of researchers from OU, OSU and TU received a three-year $2.9 million DOE EPSCoR Implementation Grant to establish a new “Center for Interfacial Reaction Engineering”, which will focus on applications of biofuel and fossil fuel upgrading using new technologies. New processes are based on specialized nanoparticle technology developed in Oklahoma used to accelerate reactions at the interface of water and oil. The product of the reaction is an emulsion used to convert biomass into usable products. No matching funds were committed for this program.

Oklahoma remains eligible to compete for one additional award of this type from DOE. In 2011, a DOE EPSCoR Implementation Grant proposal, entitled “Oklahoma Center for Integrative Photobiology Research: Photobiology of the Energy Future” and led by Dr. Rob Burnap of OSU with a team of researchers from OU, Northeastern, and Langston University, was submitted following a statewide competition. DOE funded only 2 of 32 proposals and although the Oklahoma proposal received positive reviews it was not selected for funding.

**Department of Defense**

In 2009, the Department of Defense EPSCoR (DEPSCoR) program awarded 28 grants totaling $14.1 million. Four of these were awarded to Oklahoma research projects; two awards were made to Oklahoma State University and two to the University of Oklahoma. The OSRHE has committed an aggregate match of $100,000 in FY 2011 and $200,000 in FY 2012 for these four awards; there are no further commitments after FY 2012.

Over the past five years, Oklahoma received 16 DEPSCoR awards, more than any other DEPSCoR state. Unfortunately, for the 2010 federal budget, the DEPSCoR program was zeroed out and does not appear at all in the current Defense Department funding authorization. The national EPSCoR coalition is working with legislators and the Defense Department to bring back authorization of DEPSCoR in future years.

**Five-Year Return on Investment**

Since FY 2007, the Oklahoma State Regents for Higher Education have invested $10.1 million for EPSCoR projects. University participants in Oklahoma EPSCoR programs over this time period have invested $3 million towards EPSCoR projects in Oklahoma. The five-year award total for Oklahoma EPSCoR is approximately $119.5 million in aggregate funding.

**Future Outlook**

There was considerable uncertainty over the federal budget provisions for funding R&D activities in FY 2011 and 2012. The FY 2011 budget cycle included multiple Continuing Resolutions into early 2011. Similarly, there were multiple Continuing Resolutions leading up to passage of the “megabus” FY 2012 Consolidated Appropriations Act, signed by the President in December. The R&D provisions in the Act
are noteworthy in several respects. We currently estimate total R&D investment at $142 billion, a 1.3 percent decline from FY 2011 and 5 percent below the Administration's request. Defense R&D was down overall by 3.2 percent from last year, but basic and applied research (6.1-6.3) saw moderate boosts. The bill was fairly generous to energy and environment R&D, including at the Office of Science, EERE, ARPA-E, USGS, and EPA. NIH funding was essentially unchanged, and the final bill provided $576 million for establishment of the National Center for Advancing Translational Sciences within NIH. Importantly, overall increases in basic and applied research funding exceeded 6 percent, demonstrating commitment to the Nation’s future through sustained R&D efforts.

<table>
<thead>
<tr>
<th>FY 2012 Congressional Action on R&amp;D by Agency</th>
<th>(budget authority in millions of dollars)</th>
<th>Change Request</th>
<th>Change FY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012</td>
<td>FY 2012 Request</td>
<td>FY 2012 House</td>
<td>FY 2012 Senate</td>
</tr>
<tr>
<td>Total R&amp;D</td>
<td>149,491</td>
<td>141,326</td>
<td>139,982</td>
</tr>
<tr>
<td>Defense R&amp;D</td>
<td>82,175</td>
<td>80,018</td>
<td>78,194</td>
</tr>
<tr>
<td>Nondefense R&amp;D</td>
<td>67,316</td>
<td>61,308</td>
<td>61,788</td>
</tr>
<tr>
<td>By Character</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Research</td>
<td>32,576</td>
<td>31,077</td>
<td>30,621</td>
</tr>
<tr>
<td>Applied Research</td>
<td>34,784</td>
<td>32,716</td>
<td>32,616</td>
</tr>
<tr>
<td>Development</td>
<td>79,532</td>
<td>75,352</td>
<td>74,210</td>
</tr>
</tbody>
</table>

Data provided by AAAS. Source: OMB R&D data, Budget of the United States Government FY 2012, agency budget documents, and appropriations bills and reports.
The budget outlook for EPSCoR/IDeA for FY 2013 and beyond is uncertain. Talk in the congress of cuts to discretionary spending will almost certainly impact R&D funding overall and EPSCoR funding as a consequence of reductions to R&D. The next 2 to 3 years is likely to see little growth in EPSCoR agency budgets. It should be kept in mind that aggregate funding for EPSCoR programs across all federal agencies amounts to 0.34 percent of the total federal R&D budget, and 0.78 percent of the nondefense R&D budget.

The NSF EPSCoR program budget dropped in FY 2010 after the ARRA stimulus, and the FY 2012 Consolidated Appropriations Act holds spending at the FY 2011 level. The IDeA program at the NIH will be increased significantly. The Department of Energy EPSCoR budget was more than cut in half in FY 2011 compared to FY 2010; the FY 2012 Consolidated Appropriations Act restored the program to the FY 2010 level. The FY 2012 Consolidated Appropriations Act cuts the NASA EPSCoR program from $25 million to $18.4 million. Overall, EPSCoR programs received a cut of 11.6 percent from FY 2009 to FY 2011. The FY 2012 Consolidated Appropriations Act increased funding by 12.6 percent compared to FY 2011, nearly matching the FY 2009 total of $488 million, much of it as an increase in the NIH/IDeA program. We are grateful to our legislators for recognizing the value of these programs.

<table>
<thead>
<tr>
<th>FY 2012 EPSCoR/IDeA Funding (budget authority in millions of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012</td>
</tr>
<tr>
<td>Enacted</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>National Science Foundation</td>
</tr>
<tr>
<td>National Institutes of Health</td>
</tr>
<tr>
<td>Defense</td>
</tr>
<tr>
<td>Energy</td>
</tr>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>NASA</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
<sup>1</sup> Estimates based on FY 2012 Consolidated Appropriations Act.
<sup>2</sup> Apply 1.747% across the board cut - $21.6 million post rescission; Oklahoma existing IDeA program budgets were reduced 1.747%.
<sup>3</sup> Set aside 10% of total competitive funding.

Oklahoma continues at the highest levels of funding among the EPSCoR/IDeA states in virtually all of the national EPSCoR or EPSCoR-equivalent programs. With the continued support of the State Regents, Oklahoma EPSCoR/IDeA is poised to reach new heights as one of the key components of Oklahoma’s research and development portfolio, enhancing both economic development and educational opportunities for our students.

**Impacts**

With respect to impacts of these programs for the State of Oklahoma, the EPSCoR staff has begun to collect retrospective data on the impact of Oklahoma EPSCoR and IDeA programs on intellectual property value, business start-ups and job creation. This is a challenging endeavor as EPSCoR is essentially a basic R&D program and the connections between early-stage research and commercial activity are not always easy to make. In the 2010 Annual Report, impacts of the NSF EPSCoR programs were featured. This report includes a summary of impacts of the NIH IDeA programs.
Communities within Oklahoma have significant rural, urban and minority populations that suffer from health disparities. IDeA programs have increased the pipeline for minority and rural students to enter biomedical careers, enhanced Tribal college science and research programs, and focused research efforts on understanding and eliminating health disparities. The IDeA program is strategically positioned to expand the efforts in this area.

The two major components of IDeA are: the Centers of Biomedical Research Excellence (COBRE) program; and the IDeA Networks of Biomedical Research Excellence (INBRE) program. These two programs are highly complementary and provide a well-balanced and interwoven structure. Moreover, they develop both nationally competitive research centers and statewide multi-institutional networks that link traditionally under-represented groups with medical centers and biomedical research institutions.

**Oklahoma COBRE:**
The Oklahoma COBRE program has increased the number of well-trained investigators by expanding research facilities, equipping laboratories with the latest research equipment, providing mentoring for promising investigators, and developing research faculty through support of a targeted multi-disciplinary center. Each is led by an established, senior investigator with expertise in the research focus area of the center. The Oklahoma COBRE programs promote basic research by supporting multidisciplinary centers that augment and strengthen institutional biomedical research capacity. Diabetes, lupus and vision research represent areas addressed in Oklahoma’s research centers.

**Oklahoma COBRE Programs:**

**Science in a Culture of Mentoring:**
- Operational from 2000-2015, and awarded $21.7 million plus 28.8 million in additional grants (14 RO1, 9 R21 and R03, 18 non-NIH grants)
- Launched 12 independent research careers
- Advances immunology research in Oklahoma through recruiting junior scientists. Their research topics include vaccine immunology, autoimmunity, Alzheimer's' research, and other complex human diseases.

**Biofilm Formation and Metabolism on Dental Surfaces:**
- Operational from 2000-2010 and awarded $9.7 million. These junior investigators have received an additional $14 million in grants (9 RO1 and 24 non-NIH grants)
- Recruits investigators to examine microbial formation on teeth in order to translate research knowledge into treatment and prevention of oral disease.

**Functional Genomic/Proteomic Analysis of Bacterial/Host Interactions:**
- 2000-2010, awarded $20.9 million and $31 million in additional grants (10 RO1, 7 R21 and R03, and 27 non-NIH grants)
- Supports 8 junior investigators
- Uses genome-scale and proteomic analysis of bacterial pathogenesis in order to increase our knowledge of bacterial and host interactions.

**Mentoring Vision Research in Oklahoma:**
- Operational from 2002-2012, awarded $23.8 million and $33.5 million in additional grants (13 RO1, 5 R21 and R03, and 6 non-NIH grants)
- Improves vision research through the mentoring of early career investigators and develops support for the infrastructure of vision research programs.

**Post-Translational Modification in Host Defense; Interdisciplinary Research in Vascular Biology:**
• Operational from 2003-2015, awarded $22.2 million and $11 million in additional grants (6 RO1 and 25 non-NIH grants)
• Studies the function of diverse protein modifications used in host defense; builds interdisciplinary program in cardiovascular biology.

Molecular Mechanisms and Genetics of Autoimmunity:
• Operational from 2004-2014, awarded $24.9 million and $10.7 million in additional grants (4 RO1, 2 R21 and R03, 13 other grants)
• Recruited 8 new faculty members
• Examines disease processes and potential genetic risk factors in order to understand development and progression of autoimmune disorders

Mentoring Diabetes Research in Oklahoma:
• Operational from 2007-2012
• Supports 5 junior investigators
• Mentors junior investigators in diabetes research to facilitate translational research toward the development of new treatments and preventive measures for diabetes.

Oklahoma INBRE:
The INBRE program increases the pipeline of outstanding students and enhances the quality of science faculty by research intensive networking at undergraduate institutions. The INBRE program supports research infrastructure and mentoring of young investigators, and prepares students for graduate and professional schools as well as careers in the biomedical sciences at participating institutions. The Oklahoma INBRE supports major research projects in the areas of microbiology and immunology, cancer, and developmental biology. Cores and facilities include a Bioinformatics core, supporting the science of understanding the structure and function of genes and proteins through advanced, computer-aided statistical analysis and pattern discovery; an Imaging Core that conducts research using live animal magnetic resonance imaging; and an Outreach Core that will increase the number of undergraduates involved in STEM research programs. Oklahoma INBRE has been awarded $46.6 million from 2000 and 2014. In addition to the INBRE funds, the Oklahoma INBRE participating faculty members have also been awarded: 9 RO1, 5 R21 and RO3s, and 89 non-NIH grant awards totaling $20.8 million.

This is only a partial list of the outcomes. We have begun to include details on intellectual property and commercialization activities in researcher surveys on current and past EPSCoR/IDeA-related projects. We continue to work with the researchers, universities and other entities in the state to gather this important information.
AGENDA ITEM #12:

Contracts and Purchases.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet

1) Chickasaw Telecom in the amount of $1,526,607.80 for completion of the OneNet upgrade. The equipment purchase is required to replenish the depleted stock of network equipment needed to support the statewide network. Our current stock is insufficient for proper management and maintenance of the network. The proposed purchase will allow for continued expansion of new customers as well as the ability to maintain the current level of support for existing customers (funded from 718-OneNet).

2) OneNet as one of the partners within Oklahoma Community Anchor Network (OCAN) project is responsible for the operation of the network services on the fiber being constructed over the next year. These responsibilities include the selection and purchase of the optical networking equipment to provide bandwidth. The final selection and award of equipment will result in a spend of awarded federal dollars, not to exceed $8,677,100.00. We seek approval to select and purchase the appropriate network equipment to meet the terms of the grant.
3) MBO Corporation in the amount of $125,750.00. An increase is needed due to the upgrade to OneNet’s backbone circuits from Oklahoma City to hub sites at Connors State College and Eastern Oklahoma State College. The new total of the purchase order will be $561,750.00 (funded from 718-OneNet)
AGENDA ITEM #13:

Investments.

