NOTE

This document contains recommendations and reports to the State Regents regarding items on the April 19, 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 April 19, 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.

STUDENTS


ACADEMIC

6. New Programs.
   a. Oklahoma State University. Approval of requests to offer the Master of Science in Aviation and Space and the Certificate in Online Teaching. Page 3.
   
   
   c. Northeastern Oklahoma A&M College. Approval of requests to offer the Certificate in Natural Resources Ecology and Management (one-year) and Certificate in Natural Resources Ecology and Management (two-year). Page 37.
   
   d. Oklahoma State University Institute of Technology – Okmulgee. Approval of request to offer the Associate in Applied Science in Pipeline Integrity Technology. Page 45.
c. Tulsa Community College. Approval of requests to offer the Associate in Applied Science in Diagnostic Medical Sonography and the Certificate in Diagnostic Medical Sonography. Page 51.

7. **Program Deletions.** Approval of institutional requests for program deletions. Page 59.

8. **Academic Policy.**


**FISCAL**

10. **E&G Allocation.** Acceptance of Funding Formula Recommendations. Page 111.

11. **Master Lease Program.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2012 REAL Property Master Lease Program. Page 113.

12. **EPSCoR.** Appointment of members to the Oklahoma EPSCoR Advisory Committee. Page 117.

13. **Contracts and Purchases.** Approval of purchases over $100,000. Page 119.

14. **Deleted Item.** Page 121.

**EXECUTIVE**

15. **Policy.** Approval of changes to the Administrative Operations policy within the State Regents’ Policy and Procedures Manual to establish the position of Higher Education Chief Information Officer (CIO) and for updating the Council for Information Technology policy. Page 123.

16. **FallinForBusiness.** A report on Governor Mary Fallin’s survey of the State’s business leaders insights on challenges and issues in Oklahoma's current business climate. Page 127.

17. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 129.

18. **Executive Session.** Page 133.

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.
19. **Personnel.** Discussion and possible action regarding the position of Interim Vice Chancellor for Academic Affairs. Page 135.

**CONSENT DOCKET**

20. **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 137.
      
      (2) Program Reinstatements. Ratification of institutional request. Page 149.

   b. **GEAR UP.**
      
      (1) Ratification of a Letter of Agreement between Aurora Learning Community Association and Oklahoma GEAR UP to provide a longitudinal data system to GEAR UP school districts. Page 151.
      
      (2) Ratification of a Letter of Agreement between Battelle for Kids’ and Oklahoma GEAR UP to provide a support system and professional development. Page 153.


   e. **Non-Academic Degrees.**
      
      (1) Approval of a posthumous degree request from the University of Oklahoma. Page 159.
      
      (2) Approval of honorary degree requests from the University of Oklahoma. Page 161.
      
      (3) Approval of honorary degree requests from Oklahoma State University. Page 167.
      
      (4) Approval of honorary degree requests from Langston University. Page 171.
      
      (5) Approval of a posthumous degree request from Oklahoma City Community College. Page 172.1.

21. **Reports.** Acceptance of reports listed.

   a. **Programs.** Status report on program requests. (Supplement) Page 173.

   b. **Annual Reports.**
      
      (1) Oklahoma Elementary Mathematics Specialist Certification Program. Page 175.
   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.

23. **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."

24. ** Announcement of Next Regular Meeting —** The next regular meetings are scheduled to be held on Thursday, May 24, 2012 at 10:30 a.m. and Friday, May 25 at 9 a.m. at the State Regents’ Office in Oklahoma City.

25. **Adjournment.**
AGENDA ITEM #5:

Chancellor Hans Brisch Scholarship Program Awards.

SUBJECT: FY 2012-13 Awards.

RECOMMENDATION:

It is recommended that the State Regents approve the individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2012-13 academic year and ratify payment of the scholarship award.

BACKGROUND:

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

POLICY:

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

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 73 nominees for the FY 2012-13 award and identified the top 4 candidates. It is recommended that the State Regents approve the FY 2012-13 Chancellor’s Scholars recipients as follows:

Micheal Barnes, Lawton MacArthur High School
Lindsay Barron, Classen School of Advanced Studies
Miakela Hooper, Tushka High School
Mandy Schroeder, Kremlin-Hillsdale High School

Supplement
AGENDA ITEM #6-a:

New Programs.

SUBJECT: Oklahoma State University. Approval of requests to offer the Master of Science in Aviation and Space and the Certificate in Online Teaching.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University’s request to offer the Master of Science in Aviation and Space and the Certificate in Online Teaching, both to be offered via electronic delivery, 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 Science in Aviation and Space.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 18 students in Fall 2014; and

- **Certificate in Online Teaching.** Continuation beyond Fall 2013 will depend upon:
  - Majors enrolled: a minimum of 3 students in Fall 2012; and
  - Graduates: a minimum of 3 students in 2012-2013.

BACKGROUND:

Academic Plan

Oklahoma State University’s (OSU) Academic Plan lists the following institutional priorities and new funding initiatives:

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

APRA Implementation

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

<table>
<thead>
<tr>
<th>Degrees and/or certificate programs deleted</th>
<th>Degrees and/or certificate programs added</th>
</tr>
</thead>
<tbody>
<tr>
<td>76</td>
<td>69</td>
</tr>
</tbody>
</table>

**Program Review**

OSU offers 224 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>16</td>
</tr>
<tr>
<td>Associate in Arts or Sciences Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Associate in Applied Science Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>94</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>70</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>44</td>
</tr>
<tr>
<td>First Professional Degrees</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Program Development Process**

OSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Master of Science in Aviation and Space at the July 29, 2011 meeting and the Certificate in Online Teaching at the December 2, 2011 meeting. OSU requests authorization to offer the Master of Science in Aviation and Space and the Certificate in Online Teaching, both via electronic delivery, as outlined below.

OSU is currently approved to offer the following programs via online delivery:

- Certificate in Biobased Products and Bioenergy
- Certificate in Business Data Mining
- Bachelor of Science in Electrical Engineering Technology
- Master of Business Administration
- Master of General Agriculture
- Master of Science in Agriculture Education
- Master of Science in Biosystems Engineering
- Master of Science in Chemical Engineering
- Master of Science in Computer Science
- Master of Science in Electrical Engineering
- Master of Science in Engineering and Technology Management
- Master of Science in Entrepreneurship
- Master of Science in Fire and Emergency Management
- Master of Science in Human Environmental Science
- Master of Science in Industrial Engineering and Management
- Master of Science in Management Information Systems
- Master of Science in Mechanical and Aerospace Engineering
- Master of Science in Telecommunications
POLICY ISSUES:
This action is consistent with the Academic Program Approval and the Electronically Delivered and Traditional Off-Campus Courses and Programs policies.

The Oklahoma State Regents for Higher Educations’ 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 Science in Aviation and Space

Program purpose. The purpose of this program is to prepare students to be successful in professional positions within the aviation and aerospace industry.

Program rationale and background. The curriculum for the proposed Master of Science (MS) in Aviation and Space is currently offered as an option under the MS in Interdisciplinary Studies (155), which is housed within OSU’s Graduate College. In addition to updating the curriculum, this proposal will move the MS degree to the College of Education where all Aviation faculty, as well as over 200 undergraduate students in the Bachelor of Science in Aerospace Administration and Operations (247) are located. The curriculum of the proposed MS in Aviation and Space consists of revised content developed with input from professionals