SUBJECT: Approval of investment manager.

RECOMMENDATION:

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

BACKGROUND:

Mercer LLC (formerly known as Hammond Associates,) investment consultants for the fund, have suggested new manager recommendations for consideration. This manager will continue to diversify our fund portfolio and meet the objectives of realignment to the policy asset class targets.

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

ANALYSIS:

Oaktree Opportunities IX ($2,000,000) Oaktree focuses predominantly on non-control distressed investing in global markets. The Fund’s portfolio management team has a long history of creating value by identifying distressed credits and navigating restructuring processes successfully. Oaktree has tended to build portfolios that are well diversified by underlying portfolio company and industry. It is recommended that a commitment of $2 million in the endowment portfolio be committed to this manager.
AGENDA ITEM #14:

Commendations.

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Dr. Cindy Brown**, student preparation director, represented the State Regents at the recent Southwest Region Educational Planning and Assessment System (EPAS) Advisory Council Meeting in San Antonio. Dr. Brown, **Matt Higdon** and **Lisa Nelson**, student preparation field coordinators, led a session related to high school graduation and college readiness during the 5th Annual ACT Southwest Region College Readiness Symposium in San Antonio.

- **Tony Hutchison**, vice chancellor for strategic planning and analysis, presented the “Challenges for Higher Education” to the Southwest Society of Human Resource Management and Cameron University School of Business in Lawton; and participated in a panel on College Completion at the Education Commission of the States in Denver, Colorado.

- **Dr. Lisa Holder**, director, Teacher Education and Oklahoma Teacher Connection, **Saeed Sarani**, curriculum advisor; **Goldie Thompson**, coordinator; and **Deena Thomas**, OTEP coordinator; presented pertinent information about the Oklahoma Teacher Connection’s many programs, activities and events at the annual fall New Deans meeting held at Oklahoma Christian University that welcomes new College of Education deans and department chairs.

- **Dr. Lisa Holder**, director, Teacher Education and Oklahoma Teacher Connection, was part of a panel presentation at the annual OACTE conference. The session addressed the topic: “Using State Data to Inform Teacher Preparation.”

- **Chancellor Glen D. Johnson**, presented the higher education budget request and legislative agenda at the University of Central Oklahoma Legislative Tour event in Edmond; spoke at the Oklahoma Council of Educational Administrator’s luncheon in Oklahoma City; met with President Cheryl Evans of Northern Oklahoma College to discuss higher education issues; met with President Henry Ponder of Langston University to discuss higher education issues; met with EPSCoR director, Dr. Malayer to discuss higher education issues; presented the higher education budget request and legislative agenda at the Western Oklahoma Legislative Tour event at Cameron University in Lawton; presented the 2011 Higher Education Distinguished Service Award to Senator Don Barrington at Cameron University in Lawton; met with Treasurer Ken Miller to discuss higher education issues; met with Speaker Elect T.W. Shannon to discuss higher
education issues; met with Secretary of Commerce Dave Lopez to discuss higher education issues; met with President John Hargrave of East Central University and Senator Susan Paddack to discuss higher education issues; served as a speaker at the funeral services of Langston University’s former President Ernest Holloway in Langston; met with President Joy McDaniel of Murray State College to discuss higher education issues; presented higher education’s budget request and legislative agenda to the Office of State Finance at the Capitol; presented the 2011 Higher Education Distinguished Service Award to Representative Todd Thomsen and Representative Wes Hilliard at East Central University in Ada; met with Senator Glenn Coffee to discuss higher education issues at the Capitol; spoke to the Economic and Workforce Development Council in Oklahoma City; met with Senator Clark Jolley to discuss higher education issues; presented the higher education budget request and legislative agenda at the Northwest Regional Legislative Tour event at Northern Oklahoma College in Tonkawa; presented the higher education budget request and legislative agenda at the Southeastern Oklahoma Legislative Tour event at Krebs; presented the higher education budget request and legislative agenda at the West Regional Legislative Tour event in Enid; presented the 2011 Higher Education Distinguished Service Award to Senator Brian Bingman at Tulsa Community College’s Center for Creativity in Tulsa; presented the 2011 Distinguished Service Award to Speaker of the House Kris Steele in Oklahoma City.

- **Connie Lake**, assistant vice chancellor for economic and workforce development, was appointed to serve on the Oklahoma City Human Resource Society board as their vice president of Workforce Readiness; and has also been asked to serve as the vice chair of the Oklahoma Rehabilitation Council.

- **Saeed Sarani**, curriculum advisor, served as one of three panelists at the USDE Annual Title II conference. He, along with representatives from Illinois and California, presented on the topic “Evaluating Effective Professional Development.” After the panel presentation, he presented to a smaller group (selected states) on effective teaching and learning; he was also nominated to spearhead a national initiative to create relevant rubrics for measuring Effective Professional Development for the Elementary and Secondary Act (ESA), No Child Left Behind (NCLB) Title II teacher Quality grants. This is a collaborative effort with all 50 states and territories.

- **Brenda Stone**, Oklahoma College Assistance Program finance staff assistant, graduated from the University of Central Oklahoma with a Bachelor of Business Administration degree in December 2011.

- **Dr. Debra Stuart**, vice chancellor for educational partnerships, received recognition from Governor Mary Fallin for her service as an examiner for the Oklahoma Quality Foundation (OQAF). Dr. Stuart is a senior examiner and team leader for reviewing applications and conducting site visits. The recognition is patterned after the Malcolm Baldrige National Quality Award administered by the U.S. Department of Commerce; Dr. Debra Stuart represented the State System at the State Leaders’ Forum sponsored by Southern Regional Education Board (SREB) and the State Consortium for Improving High Schools and Middle Grades Schools; Dr. Debra Stuart led a team of State Regents’ staff to participate in the jointly sponsored Southern Regional Education Board (SREB) at the Western Interstate Commission for Higher Education (WICHE) meeting of College Access Challenge Grant (CACG) Directors.
• **Deena Thomas**, OTEP coordinator, represented the Oklahoma State Regents at the University of Central Oklahoma’s banquet honoring nine pre-service teachers for successfully completing the Urban Teacher Preparation Academy (UTPA); she also served as a member of the Oklahoma State Department of Education Math Assessment Review Committee. The math review committee is made up of teachers from across the state that review and assess the math benchmark tests for grades 6 through 8; she also serves as committee member for the Multicultural Institute at the University of Central Oklahoma.

• **Goldie Thompson**, coordinator, served on a Bias Review Committee for the Oklahoma Commission for Teacher Preparation. This committee established the framework for the Certification Examination for Oklahoma Educators (CEOE) state tests for future teachers. Ms. Thompson presented a paper on Anna Julia Cooper who was an educator, scholar, writer, feminist, and activist at the annual meeting of the Society of Philosophy and History of Education (SOPHE) meeting in San Antonio, TX; and was part of a panel presentation at the American Educational Studies Association (AESA) Conference in Saint Louis, MO – The panel detailed information on Dr. George Henderson’s University of Oklahoma memoir entitled *Race and the University*. 
AGENDA ITEM #15:

Executive Session.

SUBJECT: Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.
AGENDA ITEM #16:

Personnel.

SUBJECT: Personnel Changes.

RECOMMENDATION:

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

BACKGROUND/POLICY ISSUES:

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

STAFF ANALYSIS:

FOR INFORMATION TECHNOLOGY, TELECOMMUNICATIONS AND ONENET.

It is recommended that the Oklahoma State Regents ratify the appointment of Ms. Amanda Paliotta as Vice Chancellor for Budget & Finance, Information Technology, Telecommunications and OneNet. Ms. Paliotta is currently the Interim Vice Chancellor for Budget & Finance, Information Technology, Telecommunications and OneNet. This position will report directly to the Chancellor. Ms. Paliotta assumed her new position on January 1, 2012, with a salary of $180,000. A copy of the job description is attached.

It is recommended that the Oklahoma State Regents ratify the appointment of Mr. Von Royal as Executive Director of OneNet. Mr. Royal is currently Interim Executive Director of OneNet. This position will now report directly to the Vice Chancellor for Budget & Finance, Information Technology, Telecommunications and OneNet. Mr. Royal assumed his new position on January 1, 2012, with a salary of $130,000. A copy of the job description and resume are attached.

FOR GEAR UP. It is recommended that the Oklahoma State Regents ratify the appointment of Ms. Cathy Perri to serve as GEAR UP Project Director. This position will report directly to the Assistant Vice Chancellor for GEAR UP. Ms. Perri will assume her new position on February 1, 2012, with a salary of $78,000. A copy of the job description and resume are attached.
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
JOB DESCRIPTION

Vice Chancellor for Budget & Finance, Information Technology, Telecommunications and OneNet

Exempt
Position #100261

ESSENTIAL FUNCTION
The Vice Chancellor for Budget and Finance is responsible for the general administration and the coordination of work related to budget and fiscal policy development, the agency budget and fiscal operations, OneNet and Information Technology Divisions of the Oklahoma State Regents for Higher Education, and other related operations and administrations.

RESPONSIBILITIES AND DUTIES
• Responsible for Budget, Fiscal, and Policy development and administration for the Oklahoma State Regents for Higher Education (OSRHE) and other related programs
• Responsible for the Oklahoma State Regents for Higher Education Agency Budget and Fiscal Operations
• Responsible for administration and financial oversight of the Oklahoma Guaranteed Student Loan Program (OGSLP)
• Responsible for capital planning
• Investment management
• Responsible for budget needs and allocation system
• Responsible for the oversight and general administration of the OSRHE Fiscal Division and Business Office, and OneNet and Information Technology Divisions of the Oklahoma State Regents for Higher Education.
• Liaison between OSRHE and federal Experimental Program to Stimulate Competitive Research (EPSCoR)
• Other similar duties as assigned

POSITION QUALIFICATIONS
A Master’s degree in accounting, business or related field is required. Preference will be given to candidates who possess previous budget and fiscal planning and administration experience, preferably in higher education or government. The individual in this position is expected to have a thorough knowledge and understanding of budget and fiscal issues. Must have excellent verbal, written, and analytical abilities. Demonstrated leadership skills with an ability to work effectively with internal and external constituencies required. Some travel is required.

SUPERVISION
The employee performs work under the supervision of the Chancellor.
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

JOB DESCRIPTION
Executive Director of OneNet

Exempt
Position #100328

ESSENTIAL FUNCTION

Serve as executive director responsible for overall direction and administration of OneNet, a statewide telecommunications wide-area network that serves higher education institutions, K-12 schools, vocational technical schools, hospitals, public libraries, and governmental agencies.

RESPONSIBILITIES AND DUTIES

- Responsible for oversight and general administration of OneNet, a division of the Oklahoma State Regents for Higher Education.
- Develop long-range plans for OneNet for recommendation to the Chancellor.
- Develop the statewide backbone and local connections, including contract negotiations as required.
- Stay informed on national and international developments in telecommunications technology and applications to ensure that network technology and network development are kept current.
- Develop and maintain customer support for OneNet’s short-term and long-term goals.
- Serve as spokesperson for OneNet to communicate with customers on service and policy issues.
- Represent OneNet at national and state conferences and hearings before the Oklahoma State Legislature as required.
- Ensure compliance with applicable State Regents policies and federal and state rules, regulations and statutes.
- Responsible for recommending hiring, firing, advancement, promotion or other changes to assigned employee status.
- Responsible for interagency communications related to OneNet functions and partnerships.
- Perform other related duties as assigned.

POSITION QUALIFICATIONS

Master’s or bachelor’s degree in telecommunications management, information management, or a related field of study, and ten (10) years professional experience including experience in evaluating, selecting, and implementing information systems, services, and related technologies.
Must have at least five (5) years experience in a supervisory or administrative capacity or an equivalent combination of education and work-related experience.

Must have knowledge of information systems and telecommunication networks, data processing hardware and software, security and control methods and systems, planning techniques, and the principles of business and public administration. Must be able to direct the work of others, coordinate activities and resources within or between units, sections or divisions, communicate effectively and establish and maintain effective working relationships with others. Strong written, verbal, and presentation skills are required. Experience with state government or higher education budgeting processes is preferred. Some travel required.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Budget and Finance and Interim Vice Chancellor for Information Technology, Telecommunications and OneNet.
VONLEY ROYAL

OBJECTIVE
Obtain the senior leadership role directly responsible for OneNet’s operations and network infrastructure with a focus on continuation on staff development, a reduction of costs through more effective processes, efficient resource utilization and a commitment to developing interagency cooperation.

PROFESSIONAL SUMMARY
Resourceful IT professional with over 20+ years experience in the telecommunications field with a Bachelors Degree in Computer Science; recognized as a skilled problem solver who is comfortable working in a leadership role and within a team environment; considered goal-oriented and flexible with excellent management, communication and interpersonal skills.

PROFESSIONAL QUALIFICATIONS
Accomplishments:
• Served within the primary leadership role for OneNet as Interim Executive Director
• Served as the primary network architect for OneNet, the state of Oklahoma’s public ISP
• Managed the upgrade for OneNet network routing/switching infrastructure (2010-2011)
• Provided representation to OCAN/BOIP on behalf of OneNet
• Provided representation to Internet2 & National Lambda Rail on behalf of OneNet

Staff Training:
• Coordinated advanced technical training for network staff
• Provided structured in-house training program for network staff

Documentation:
• Created and defined systems and network Wiki documentation templates for reference and training

Hardware:
• Cisco and Juniper platforms

Systems:
• Cisco IOS, Juniper Junos, Unix, Windows

Network Support:
• Provide router configuration, diagnostic and troubleshooting
• Provide management of network and telecommunications connectivity issues
• Primary routing protocol administrator (OSPF, BGP)
• Provide switch management including Spanning Tree, VLANs and Trunking Configuration

Software Applications:
• Microsoft Office, Outlook, Word, Excel, Visio, PowerPoint and Remedy
VONLEY ROYAL

PROFESSIONAL EXPERIENCE
OneNet, OK State Regents
Interim Executive Director  (June 2011 – present)
OneNet, OK State Regents
Senior Network Engineer  (2006 – present)
OneNet, OK State Regents
Network Engineer  (1997 – 2006)
GSL, OK State Regents

JOB RESPONSIBILITIES
- Provide oversight and general administration of OneNet staff and operations
- Provide direction of the statewide backbone and local connections, including contract negotiations
- Provide and maintain customer support for OneNet's short-term and long-term goals
- Serve as spokesperson for OneNet to communicate with customers on service and policy issues
- Provide recommendations on hiring, advancement, promotion or other changes to assigned employee status
- Responsible for interagency communications related to OneNet functions and partnerships on both the administrative and technical levels
- Responsible for the management of network engineers who support and maintain the OneNet statewide network
- Provide maintenance and configuration of routers and switches, including hardware maintenance and software upgrades
- Provide technical support for network infrastructure; areas of responsibility included but were not limited to: core and hubsite routers and switches in addition to customer devices as well

EDUCATION
Oklahoma City University  Bachelors Degree in Computer Science
  w/ Concentration in Hardware
University of Central Oklahoma  Masters in Education (2 semesters completed)

References upon Request
Exempt
Position #100332

ESSENTIAL FUNCTION

Direct all day-to-day activities and services associated with the Oklahoma State Regents for Higher Education’s (OSRHE) GEAR UP project. Support the Assistant Vice Chancellor for GEAR UP and other GEAR UP staff in managing and securing services and programs to achieve the goals and objectives of the state and federal GEAR UP project. Participate in projects positively linked with the student success goals of the Oklahoma State System of Higher Education. Interact with other agency staff supporting the GEAR UP project.

RESPONSIBILITIES AND DUTIES

- Provide direction for day-to-day activities and services for the statewide OSRHE GEAR UP project, assuming delegated approval authority for grant functions as needed.
- Coordinate with external activities and programs that support the goals of the GEAR UP project including programs provided by other federal and state agencies.
- Provide input and support for developing grant partnerships.
- Administer procurement of services, supplies and materials that support the GEAR UP program.
- Support the Assistant Vice Chancellor for GEAR UP in the acquisition and administration of written agreements that fund subgrant activities and services. Subgrantees include participating school districts, higher education institutions and other entities that provide direct student services.
- Through the GEAR UP Specialist for Counselor and Teacher Intervention, help coordinate professional development activities created for K-12 teachers, counselors and administrators.
- Through the GEAR UP Specialist for Direct Student and Parent Interventions, help coordinate expanded learning opportunities, parent training, and other direct service activities for students and parents.
- Through the GEAR UP School and Student Communications Specialist, help coordinate grant communication efforts.
- Direct activities of the GEAR UP field-based Educational Specialists.
- Coordinate data collection and preparation of the GEAR UP Annual Performance Report (APR) and other federal reporting requirements.
- Participate in national conferences and meetings for GEAR UP.
- Represent the Assistant Vice Chancellor for GEAR UP at meetings and events as required.
- Travel as required.

POSITION QUALIFICATIONS

A master’s degree in education, social sciences, or related discipline with five (5) or more year’s relevant experience required. Knowledge of K-12 and higher education programs and issues
required - especially programs and issues related to student success in postsecondary education. Experience directing and coordinating large-scale projects in an educational setting is a plus. Demonstrated ability to work in team environment is also a plus.

**SUPERVISION**

The employee performs work under the supervision of the Assistant Vice Chancellor for GEAR UP.
CATHY A. PERRI

ACADEMIC CREDENTIALS

University of Central Oklahoma, Edmond, Oklahoma
Masters of Education in Special Education/Speech/Language Pathology

University of Science and Arts of Oklahoma, Chickasha, Oklahoma
Deaf Education Certification

University of Central Oklahoma, Edmond, Oklahoma
Bachelors of Education in Speech/Language Pathology

Putnam City High School, Oklahoma City, Oklahoma
High School Diploma

PROFESSIONAL EXPERIENCE

Oklahoma State Regents for Higher Education, Oklahoma City, Oklahoma
Office Manager for Chancellor’s Office and Board Relations, 2009 - Present
Key Responsibilities: Direct the day to day activities of the Chancellor’s office; Supervise office staff; Coordinate daily meetings for Chancellor with internal and external individuals and groups; Provide input and support to the Vice Chancellors; Represent the Chancellor and Oklahoma State Regents at events; Coordinate Oklahoma State Regents events; and Oversight responsibility for all correspondence and contracts needing the Chancellor’s signature.

GEAR UP Coordinator, 2008 - 2009
Key Responsibilities: Provided technical assistance and training to GEAR UP schools; Coordinated all grant activities; Provided input and support for grant partnerships; and Informed secondary schools about Oklahoma’s Promise and Explore, Plan, and ACT.

Oklahoma State Department of Education, Oklahoma City, Oklahoma
Administrator for the SoonerStart Program, 1992 - 1998
Key Responsibilities: Developed statewide policy and procedures for the implementation of SoonerStart, a program funded through state and federal resources to provide training to parents of children from birth to three years of age with disabilities; Hired and supervised all Regional and Resource Coordinators; Provided ongoing training to Regional Coordinators; Represented the agency by serving on national committees regarding compliance of federal regulations; Led interagency monitoring teams to insure compliance with both state and federal regulations; Conducted community awareness workshops; Provided training at the University of Oklahoma Health Sciences Center to medical interns and residents and area physicians to discuss the importance of early referral to our program; Prepared monthly reports on status of early intervention in Oklahoma; Participated on numerous committees and councils including the Oklahoma Health Department, Department of Human Services, Institutes of Higher Education, Interagency Coordinating Council, and appropriate legislative committee meetings; and
CATHY A. PERRI

Developed and managed budget.

Project ECHO Coordinator, 1991 - 1992
Key Responsibilities: Conducted statewide training; Supervised parent educators across the state in the delivery of services to families with hearing impairment; Created and reviewed lesson plans; Oversight responsibility for accounts payable for the ECHO Program; and Represented the agency in state and national meetings.

Comprehensive System of Personnel Development Coordinator, 1988 - 1992
Key Responsibilities: Planned and conducted statewide training for teachers K – 12 on current trends and special education policies and procedures; and Collaborated with Institutes of Higher Education and the University Affiliated Program to provide training and continuing education for Oklahoma’s special education teachers and related service personnel.

Speech/Language Coordinator, 1987 - 1992
Key Responsibilities: Provided technical assistance to speech pathologists in public schools regarding state and federal policies and procedures; Developed a statewide handbook for speech pathologists to assist in appropriate delivery of school based services; and Participated on statewide monitoring teams to insure compliance, under state and federal law, regarding the education of children and youth with developmental disabilities.

Private Practice with Dr. Roy Rowland, CCC-A, Oklahoma City, Oklahoma, 1984 - 1987
Key Responsibilities: Provided speech/language services to preschool children with hearing impairment and speech/language disabilities; Delivered speech/language services to children residing at the Children’s Center in Bethany, Oklahoma; Developed augmentative communication devices for Children at the Children’s Center; Provided speech/language services to adults patients with aphasia and closed head injuries; Participated in medical team meetings to staff patients with their physicians; Provided itinerant services to high school students with hearing impairment in the Edmond Public Schools; Prepared all billing and receivables for services rendered.

SPECIAL SKILLS

- Working knowledge of Microsoft Office Products including Excel, Word, and PowerPoint
- Understands Apple products including iPads and iPhones
- Sign Language

PROFESSIONAL AFFILIATIONS

- Community Literacy Centers, Board Member
- Oklahoma Health Center Foundation, Trustee
- Nichols Hills Parks, Board Member
- Oklahoma Teacher Certification
AGENDA ITEM #17-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)
- 2 degree program name changes
- 1 degree program option addition

University of Oklahoma (OU)
- 1 degree program requirement change

University of Oklahoma Health Sciences Center (OUHSC)
- 2 degree program requirement changes

Northeastern State University (NSU)
- 3 degree program requirement changes
- 4 degree program option additions
- 2 degree program option deletions
- 1 degree designation change

Northwestern Oklahoma State University (NWOSU)
- 2 degree designation changes

Oklahoma Panhandle State University (OPSU)
- 1 degree program requirement change

Oklahoma City Community College (OCCC)
- 1 degree program requirement change
- 1 degree program option deletion
- 2 degree program option additions
- 1 degree program name change

Oklahoma State University – Oklahoma City (OSU-OKC)
- 5 degree program requirement changes

Redlands Community College (RCC)
1 degree program requirement change

Tulsa Community College (TCC)
1 degree program name change
4 degree program option additions
8 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

**OSU – Doctor of Philosophy in Human Environmental Sciences (123)**

*Master of Science in Human Environmental Sciences (427)*

Degree program name changes
- Change program name to Human Sciences.
- The proposed change aligns the degree designation with the college name change from “College of Human Environmental Sciences” to “College of Human Sciences.”
- No courses will be added or deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

**OSU – Bachelor of Science in Mechanical Engineering (144)**

Degree program option addition
- Add option “Biomedical Engineering.”
- The proposed option will provide students interested in careers in the Biomedical Engineering field with the curriculum, research, and training needed to be successful and give them options in establishing their future careers. The proposed option will also help Oklahoma to become more competitive in Biomedical Engineering research and training.
- No courses will be added or deleted.
- Total credit hours for students completing the degree with this option will increase to 132.
- No funds are requested from the State Regents.

**OU – Bachelor of Science in Education in Mathematics Education (156)**

Degree program requirement change
- Require HSCI 3013 or HSCI 3023 as part of the “Arts and Humanities” General Education requirement.
- Remove ILAC 4003 from “Professional Education” requirements and add EIPT 3011, EDMA 4253, EDUC 4060 and ILAC 4143.
- Increase credit hour requirement for “Professional Education” from 25 to 38.
- Change credit hour requirement for “Advanced Mathematics” from 3-9 to 3-6.
- Change credit hours required for “Specialization Electives” from 5-11 to 4-7.
- Decrease credit hour requirement for “Specialized Education” from 54 to 41.
- Remove the “Graduate Certification Component.”
- The proposed changes will allow teacher candidates to be better prepared in mathematic pedagogy and allow students to complete all requirements for certification within the 124 credit hour undergraduate degree requirement.
- One new course will be added and no courses will be deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

OUHSC – Doctor of Public Health in Public Health (007)
Degree program requirement change
• Add HAP 6773, HPS 6933, HPS 6943, BSE 5193, HAP 6783, HAP 6953, HAP 5863, HAP 5543, and HAP 5663 as required courses.
• Require 9 credit hours from the following courses: BSE 5173, BSE 5663, BSE 5643, BSE 5303, BSE 5363, OEH 6252, HPS 6633, HPS 6643, HPS 6833, and HPS 6923.
• The proposed changes will strengthen the program by narrowing the spectrum of courses, introducing more advanced courses, and establishing more consistent procedures and policies for comprehensive examinations.
• No courses will be added or deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

OUHSC – Doctor of Dental Surgery in Dentistry (014)
Degree program requirement change
• Add DSA XXXX Introduction to Ethics, DSA XXXX Community Dentistry, DSA XXXX Evidence-based Dentistry, OD XXXX Integrated Team Seminars, DSA XXXX 4-Handed Dentistry, OP 7192, PHARMD 8191, RD XXXX Introduction to Diagnosis/Treatment Planning, DSA XXXX Applied Behavioral Science, OD/DSA XXXX Special Care Dentistry, OS XXXX Dental Trauma, RD XXXX Intermediate Diagnosis/Treatment Planning, CELLD XXXX Advanced Anatomy, RD XXXX Advanced Diagnosis/Treatment Planning, ENDO XXXX Clinical Endodontics I, and ENDO XXXX Clinical Endodontics II.
• Remove CELLD 7215, CELLD 7315, DSA 7191, DSA 7392, DSA 7691, ENDO 8205, ENDO 8305, ENDO 8405, ENDO 9191, ENDO 9205, and ENDO 9305.
• Reduce credit hour requirement for CELLD 7435 from 3.5 to 3.
• Increase credit hour requirement for ORTH 7191 from 1 to 3.
• Reduce credit hour requirement for MID 7155 from 5.5 to 3.5.
• Increase credit hour requirement for OP 7191 from 1 to 3.
• Reduce credit hour requirement for RP 8193 from 3 to 2.
• Reduce credit hour requirement for RP 7145 from 4.5 to 2.5.
• Increase credit hour requirement for RD 9191 from 1 to 2.
• The proposed changes will align the curriculum with current and emerging accreditation standards and new learning methods and technology. The changes will also optimize the dental school experience for students, faculty, and patients.
• Sixteen new courses will be added and no courses will be deleted.
• Total credit hours for the degree will change from 183 to 189.5.
• No funds are requested from the State Regents.

NSU – Bachelor of Science in Health Care Administration (004)
Degree program requirement change
• Remove HCA 4523 from “Major Requirements” and add HCA 4323.
• Add “Minimum Grade Requirement” of C or better in all HCA major/minor courses to graduate.
• The proposed changes will provide students with an understanding of evidence based business operations in health service organizations and strengthen the degree program.
• No courses will be added or deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

NSU – Bachelor of Arts in Political Science
Degree program requirement change and degree program option deletion
• Delete option “Public Administration.”
  o There are currently three students enrolled in the program and they will be allowed to complete their degree.
  o The proposed deletion is due to consistently low enrollment.
  o No funds are available for reallocation.
• Remove POLS 2613 and POLS 4733 from “Required Courses” and add POLS 2313 and POLS 4953.
• The proposed changes will better prepare students for careers in political science.
• No courses will be added or deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

NSU – Bachelor of Science in Chemistry (014)
Degree program option additions
• Add options “Professional” and “Environmental.”
• The proposed “Professional” option will align the curriculum with the American Chemical Society requirements.
• The proposed “Environmental” option will allow students to incorporate environmental science into the chemistry curriculum.
• No courses will be added or deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

NSU – Bachelor of Arts in Art (005)
Degree designation change, degree program option additions, degree program option deletion, and degree program requirement change
• Change degree designation to Bachelor of Fine Arts.
• Remove “Studio Art” and “Art History” required courses and add 33 credit hours of “Core Courses” to include ART 1213, ART 1233, ART 1253, ART 2003, ART 2333, ART 2413, ART 3123, ART 3323, ART 3213, ART 3223, and ART 4453.
• For the “Graphic Design” option:
  o Remove ART 4073 and ART 4903 and add ART 3273, ART 3673, ART 3973, ART 4173, and ART 4973.
  o Total credit hours for this option will change from 24 to 33.
• Delete option “Fine Arts.”
  o There are currently 22 students enrolled in the option.
  o Students will be allowed to complete their degree program or change to one of the new proposed options.
  o No courses will be deleted and no funds are available for reallocation.
• Add options “Studio 2D” and “Studio 3D.”
• The proposed changes are the result of student feedback and faculty efforts to build a stronger program which better prepares students for graduate level education and contemporary opportunities in the job market.
• Total credit hours for the degree will not change.
No funds are requested from the State Regents.

**NWOSU – Bachelor of Science in Accounting (001)**

**Bachelor of Science in Business Administration (007)**

Degree designation changes

- Change degree designation to Bachelor of Business Administration.
- The proposed change aligns the degree designation with similar degrees at other Oklahoma and peer institutions.
- No courses will be added or deleted.
- Total credit hours for the degrees will not change.
- No funds are requested from the State Regents.

**OPSU – Bachelor of Science in Nursing (BSN) (053)**

Degree program requirement change

- Increase credit hour requirement for NURS 3212 from 2 to 3.
- Remove NURS 3313, NURS 4223, NURS 4233, NURS 4244, NURS 4313, NURS 4323, and NURS 4334 from “Major Requirements” and add NURS 4226 and NURS 4336.
- The proposed changes will bring the program credit hour requirements closer to the State Regents’ recommendation of 120 credit hours and to other BSN programs in the state.
- Two new courses will be added.
- Four courses will be deleted.
- Total credit hours for the degree will change from 129 to 124.
- No funds are requested from the State Regents.

**OCCC – Associate in Applied Science in Clinical Research Coordinator (153)**

Degree program requirement change

- Remove CRC 2504.
- OCCT indicates that students receive a sufficient amount of exposure, training and potential job opportunities through the completion of one internship course. Requiring a second internship is redundant and extends the students graduation date by one semester.
- No courses will be added.
- One course will be deleted.
- Total credit hours for the degree will change from 69 to 65.
- No funds are requested from the State Regents.

**OCCC – Associate in Arts in Journalism and Broadcasting (043)**

Degree program option deletion

- Delete option “Speech Emphasis.”
- The proposed option deletion is the result of curriculum realignment as a result of a recent program review.
- There are currently twelve students enrolled in the program.
- Students will be transferred to the new proposed option under the Associate in Arts in Theatre Arts (045) (see modification agenda item).
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are available for reallocation and no funds are requested from the State Regents.

**OCCC – Associate in Arts in Theatre Arts (045)**

Degree program name change and degree program option additions
• Add options “Theatre” and “Speech.”
• Change program name to “Speech and Theatre.”
• The proposed changes are the result of curriculum realignment to align the curriculum with similar programs at other institutions.
• The proposed name change better reflects the curricular options available within the program.
• No courses will be added or deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

**OSU-OKC – Associate of Applied Science in Technical Spanish/Translation and Interpretation (100)**

Degree program requirement change
- Add MATH 1413 as an alternative option to MATH 1513 in “General Education.”
- The proposed change provides students with additional options for fulfilling the General Education Mathematics requirement.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Applied Science in Vascular Technology (098)**

• Associate in Applied Science in Echocardiography Technology (097)

Degree program requirement changes
- Remove BIOL 1303 from “General Education” requirements and decrease credit hours required for “General Education” to 23.
- This Biology course is not a prerequisite of any of the major curriculum classes and is not required by the accrediting agency. Removal of this course will help to increase recruitment by reducing the number of required science courses and number of credit hours required to graduate.
- No courses will be added or deleted.
- Total credit hours for the degrees will change from 72 to 69.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Applied Science in Nursing Science (014)**

Degree program requirement change
- Eliminate “bonus points earned for taking general education courses at OSU-OKC or OSU in Stillwater.”
- The change in the admission matrix is based upon criteria that are predictive of student success, such as grade point average and science course grades. OSU-OKC reports there is no evidence in the literature that links awarding bonus points for general education courses to an increase in student success.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Applied Science in Renewable/Sustainable Energy (110)**

• Certificate in Renewable/Sustainable Energy (109)

Degree program requirement changes
- Remove EET 1102 and RSE 2113 from “Technical Occupational Specialty” courses and add WTT 1134 and RSE 2211.
The proposed change will provide students with a better foundation in current industry practices and allow students to culminate their education into a capstone experience.

Two new courses will be added and no courses will be deleted.

Total credit hours for the degree and certificate will not change.

No funds are requested from the State Regents.

OSU-OKC – Certificate in Wind Turbine Technology (106)
Degree program requirement change
- Remove WTT 2553 and WTT 2600 from “Technical Occupational Specialty” courses and CIS 1113 from “Supported and Related Courses.”
- The proposed changes are the result of a curriculum review. Faculty within the department believe the courses being removed are not suited for students at the certificate level.
- No courses will be added or deleted.
- Total credit hours for the certificate will change from 42-47 to 35.
- No funds are requested from the State Regents.

RCC – Associate in Applied Science in Applied Technology (081)
Degree program requirement change
- For the “Computer-Aided Drafting” option:
  - Add CAD 2314, CAD 2313, and CAD 2324 to the current list of courses under “Technical-Occupational Specialty Courses” and allow students to select 30 credit hours from this area.
  - The proposed changes will provide students with course options within the curriculum.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Science in Business Administration (003)
Degree program requirement change
- For the “Management” option:
  - Remove “12 credit hours of controlled electives” and add BUSN 2213, MGMT 2323, MGMT 2363, and MGMT 2453 as required courses.
  - The proposed changes will ensure students complete management related coursework.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

TCC – Associate in Science in Human Services (228)
Degree program requirement change
- Remove ECON 2013 from “Required Courses.”
- Increase credit hour requirement for “Controlled Electives” from 9 to 12.
- The proposed changes align the curriculum to national standards and current articulation guides in Social Work.
- No courses will be added or deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.
TCC – Associate in Applied Science in Digital Media (216)
Certificate in Digital Media (217)
Degree program requirement changes
• For the “Radio Production Specialist” option:
  o Remove JRMC 2443 from “Required Courses” and add JRMC 1113.
  o The proposed changes provide students with more relevant courses better suited to the needs of Radio Production Specialists.
• No courses will be added or deleted.
• Total credit hours for the degree and certificate will not change.
• No funds are requested from the State Regents.

TCC – Associate in Applied Science in Aviation Sciences Technology (199)
Degree program requirement change
• For the “Professional Pilot” option:
  o Remove CSCI 1203 from “Required Courses.”
  o The proposed change will provide students with a more efficient transfer process as this course is not required for transfer and most students pursuing this option already have advanced computer skills.
• No courses will be added or deleted.
• Total credit hours for the degree will change from 64 to 61.
• No funds are requested from the State Regents.

TCC – Associate in Applied Science in Process Technology (276)
Degree program requirement change
• Add ENGL 2333 to “General Education English” requirement as an alternative to ENGL 1213.
• Remove ECON 2013, CHEM 1114, and CHEM 2054 from “General Education.”
• Reduce credit hour requirement for “General Education” from 34 to 23.
• Remove PRCT 2243 and PRCT 2324 from “Specialized Courses” and add CSCI 1203, ECON 2013, MGMT 1353, PRCT 1134, and QCTT 1313.
• Increase credit hour requirement for “Specialized Courses” from 29 to 38.
• The proposed changes are the result of recommendations from the program advisory committee.
• No courses will be added or deleted.
• Total credit hours for the degree will change from 63 to 61.
• No funds are requested from the State Regents.

TCC – Associate in Applied Science in Air Traffic Control (280)
Degree program requirement change
• Add ENGL 1213 to “General Education English” requirement as an alternative to ENGL 2333.
• Remove PHIL 2113 from “General Education.”
• Reduce credit hour requirement for “General Education” from 21 to 18.
• Remove AVST 1222, AVST 2236, and CSCI 1203 from “Specialized Courses” and add AVST 1232, AVST 2113, AVST 2246, AVST 2262, and AVST 2273.
• Increase credit hour requirement for “Specialized Courses” from 39-40 to 42.
• The proposed changes reflect recommendations from the Federal Aviation Administration (FAA) to better reflect the changing dynamics of Air Traffic Control (ATC) and to better
prepares students for the Air Traffic Selection and Training test, which is required for admission to the FAA ATC Academy.

- Four new courses will be added and one course will be deleted.
- Total credit hours for the degree will change from 60-61 to 60.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Manufacturing Engineering Technology (151)**

Degree program requirement change, degree program option additions, and degree program name change

- Remove ENGL 1213 and ENGL 2333 from “General Education English” and add ENGL 2343.
- Remove MATH 1454 and add MATH 1715 from “General Education Mathematics” and require MATH 1715 or both MATH 1513 and MATH 1613.
- Remove all courses from “Specialized Course Requirements” and replace with BUSN 1053, CSCI 1203, DRAFT 1323, ENGR 2462, and QCTT 1223.
- Add options “Drafting and Design Engineering Technology,” “Manufacturing Engineering Technology,” “Quality Control Technology,” and “Surveying Technology.”
- Change program name to “Engineering Technology.”
- The proposed curricular changes are the result of program reviews and provide students with a common core.
- The proposed options are currently offered as degree programs, however, have experienced consistent low enrollment and graduation rates. TCC is suspending the programs (see suspension agenda item) and adding the options to this degree, which will allow TCC to continue to serve students interested in this career field.
- The proposed name change will better reflect the content of the degree
- Three new courses will be added.
- No courses will be deleted.
- Total credit hours for the degree will change from 61-63 to 60.
- No funds are requested from the State Regents.

**TCC – Certificate in Process Technology (275)**

Degree program requirement change

- Remove CHEM 1114, CHEM 2054, MATH 1454, PRCT 2243, and PRCT 2324 and add PRCT 1134.
- The proposed changes are the result of recommendations from the program advisory committee.
- No courses will be added or deleted.
- Total credit hours for the certificate will change from 48 to 33.
- No funds are requested from the State Regents.
AGENDA ITEM #17-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the Associate in Applied Science in Drafting/Engineering Technology (029), the Associate in Applied Science in Quality Control Technology (068), the Associate in Applied Science in Civil Engineering/Surveying Technology (099), and the Certificate in Healthcare Business Operations (269).

POLICY ISSUES:

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

ANALYSIS:

TCC requested authorization to suspend the Associate in Applied Science in Drafting/Engineering Technology (029). TCC reported low enrollment and graduation rates for several years. Suspension of the program will allow the Science, Technology, Engineering, and Mathematics department time to pursue offering the curriculum as options within the Associate in Applied Science in Manufacturing Engineering Technology (151) (see modification agenda item) and to evaluate the viability of the curriculum. TCC will reinstate or delete the program by December 31, 2014.

TCC requested authorization to suspend the Associate in Applied Science in Quality Control Technology (068). TCC reported low enrollment and graduation rates for several years. Suspension of the program will allow the Science, Technology, Engineering, and Mathematics department time to pursue offering the curriculum as options within the Associate in Applied Science in Manufacturing Engineering Technology (151) (see modification agenda item) and to evaluate the viability of the curriculum. TCC will reinstate or delete the program by December 31, 2014.

TCC requested authorization to suspend the Associate in Applied Science in Civil Engineering/Surveying Technology (099). TCC reported low enrollment and graduation rates for several years. Suspension of the program will allow the Science, Technology, Engineering, and Mathematics department time to pursue offering the curriculum as options within the Associate in Applied Science in Manufacturing Engineering Technology (151) (see modification agenda item) and to evaluate the viability of the curriculum. TCC will reinstate or delete the program by December 31, 2014.
Engineering Technology (151) (see modification agenda item) and to evaluate the viability of the curriculum. TCC will reinstate or delete the program by December 31, 2014.

TCC requested authorization to suspend the Certificate in Healthcare Business Operations (269). TCC reported low enrollment and graduation rates for several years. Suspension of the program will allow time to evaluate employer and student demand and to meet with the advisory committee to determine the viability of the program. TCC will reinstate or delete the program by December 31, 2014.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #17-b:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Tulsa Community College’s request for an addendum to existing cooperative agreements, as described below.

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Center policy. 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, 393 cooperative agreements (involving 128 associate in applied science programs) are offered through 18 colleges and 29 career technology centers 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.

At the March 31, 2005 meeting, the State Regents approved three pilot sites to operate as Alliance partners and begin enrolling students in Fall 2005 with an approved exception to the Institutional Admission and Retention policy for concurrent high school students enrolling in technical programs and courses. The policy exception allows an eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school to be admitted to a college or university in the State System that offers technical associate in applied science (AAS) and certificate programs and enroll in technical courses only if the student meets one of the following minimal standards: ACT/SAT in the 42nd percentile or an ACT PLAN score that predicts such student performance OR a high school GPA of 2.5.

At the February 12, 2009 meeting, the State Regents adopted revisions to the policy including the title of the policy, outlined the rationale behind the formation of Cooperative Alliances, added definitions pertinent to the policy, requirements for cooperative agreement programs regarding curriculum, quality assurance, criteria for admission, student support services, marketing and outreach, institutional reporting, and financial arrangements. There were also revisions to the reporting requirements for alliances.

Tulsa Community College (TCC) requested an addendum to the existing cooperative agreements between TCC and Tulsa Technology Center (TTC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science (AAS) in Emergency Medical Technician (234), the AAS in Surgical Technology (235), and the Certificate in Medical Assistant (181).
POLICY ISSUES:

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

ANALYSIS:

TCC requested authorization for an addendum to the existing Cooperative Agreements between TCC and TTC to allow students to receive up to:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Associate in Applied Science in Emergency Medical Technician (234)</td>
</tr>
<tr>
<td>37</td>
<td>Associate in Applied Science in Surgical Technology (235)</td>
</tr>
<tr>
<td>10</td>
<td>Certificate in Medical Assistant (181)</td>
</tr>
</tbody>
</table>

As indicated in the approval of this cooperative agreement, it is understood that general education courses required for this degree program will not be offered at the technology center as part of this agreement, and high school students will be permitted to enroll in accordance with State Regents’ policy. It is also understood that TCC’s BIOL 1314 will only be allowed to articulate with TTC’s HLTH 0046A and HLTH 0046B for the Cooperative Agreement Programs listed above. This addendum to the cooperative agreement has been approved by TCC and TTC, and approved to operate in compliance with the alliance agreement between TCC and TTC. Institutional and TTC 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 #17-c:

Program Reinstatements.

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

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate the Master of Science in School Psychology (148) which was suspended in January 2010.

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requested authorization to reinstate the Master of Science in School Psychology (148), which was suspended in January 2010.

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

POLICY ISSUES:

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

ANALYSIS:

The Master of Science in School Psychology (148) at SWOSU was suspended at the January 28, 2010 State Regents' meeting based on a request from SWOSU. SWOSU suspended the program after the Oklahoma Commission for Teacher Preparation (OCTP) changed state standards for certification and there were no faculty with proper credentials to meet the new standards. SWOSU has hired qualified faculty and are now able to meet OCTP standards. Reinstatement of the program will meet student needs and adhere to the intentions of SWOSU for the program.

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

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #17-d (1):

GEAR UP.

SUBJECT: Approval of GEAR UP Sub-grants to Oklahoma Institutions of Higher Education in support of implementing a College Liaison/Coach at five Community College sites.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive sub-grants to support the implementation of a College Liaison/Coach intervention strategy for students at participating GEAR UP middle and high schools.

BACKGROUND:

Oklahoma State Regents’ GEAR UP program has continuously investigated successful student intervention strategies implemented in other states that serve as models for replication. Such is the case in the Virginia Community College System’s (VCCS) Career Coach Program. This program has demonstrated over a five year period a sixty-seven percent (67%) increase in the number of high school students who plan to continue working toward postsecondary education as well as a seven (7%) increase in community college enrollments from Virginia high schools with career coach activities in the school. Such results prompted GEAR UP to select a similar Liaison/Coach intervention strategy as a part of the 2011 GEAR UP grant proposal. National research finds that the one critical factor that predicts a first generation college student pursuing and persisting in higher education is having a strong relationship with somebody who can support and encourage them in college life/work. Statistics show that first generation college students are more likely to attend a community college near their home and their parents are more accepting of their student pursuing higher education through the community college system.

GEAR UP students will receive support by College Liaison staff members who will be strategically placed in five Oklahoma community colleges with the highest enrollment of target student local education agencies (LEAs). These Liaisons will assist students in meeting their social services needs by connecting them to existing college services such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these Liaisons will assist the LEAs in organizing college campus tours and will arrange for financial aid presentations and assist students in meeting college entrance requirements such as completing college admissions forms, the FAFSA application and hold one-on-one meetings with GEAR UP students and their parents/families as students transition from high school to college. In addition, the College Liaisons will promote student attendance in summer college bridge programs.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education’s ongoing GEAR UP project (2011-2018) provides sub-grants to five Oklahoma Institutions of Higher Education to implement and sustain a College Liaison/Coach position at the community college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.
POLICY ISSUES:

The U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the development of special programs that place additional trained “liaison/coaches” in positions of direct student support. These liaison/coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

<table>
<thead>
<tr>
<th>School District</th>
<th>MS/HS Enrollment</th>
<th>College Going Rate</th>
<th>Remediation Rate</th>
<th>Free/Reduced Lunch Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caney Valley</td>
<td>381</td>
<td>48%</td>
<td>33%</td>
<td>69%</td>
</tr>
<tr>
<td>Catoosa</td>
<td>1,092</td>
<td>35%</td>
<td>56%</td>
<td>57%</td>
</tr>
<tr>
<td>Checotah</td>
<td>769</td>
<td>44%</td>
<td>42%</td>
<td>81%</td>
</tr>
<tr>
<td>Henryetta</td>
<td>587</td>
<td>53%</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>McLoud</td>
<td>817</td>
<td>41%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>Newkirk</td>
<td>468</td>
<td>38%</td>
<td>16%</td>
<td>70%</td>
</tr>
<tr>
<td>Okmulgee</td>
<td>771</td>
<td>45%</td>
<td>74%</td>
<td>84%</td>
</tr>
<tr>
<td>Roland</td>
<td>644</td>
<td>24%</td>
<td>52%</td>
<td>65%</td>
</tr>
<tr>
<td>Sapulpa</td>
<td>2,203</td>
<td>50%</td>
<td>43%</td>
<td>59%</td>
</tr>
<tr>
<td>Stilwell</td>
<td>895</td>
<td>39%</td>
<td>55%</td>
<td>72%</td>
</tr>
<tr>
<td>Ardmore</td>
<td>1,394</td>
<td>51%</td>
<td>37%</td>
<td>81%</td>
</tr>
<tr>
<td>Davis</td>
<td>526</td>
<td>61%</td>
<td>37%</td>
<td>51%</td>
</tr>
<tr>
<td>Kingston</td>
<td>576</td>
<td>38%</td>
<td>56%</td>
<td>79%</td>
</tr>
<tr>
<td>Little Axe</td>
<td>616</td>
<td>22%</td>
<td>33%</td>
<td>70%</td>
</tr>
<tr>
<td>Madill</td>
<td>859</td>
<td>48%</td>
<td>33%</td>
<td>73%</td>
</tr>
<tr>
<td>Marietta</td>
<td>483</td>
<td>57%</td>
<td>39%</td>
<td>70%</td>
</tr>
<tr>
<td>Tecumseh</td>
<td>1,181</td>
<td>39%</td>
<td>40%</td>
<td>66%</td>
</tr>
<tr>
<td>Duncan</td>
<td>1875</td>
<td>51%</td>
<td>37%</td>
<td>58%</td>
</tr>
<tr>
<td>Elk City</td>
<td>815</td>
<td>59%</td>
<td>35%</td>
<td>53%</td>
</tr>
<tr>
<td>Hobart</td>
<td>414</td>
<td>56%</td>
<td>43%</td>
<td>66%</td>
</tr>
<tr>
<td>Guymon</td>
<td>1,136</td>
<td>35%</td>
<td>55%</td>
<td>65%</td>
</tr>
<tr>
<td>Woodward</td>
<td>1,164</td>
<td>39%</td>
<td>40%</td>
<td>57%</td>
</tr>
<tr>
<td>Harrah</td>
<td>1,179</td>
<td>50%</td>
<td>38%</td>
<td>51%</td>
</tr>
<tr>
<td>Luther</td>
<td>503</td>
<td>31%</td>
<td>75%</td>
<td>60%</td>
</tr>
</tbody>
</table>
While the day-to-day functions of the College Liaison/Coach will vary as the coach collaborates with high school and college campus staff. The College Liaison/Coach will primarily assist and support the specified LEA's students with college preparation, career goals and options. As well as working with specified high schools and their students, the College Liaison/Coach will work with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They will work with the community college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The College Liaison/Coach will also act as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position will work with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The College Liaison will assist the college in tracking and understanding the perspective of a GEAR UP student and will work with specified College Registrars to implement degree completion activities. The GEAR UP College Liaison/Coach will be expected to work with each entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree.

Five community colleges will receive Oklahoma GEAR UP sub-grants in 2012. The following table lists the institutions that are receiving project funding and the amount of funding for 2012. The outcomes are consistent with GEAR UP’s overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is $250,000.00 in federal dollars, all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.
<table>
<thead>
<tr>
<th>Higher Education Site</th>
<th>City or Community</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rose State College</strong></td>
<td>Midwest City</td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><em>McLoud</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Harrah</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Luther</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Tecumseh</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Little Axe</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Murray State College</strong></td>
<td>Tishomingo</td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><em>Ardmore</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Davis</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Madill</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Marietta</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Kingston</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tulsa Community College</strong></td>
<td>Tulsa</td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><em>Catoosa</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Checotah</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Henryetta</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Okmulgee</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Roland</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sapulpa</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Stillwell</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Northern Oklahoma College</strong></td>
<td>Tornado</td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><em>Caney Valley</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Guymon</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Woodward</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Newkirk</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Western State College</strong></td>
<td>Altus</td>
<td><strong>$50,000</strong></td>
</tr>
<tr>
<td><em>Duncan</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Hobart</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Elk City</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$250,000.00</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #17-d (2):

GEAR UP.

SUBJECT: Ratification of GEAR UP Sub-grants for Oklahoma School Districts.

RECOMMENDATION:

It is recommended that the State Regents ratify incentive sub-grants to support professional learning activities and direct services to students designed to increase and enhance student preparation and access to post-secondary education. Grantees are required to implement and sustain professional learning and direct student services as part of the federal GEAR UP project.

BACKGROUND:
The college entrance assessment accepted throughout Oklahoma is the ACT exam. Nationally, Oklahoma scores below average on all ACT college readiness benchmark scores. Because ACT is paid for by students, the ACT benchmark scores reflect a subpopulation of the EXPLORE and PLAN test takers in Oklahoma. Students do not have the resources and support necessary to explore their opportunities of a post-secondary education due to a higher than recommended student to counselor ratio; therefore, implementing interactive college readiness information and access plans to middle and high school students through direct student services and additional college advisement are crucial to addressing the lack of preparedness of Oklahoma students.

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

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education’s ongoing GEAR UP project (2011-2018) provides sub-grants to 24 Oklahoma school districts to implement and sustain professional learning and educational programs designed to address the teacher weakness described above and to also incorporate “college access” activities for students and parents by way of direct student services, which will build local capacity. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

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

**ANALYSIS:**

As a participation requirement school districts must implement three Direct Student Service (DSS) activities. These activities include:

- College Visits
- Senior Transition Services
- 11th Grade ACT Testing

Apart from DSS, school districts will be required to participate in and implement several Professional Learning and Data Services training opportunities provided by GEAR UP. These training opportunities include:

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

- LOGIC Professional Development – This sequence of workshops is designed to provide 6 days of intensive professional development that focuses on educational leadership, guidance and curriculum. The training is designed for school leadership teams (site leaders in administration, teachers and counselors) committed to creating a culture of high expectations. The LOGIC workshops integrate elements from ACT’s Educational Planning and Assessment System; the College Board’s training for Advanced Placement teachers; and the Southern Regional Leadership Board’s (SREB) Leadership Initiative modules.

- Aurora Learning Community Association (ALCA) – ALCA provides data analysis tools for EPAS student assessments and online professional learning opportunities for faculties, helping move GEAR UP schools forward as data driven professional learning communities.

- Southern Regional Education Board (SREB) – Online counselor training will provide strategies and training for school counselors in career, academic, and financial aid counseling. A series of online training modules for counselors supports and encourages their work with first generation college going students and parents.

Other Professional Learning workshops will be offered but are not required for the participating school districts. These opportunities include:

- The *Math Institute* – The summer *Math Institute* has four parts: an administrator day, a teacher institute, a fall school district site visit and a spring follow-up session. This workshop is led by an expert mathematics instructor.

- The *Science Institute* – The *Science Institute* has three parts: an eight day teacher institute, a fall site visit and a spring follow up session. This workshop is led by a college professor from Southwestern Oklahoma State University.
The **Grant Writing Institute – The GEAR UP Grant Institute** is a three day summer training session for school districts as well as school site superintendents, administrators, teachers and counselors to acquire the skills and strategies necessary to identify and write effective grant proposals.

Twenty-four school districts will receive Oklahoma GEAR UP sub-grants in 2012. The following table lists the school districts that are receiving project funding and the amount of funding for 2012. Sub-grant activity will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP’s overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is $1,200,00.00 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

<table>
<thead>
<tr>
<th>School District/School Site</th>
<th>City or Community</th>
<th>County</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Caney Valley</td>
<td>Ramona</td>
<td>Washington</td>
<td>$50,000</td>
</tr>
<tr>
<td>2  Catoosa</td>
<td>Catoosa</td>
<td>Rogers</td>
<td>$50,000</td>
</tr>
<tr>
<td>3  Checotah</td>
<td>Checotah</td>
<td>McIntosh</td>
<td>$50,000</td>
</tr>
<tr>
<td>4  Henryetta</td>
<td>Henryetta</td>
<td>Okmulgee</td>
<td>$50,000</td>
</tr>
<tr>
<td>5  McLoud</td>
<td>McLoud</td>
<td>Potawatomie</td>
<td>$50,000</td>
</tr>
<tr>
<td>6  Newkirk</td>
<td>Newkirk</td>
<td>Kay</td>
<td>$50,000</td>
</tr>
<tr>
<td>7  Okmulgee</td>
<td>Okmulgee</td>
<td>Okmulgee</td>
<td>$50,000</td>
</tr>
<tr>
<td>8  Roland</td>
<td>Roland</td>
<td>Sequoyah</td>
<td>$50,000</td>
</tr>
<tr>
<td>9  Sapulpa</td>
<td>Sapulpa</td>
<td>Creek</td>
<td>$50,000</td>
</tr>
<tr>
<td>10 Stilwell</td>
<td>Stilwell</td>
<td>Adair</td>
<td>$50,000</td>
</tr>
<tr>
<td>11 Ardmore</td>
<td>Ardmore</td>
<td>Carter</td>
<td>$50,000</td>
</tr>
<tr>
<td>12 Davis</td>
<td>Davis</td>
<td>Murray</td>
<td>$50,000</td>
</tr>
<tr>
<td>13 Kingston</td>
<td>Kingston</td>
<td>Marshall</td>
<td>$50,000</td>
</tr>
<tr>
<td>14 Little Axe</td>
<td>Norman</td>
<td>Cleveland</td>
<td>$50,000</td>
</tr>
<tr>
<td>15 Madill</td>
<td>Madill</td>
<td>Marshall</td>
<td>$50,000</td>
</tr>
<tr>
<td>16 Marietta</td>
<td>Marietta</td>
<td>Love</td>
<td>$50,000</td>
</tr>
<tr>
<td>17 Tecumseh</td>
<td>Tecumseh</td>
<td>Potawatomie</td>
<td>$50,000</td>
</tr>
<tr>
<td>18 Duncan</td>
<td>Duncan</td>
<td>Stephens</td>
<td>$50,000</td>
</tr>
<tr>
<td>19 Elk City</td>
<td>Elk City</td>
<td>Beckham</td>
<td>$50,000</td>
</tr>
<tr>
<td>20 Hobart</td>
<td>Hobart</td>
<td>Kiowa</td>
<td>$50,000</td>
</tr>
<tr>
<td>21 Guymon</td>
<td>Guymon</td>
<td>Texas</td>
<td>$50,000</td>
</tr>
<tr>
<td>22 Woodward</td>
<td>Woodward</td>
<td>Woodward</td>
<td>$50,000</td>
</tr>
<tr>
<td>23 Harrah</td>
<td>Harrah</td>
<td>Oklahoma</td>
<td>$50,000</td>
</tr>
<tr>
<td>24 Luther</td>
<td>Luther</td>
<td>Oklahoma</td>
<td>$50,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$1,200,000</td>
</tr>
</tbody>
</table>
AGENDA ITEM #17-d (3):

GEAR UP.

SUBJECT: GEAR UP “Plan4College” Grants to Community Based Organizations and Local Agencies.

RECOMMENDATION:

It is recommended that the State Regents ratify grants to community based organizations and local agencies to create “Plan4College” sites.

BACKGROUND:

Through its involvement with the Southern Regional Education Board (SREB), the Oklahoma State Regents for Higher Education’s GEAR UP project is prepared to support the creation of fourteen new “Plan4College” sites in community based organizations and local agencies in Oklahoma. Oklahoma GEAR UP currently supports thirty-four Plan4College sites and these additional sites will bring the total to forty-six centers throughout Oklahoma. Plan4College sites are facilities dedicated to delivering the message to students and families that postsecondary education is desirable, attainable and affordable. Each site is unique and may be located in libraries and other community facilities. Plan4College sites are patterned after similar sites in other communities in Oklahoma, where a variety of college access activities are incorporated into a single location. These activities include:

- Access to computers and the Internet where students, parents and guardians can research colleges, careers and the Oklahoma’s Promise scholarship program utilizing the Oklahoma State Regents portal, OKcollegestart.org.
- College awareness counseling – activities that inform students and parents about the college experience including college fairs, printed materials about college and visits to college campuses.
- Financial aid counseling – activities that inform families about the costs of college and how to pay for college.

The implementation of Plan4College sites have been embraced by Oklahoma communities. Plan4College centers gives GEAR UP the vehicle needed to take the college access message into communities. The plan is to continue to support previous sites while expanding the message into new communities as the grant is implemented.

POLICY ISSUES:

The provision of early intervention activities and scholarships is a required component of the U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). The federal GEAR UP program also endorses increasing families’ knowledge of available financial aid and increasing family participation for college readiness. Through the creation of Plan4College sites, both of these objectives are addressed.
ANALYSIS:

The Southern Regional Education Board (SREB) has promoted the creation of facilities like Plan4College sites through its GO Alliance program and has provided training workshops for GEAR UP staff as well as consultation in the creation of the sites. For 2012, the GEAR UP staff has solicited eleven Oklahoma community based organizations or local agencies that have agreed to create Plan4College sites:

1. Catoosa Public Library, Catoosa, OK
2. Jim Lucas Checotah Public Library, Checotah, OK
3. McLoud Public Library, McLoud, OK
4. Newkirk Public Library, Newkirk, OK
5. Okmulgee Public Library, Okmulgee, OK
6. Bartlett-Carnegie Sapulpa Public Library, Sapulpa, OK
7. Davis Public Library, Davis, OK
8. Duncan Public Library, Duncan, OK
9. Elk City Carnegie Library, Elk City, OK
10. Hobart Public Library, Hobart, OK
11. Woodward Public Library, Woodward, OK

Each site will enter into a Memorandum of Understanding (attached) for receipt of a one-time grant ($2,000 each) that will support creation of the Plan4College sites. Total funding for the grants is $22,000.00 in federal dollars, all derived from the State Regents’ current GEAR UP grant award. No state funding is involved.
GEAR UP - Gaining Early Awareness and Readiness for Undergraduate Programs

Plan4College Subgrants

Memorandum of Understanding

The Oklahoma State Regents for Higher Education is pleased to provide subgrant funds to community based organizations and agencies that will be used to implement a college access “Plan4College” program in school year 2012. The purpose of the Plan4College program is to increase college awareness and access for Oklahoma students, families and communities. This program is funded through Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Examples of college access activities that may be incorporated into the Plan4College program include:

- Promotion of Oklahoma’s Promise scholarship program.
- College Awareness Counseling – activities that inform students and parents about the college experience including college fairs, printed materials about college and visits to college campuses.
- Financial Aid Counseling – activities that inform families about the costs of college and how to pay for college.

The Oklahoma State Regents for Higher Education will:

- Provide up to $2,000 in sub-grant funds. The distribution of grant funds is scheduled for March 2012.
- Provide technical support for advancing the Plan4College program.

Plan4College sub-grantees will:

- Identify a Plan4College program contact person. This person will serve as the grantee’s representative to the Oklahoma State Regents for Higher Education and will be responsible for coordinating Plan4College program activities. A portion of grant funds may be used to compensate the contact person.
- Create a Plan4College site - a facility dedicated to delivering the message to students and families that post secondary education is desirable, attainable and affordable. Each site is unique and specifics of the Plan4College site should be arranged through the assigned GEAR UP Outreach Coordinator.
- Use provided Plan4College materials, including curricula for presenting workshops to students and parents. These materials, available in English and Spanish, help communicate the Plan4College message.
- Engage Plan4College volunteers. Trained college student and community mentors are valuable resources in helping students reach their potential through education.
- Partner with one or more Oklahoma colleges or universities. The college partner may be a resource for information and for recruiting Plan4College program volunteers.
- Form a Plan4College program committee. The purpose of the committee is to provide advice and support to the grantee, especially in promoting the Plan4College program and helping to sustain the program after GEAR UP grants are expended. The Committee should include representatives from the local education agency including but not limited to teachers, administrators, students and parents; representatives from community-based or business organization partners; and representatives from college/university partners.
- Provide reports and information to the Oklahoma State Regents for Higher Education designed to evaluate the effectiveness of the Plan4College program. The required reports and information will be determined by the assigned GEAR UP Outreach Coordinator.
Funding provided through the GEAR UP Plan4College program must be used solely for the program activities. Plan4College program grantees are encouraged to extend and sustain the project through the inclusion of other community partners and in the acquisition of additional funds from sources.

Funds from Plan4College program must be used to *supplement* (increase the level of services) and not *supplant* (replace) funds from nonfederal sources. Any project activity required by state law, State Department of Education rules or local school board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

**Funding can be used for the following items:**
- Desktop Computer
- Paper Supplies
- Printer
- Misc. Supplies
- Computer Desk
- Public Relations – flyers, newspaper ads, etc.
- Internet Access

By signing this Memorandum of Understanding, the Oklahoma State Regents for Higher Education and the Plan4College program grantee agree to the elements of the memorandum as well as the “Additional Terms and Conditions” (attached as page 3).

Name of Grantee:
Address of Grantee:

______________________________   ___________
Chief Executive Officer of Grantee    Date

______________________________   ___________
Assistant Vice-Chancellor for GEAR UP     Date

______________________________   ___________
Chancellor, Oklahoma State Regents for Higher Education   Date
1. The Memorandum of Understanding (pages 1-2), and these statements and provisions all are incorporated and constitute the grant agreement. It is specifically provided, however, that these Additional Terms and Conditions shall prevail in all cases of conflict arising from the terms of the Memorandum of Understanding.

2. This grant is awarded by the Oklahoma State Regents for Higher Education (OSRHE) subject to the availability of funds from a U.S. Department of Education GEAR UP federal grant, funds appropriated by legislative act for the purposes stated and to the receipt of adequate private funding. All amendments and/or extensions or subsequent grants entered into for the same or continued purposes are executed contingent upon the availability of federal grant funds, appropriated funds and private funding. Notwithstanding any other provision in this grant or any other document, this grant is void upon appropriated funds becoming unavailable or the unavailability of private funding.

3. Grantee agrees that no other agreement, written or oral, purporting to alter or amend this grant shall be valid. This grant may be extended or otherwise amended only by formal written amendment properly executed by both OSRHE and the Grantee. This grant constitutes the entire agreement between OSRHE and Grantee for the accomplishment of the grant project.

4. In the conduct of the grant project, Grantee shall be subject to the laws of the State of Oklahoma governing this grant and the project. This grant shall be interpreted according to the laws of the State of Oklahoma except as may be otherwise provided for in this grant.

5. Grantee, to the extent permitted by law, shall hold OSRHE harmless from and shall indemnify OSRHE against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring in any way incident to, arising from, or in connection with, any acts of Grantee, its agents, employees, and Subgrantees, done in the conduct of the project.

6. Grantee shall establish, maintain, and utilize internal program procedures sufficient to provide for the appropriate and effective management of all activities relevant to this grant. Grantee shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Grantee in connection with the grant project. These records and accounts shall be retained by Grantee and made available for programmatic or financial audit by OSRHE and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the grant project or the date of the receipt by OSRHE of Grantee's final claim for payment or final expenditure report in connection with this grant, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed and all questions have been resolved.

7. If Grantee, in OSRHE's sole determination, fails or refuses for any reason to perform any of its obligations under this grant, OSRHE may impose such sanctions as it may deem appropriate. This includes, but is not limited to, the withholding of payments to Grantee until Grantee complies; the cancellation, termination, or suspension of this grant in whole or in part; and the seeking of other remedies as may be provided by this grant or by law. Any cancellation, termination, or suspension of this grant, if imposed, shall become effective at the close of business on the day of Grantee's receipt of written notice thereof from OSRHE. This grant may be also terminated by the OSRHE at any time upon notice to Grantee.

8. Expenditures and/or activities for which Grantee may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from the OSRHE. If this grant is canceled, terminated, or suspended by OSRHE prior to its expiration date, the monetary value of services properly performed by Grantee pursuant to this grant shall be determined by OSRHE and paid to Grantee as soon as reasonably possible. If OSRHE determines that OSRHE is due a refund of money paid to Grantee pursuant to this grant, Grantee shall pay the money due to OSRHE within 30 days of Grantee's receipt of written notice that such money is due to OSRHE. If Grantee fails to make timely payment, OSRHE may obtain such money from Grantee by any means permitted by law, including, but not limited to, offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.

9. Grantee shall submit programmatic and fiscal expenditure reports in the time and manner requested by OSRHE. Failure to submit reports in a timely manner may result in imposition of sanctions as outlined in paragraph 8.

10. Grantee agrees that any alterations, additions, or deletions to the terms of this project which are required by changes in state or federal law or regulations shall be automatically incorporated into this project and shall become effective on the date designated by such law or regulation.

11. To the extent applicable laws, regulations, court orders, or official interpretations require OSRHE to include additional language in its contracts, Grantee agrees to amend this grant agreement and to cooperate in the execution of any amendment to this grant agreement necessary to effectuate such laws, regulations, court orders or official interpretations.

12. Grantee understands that acceptance of funds under this grant agreement acts as acceptance of the authority of the State Auditor’s Office, U.S. Department of Education, the Comptroller General of the United States or any authorized representative, or any successor agency, to conduct an audit or investigation in connection with those funds. Grantee further agrees to cooperate fully with any such agencies in the conduct of the audit or investigation, including providing all records requested.

13. The U.S. Department of Education awarded Oklahoma with a state GEAR UP grant totaling $20.5 million in 1999. The grant was supplemented with a one-year extension of $4.4 million in 2004. Oklahoma received additional GEAR UP grants totaling $20.6 million in 2005 and $34.9 million in 2011. The grants have been matched by more than $48 million from state and partner resources. With the addition of the 2011 grant, Oklahoma’s GEAR UP program will ultimately receive more than $80.4 million in federal funds by 2018.
AGENDA ITEM #17-e:

Tuition Policy.

SUBJECT: Ratification of Exception to Policy on Refund of Tuition and Fees.

RECOMMENDATION:

It is recommended that the State Regents ratify an exception to policy requested by OSU Institute of Technology to allow for refunds of certain students’ tuition and fee charges.

BACKGROUND:

An exception to policy has been requested by OSU Institute of Technology to allow for certain refunds of tuition and fee charges after the established add/drop deadline as defined in current policy. Further, the policy exception is being considered by the Council of Presidents and is currently being reviewed through an administrative review process. Until such time as a formal policy change is requested and/or approved by the State Regents, OSU Institute of Technology has requested an exception in certain circumstances to help students that have never attended classes and didn’t follow the official procedures for withdrawal from classes to waive charges that normally would have incurred allowing the students an opportunity to enroll again at some point in the future.

POLICY ISSUES:

This recommendation is consistent with State Regents’ Tuition and Fee Policy.

ANALYSIS:

Under current policy students that enroll in classes and do not process and officially drop by the defined add/drop period incur tuition and fee charges and result in an administrative “hold” on their educational records. OSU Institute of Technology has requested an exception to policy to allow for six students enrolled in the Spring and Summer 2011 terms that never attended classes to have charges removed and required failing grades from their educational records.
AGENDA ITEM #17-f:

Capital.

SUBJECT: Ratification of Capital Allotments for FY2012.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of November 10, 2011, through January 6, 2011.

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 November 10, 2011, through January 6, 2012, 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 $15,261,987 representing $14,284,987 in State funding and $977,000 in Section 13/New College Funds.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allocated</th>
<th>Amount in College Accounts</th>
<th>State Funds</th>
<th>Totals by Institution</th>
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<tr>
<td>Oklahoma State University</td>
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<td>General University Buildings Maintenance, Repair &amp; Remodel</td>
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AGENDA ITEM #17-g:

Agency Operations.

SUBJECT:  Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between November 5, 2011 and December 31, 2011.

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 November 5, 2011 and December 31, 2011, there were three (3) purchases in excess of $25,000 but not in excess of $100,000.

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

Core

1) Immix Technology in the amount of $95,104.00 for software licenses and consulting services for continuing development of the Oklahoma Education Information System/Unitized Data System database. This project is vital to the Complete College America Project as well as other SPA, Fiscal and Academic Affairs projects (funded from 210-Core).

OCAP

2) Cox Media in the amount of $25,398.19 for 1,264 30-second “FAFSA” spots run between January 30, 2012 and March 2, 2012 in the Oklahoma City and Tulsa viewing area. These commercials emphasize the importance of completing the FAFSA form for federal student aid (funded from 701-OCAP).
3) Computer Discount Warehouse (CDW) in the amount of $39,712.00 for equipment to provide OneNet the ability to adjust the bandwidth provided to a customer to meet their needs. Each customer circuit requires two Rate and Interface Converter, Intelligent (RICI) devices to regulate the bandwidth. The RICI devices act as a converter connecting Ethernet over T3 circuits (funded from 718-OneNet).
AGENDA ITEM #17-h:

Non-Academic Degree.

SUBJECT: Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's request to award an Honorary Degree at their 2011 Fall Commencement.

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award an honorary degree during the 2011 fall commencement. The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees
- conferral of honorary degrees that are distinguishable from earned degrees
- conferral of honorary degrees not to exceed the number specified in the policy
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments

The Oklahoma State University request meets requirements of the State Regents’ policy. The proposed diploma for the honorary degree is attached for State Regents’ approval.
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Donald D. Humphreys

to the Honorary Degree of

Doctor of Humane Letters

in recognition of distinguished achievements

with all the honors, privileges and obligations belonging thereto,

and in witness thereof have authorized the issuance of

this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the

seventeenth day of December, two thousand eleven

For the Regents

Julie Carson
Chairman

V. Bruce Sherry
President of Regents

For the University

Sheryl D. Tucker
Vice of Division
AGENDA ITEM #18-a:

Programs.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2011 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 (2011-2012).

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 #18-b:

Annual Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated authority to the Chancellor to approve minor exceptions and clarifications to Oklahoma State Regents for Higher Educations’ (OSRHE) policy that will not result in a broad scale circumvention of policy. All exceptions are requested by the President and supported by extenuating circumstances and are to be reported to the State Regents on a quarterly basis. This is the 51st report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to OSRHE academic policies were granted by the Chancellor since the September 8, 2011 report.

ANALYSIS:

Tulsa Community College (TCC)

September 9, 2011

An exception to the OSRHE Institutional Admission and Retention policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until the student has demonstrated the ability to succeed academically by raising his or her GPA to the retention standards by attending another institution, was granted to a TCC student. This exception is based on the documentation provided by TCC explaining the student’s background and a recommendation of readmission by a TCC Appeals Committee.

Oklahoma City Community College (OCCC)

September 13, 2011

An exception to the OSRHE Institutional Admission and Retention policy, which states that off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC to allow specified part-time faculty to teach concurrent enrollment courses at Capitol Hill High School, Dove Science Academy, Douglass High School, Northeast Academy, Northwest Classen High School, Southeast High School, and U.S. Grant High School. This exception was based on the fact that the instructors met the qualifications of a regular, full-time faculty member as approved by the department chair and dean of the college offering the course.
Minutes of the Seven Hundred Thirty-Eighth Meeting  
December 1, 2011

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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, December 1, 2011, in the State 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 October 15, 2010. A copy of the agenda for the meeting had
been posted in accordance with the Open Meeting Act.

2. CALL TO ORDER. Regent Carson called the meeting to order and presided.
Present for the meeting were Regent Toney Stricklin, Ron White, Stuart Price, Jody
Parker, Julie Carson, Ike Glass, Mike Turpen, and John Massey.

3. MINUTES OF THE PREVIOUS MEETING. Regent Parker made a motion,
seconded by Regent Massey, to approve the minutes of the State Regents’ meetings on
October 19, 2011 and October 20, 2011. Voting for the motion were Regents White,
Price, Parker, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion
were none.

4. REPORTS.
   a. Report of the Chairman. Regent Carson welcomed all those in attendance
      at the meeting. She expressed her condolences to the Oklahoma State University
family on behalf of the State Regents for the loss of women’s basketball head coach, Kurt Budke, and assistant coach, Miranda Serna. Chairman Carson asked Chancellor Johnson to provide his report.

b. Report of the Chancellor. Chancellor Glen D. Johnson provided Regents with a list of engagements he had attended on behalf of the State Regents. He noted that the first two regional legislative tour events had been completed and stated that both were well attended by legislators, institution faculty, and staff.

5. SPECIAL GUEST. Chairman Carson introduced Dr. Vince Orza, president and CEO of KSBI TV-52 in Oklahoma City, and asked him to provide Regents with an update on the new “Mind Games” program, which features teams of students from Oklahoma colleges and universities in a weekly competition for scholarships. Chairman Carson added that she was very proud of everyone involved in the program.

6. FACULTY ADVISORY COUNCIL.

a. Regents received the 2011 Annual Faculty Advisory Report. Issues within the 2011 FAC workplan included weapons on campus, student preparation and retention, funding priorities, federal and state financial aid programs, effectiveness of adjunct faculty, textbook costs, services for special student groups, faculty pension and the Oklahoma Teachers Retirement System, and security on campus.

b. Regents recognized those Faculty Advisory Council members who had completed their terms of service. Regents also recognized newly elected Faculty Advisory Council members, who are elected by the Faculty Assembly to represent faculty from both independent and State System institutions.
7. **NEW PROGRAMS.** Regent Massey made a motion, seconded by Regent Glass, to approve the request from Langston University offer the Bachelor of Science in Public Health. Voting for the motion were Regents Price, Parker, Carson, Glass, Massey, Stricklin, and White. Voting against the motion were none. Regent Turpen was not present for the vote.

8. **PROGRAM DELETIONS.** Regent Price made a motion, seconded by Regent Parker, to approve the following requests for program deletions:

   - Cameron University requested to delete the Bachelor of Science in Engineering Design Technology and the Bachelor of Science in Electronic Engineering Technology.
   - Langston University requested to delete the Bachelor of Science in International Studies and the Associate in Science in Pre-Veterinary Science.
   - Southeastern Oklahoma State University requested to delete the Bachelor of Science in Biotechnology.
   - Southwestern Oklahoma State University requested to delete the Bachelor of Science in Information Systems.
   - Tulsa Community College requested to delete the Certificate in Electronics – Nanotechnology, the Certificate in Information Technologies Convergence, the Certificate in Information Technologies Convergence – Cisco Routing Basics, the Legal Assistant Applicant, the Medical Assistant Applicant, the Medical Laboratory Technical Applicant, the Nursing Applicant, the Radiography Applicant, and the Respiratory Therapy Applicant.
Voting for the motion were Regents Parker, Carson, Glass, Massey, Stricklin, White, and Price. Voting against the motion were none.

9. **ACCREDITATION.** Regent Price made a motion, seconded by Regent White, to approve the ECI: Education and Cultural Interactions, Inc., in Oklahoma City, Oklahoma with qualification for four years. Voting for the motion were Regents Carson, Glass, Massey, Stricklin, White, Price, and Parker. Voting against the motion were none.

10. **GRANTS.**
   a. Regent Glass made a motion, seconded by Regent Massey, to accept grant funds in the amount of $673,763 for Improving Teacher Quality programs. Voting for the motion were Regents Glass, Massey, Stricklin, White, Price, Parker, and Carson. Voting against the motion were none.
   b. Regent Price made a motion, seconded by Regent Massey, to approve 2012 Summer Academy Grants in the amount of $730,495. Voting for the motion were Regents Massey, Stricklin, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

11. **OKLAHOMA CAMPUS COMPACT.** Regents recognized the winners of the Oklahoma Campus Compact annual Voter Registration Contest. The 2011 contest winners were Eastern Oklahoma State College, Rogers State University, and the University of Central Oklahoma. Thirteen institutions participated in the contest resulting in a total of 1,405 students being registered to vote.

12. **UNIVERSITY OF CENTRAL OKLAHOMA.** Regent Price made a motion, seconded by Regent White, to approve the request from the University of Central Oklahoma to implement the Mabel Bassett Correctional Center (MBCC) pilot project as a
permanent program. Voting for the motion were Regents Stricklin, White, Price, Parker, Carson, Glass, and Massey. Voting against the motion were none.

13. **E&G BUDGET.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the allocation of $1,730,601.90 each to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Massey, and Stricklin. Voting against the motion were none.

14. **AUDIT.** Regent Stricklin made a motion, seconded by Regent Massey, to accept the FY2011 audit reports on financial statements for the State Regents’ Operations and for the Oklahoma College Assistance Program from independent auditors at Cole & Reed, PC. Voting for the motion were Regents Price, Parker, Carson, Glass, Massey, Stricklin, and White. Voting against the motion were none.

15. **REVENUE BOND.**

   a. Regent Stricklin made a motion, seconded by Regent Parker, to certify the Statements of Essential Facts for the University of Oklahoma Series 2012A revenue bonds in an amount of approximately $70,000,000 and Series 2012B in an amount of approximately $6,000,000. Proceeds will be used to construct, renovate, and equip student housing and academic facilities on the Norman campus. Voting for the motion were Regents Parker, Carson, Glass, Massey, Stricklin, White, and Price. Voting against the motion were none.

   b. Regent Stricklin made a motion, seconded by Regent Parker, to certify the Statements of Essential Facts for the Tulsa Community College Series 2012 in the amount of $7,640,000. Proceeds will be used to refund the institution’s
outstanding Student Facilities Revenue Bonds, Series 2002. Voting for the motion were Regents Carson, Glass, Massey, Stricklin, White, Price, and Parker. Voting against the motion were none.

16. CONTRACTS AND PURCHASES. Regent Stricklin made a motion, seconded by Regent Parker, to approve the following purchase in excess of $100,000: Staplegun Design, Inc., in the amount of $390,000 for the advertising campaign for Oklahoma’s Promise. Voting for the motion were Regents Glass, Massey, Stricklin, White, Price, Parker, and Carson. Voting against the motion were none.

17. DELETED ITEM.

18. COMMENDATIONS. Regent Glass made a motion, seconded by Regent White, to recognize State Regents’ staff for state and national recognitions. Voting for the motion were Regents Massey, Stricklin, White, Price, Parker, Carson, and Glass. Voting against the motion were none.

19. EXECUTIVE SESSION. Mr. Robert Anthony, State Regents’ General Counsel, indicated that there was not a need for Regents to enter into an executive session.

20. CONSENT DOCKET. Regent White made a motion, seconded by Regent Price, to approve the following consent docket items:

   a. Programs
      
      (1) Approval of institutional requests for program modifications.
      
      (2) Approval of institutional requests for program reinstatement.
   
   b. Program Reconciliation. Approval of institutional requests for program reconciliation.
c. Electronic Media. Approval of request from Western Oklahoma State College to offer an existing degree program via electronic delivery.

d. Cooperative Agreements. Ratification of institutional request.

e. Post Audits.
   
   (1) Approval of institutional requests for final approval and review schedule extensions for existing programs.

   (2) Approval of institutional requests for final approval for the Bachelor of Science in Organizational Leadership at the Reach Higher universities.


g. Regional University Baccalaureate Scholarships. Authorization of freshmen scholarship slots for Fall 2012.

h. Academic Scholars Program. Authorization of freshman institutional nominee scholarship slots for Fall 2012.

i. Grant. Acceptance of a grant from the Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Youth Suicide Prevention and Early Intervention initiative.


k. Agency Operations.
   
   (1) Ratification of purchases in excess of $25,000.

   (2) Approval of technical amendments to agency retirement plans.
1. Resolution. Approval of resolution honoring Oklahoma State University basketball coaches Kurt Budke and Miranda Serna, former State Senator Olin Branstetter, and his wife, Paula Branstetter.

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

21. REPORTS. Regent Price made a motion, seconded by Regent Massey, to accept the following reports:

   a. Programs. Status report on program requests.

   b. Annual Reports.

      (1) 2010-2011 Academic Scholars Year End Report

      (2) 2010-2011 Oklahoma Tuition Aid Grant Year End Report

      (3) 2010-2011 Oklahoma Tuition Equalization Grant Year End Report

      (4) 2010-2011 Regional University Baccalaureate Scholarships Year End Report.

      (5) 2010-2011 Annual Accreditation Report

      (6) Tuition Analysis Report. FY2012 Tuition Analysis Report for submission to the legislature.

      (7) Financial Operations Report

      (8) ACT Scores Annual Report

      (9) Technology Transfer Policy Review and Data Study

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

29. REPORT OF THE COMMITTEES.
a. Academic Affairs/Social Justice and Student Services Committees. Regent Price reported that all of the committee’s items had been acted on.

b. Budget and Audit Committee. Regent Stricklin reported that the committee had no additional items to bring forward.

c. Strategic Planning & Personnel and Technology Committee. Regent Glass reported that all of the committee’s items had been handled.

d. Investment Committee. Regent White reported that the committee had no other items for consideration.

23. NEW BUSINESS. No new business was brought before the Regents.

24. ANNOUNCEMENT OF NEXT REGULAR MEETINGS. Regent Carson announced that the State Regents’ next regular meetings would be held on Wednesday, January 25, 2012, at 10:30 a.m., and Thursday, January 26, 2012, at 9 a.m., at the State Regents’ offices in Oklahoma City.

25. ADJOURNMENT. With no additional items to address, the meeting was adjourned.

ATTEST:

________________________________  ______________________________
Julie Carson, Chairman    James D. Harrel, Secretary
1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 9 a.m. Wednesday, November 30, 2011, in the State Regents’ offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on December 13, 2010. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Jimmy Harrel, Mike Turpen, and John Massey. Chairman Carson called the meeting to order and presided.

3. **INVESTMENTS.** Regents discussed an email received from Mr. Keith Motes, a managing partner for Mercer, which stated that Mercer has agreed to retain Mr. Dick Anderson but that the details of the arrangement are still being negotiated. Regent Massey expressed concerns that the State Regents were given misleading information regarding Mr. Anderson’s employment at Mercer. Regent White stated that he felt it was merely a disconnect between the Mercer human resources department and the other individuals involved. Regent Parker indicated that Mr. Anderson may only be available for discussions directly with the State Regents and asked about his continued involvement in Mercer’s day-to-day activities. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, stated that there were real concerns about Mr. Anderson’s involvement in day-to-day research and investment activities. She clarified that Regents had approved the selection of Mercer but had not signed the contract. Regents discussed the balance of the endowment fund and about making changes without being under contract with an investment consultant. Vice Chancellor Paliotta stated that many of the Regents’ questions would not be answered until the negotiations between Mr. Anderson and Mercer are completed.

   Mr. Anderson and Ms. Beth Johnson, Mercer, joined the discussions by telephone. They provided a market overview and update on the State Regents’ endowment performance. No recommendations on managers or funds were made. Regents asked Mr. Anderson about his arrangement with Mercer and Mr. Anderson stated that the Regents would not notice a difference in his involvement. Regent Price asked if Mr. Anderson would still travel to meet with potential advisors and managers. Mr. Anderson clarified that he had not personally met with managers for some time.

4. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Price, to go into executive session for confidential communications concerning pending investigations, claims, or actions and to discuss the performance review of the Chancellor. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.

5. **UNIVERSITY OF OKLAHOMA.** Dr. David Boren, President of the University of Oklahoma, and Dr. Gerard Clancy, President of OU-Tulsa, provided Regents with an update on the University of Oklahoma – Tulsa School of Community Medicine. President Boren stated that Price-Waterhouse had completed a study of financial plans to make the School of Community
Medicine sustainable through private gifts. He noted that the endowment for the school was currently at $52 million. The school is partnering with the University of Tulsa on the Physician’s Assistant program and will expand this partnership to the MD program, which will be accredited under OU’s medical school accreditation. Dr. Clancy provided an overview of the report.

6. OKLAHOMA STATE UNIVERSITY. Dr. Howard Barnett, President of OSU-Tulsa, provided Regents with an update on the Oklahoma State University Center for Health Sciences College of Osteopathic Medicine. He indicated that there is support from the current Speaker’s office to develop a bill to fund 1,000 residency slots over a 7-year period. The approximate cost of these slots is $40 million.

7. REACH HIGHER. Dr. Houston Davis, Vice Chancellor for Academic Affairs, Dr. Debbie Blanke, Associate Vice Chancellor for Academic Affairs, and Ms. Sheila Smith, Reach Higher Administrator, provided Regents with an update on the adult degree completion initiative, Reach Higher. Vice Chancellor Davis stated that the administration of the program had moved from Northeastern State University to the State Regents’ offices, as Reach Higher has evolved from a single program into a degree completion policy. The initiative now includes both bachelors and associates level degrees. Regent Massey asked if the State Regents’ staff were coordinating the marketing budget and Dr. Davis answered that they were. Dr. Blanke noted the revitalization of the Online College of Oklahoma. Dr. Davis advised Regents of the Reach Higher annual reception for graduates on April 14, 2012.

8. LEGISLATIVE UPDATE. Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with an update on legislative interim studies for 2011. She reported that some topics to be reviewed include Tulsa area institution success, efficiency and effectiveness of Oklahoma higher education, capital bond requests, statutory exemptions granted to higher education entities, the Ardmore Higher Education Center, and Oklahoma’s involvement in the Complete College America and Complete to Compete initiatives.

9. ADJOURNMENT. With no other items to discuss, the meeting was adjourned.

ATTEST:

____________________________   _____________________________
Julie Carson, Chairman       Jimmy Harrel, Secretary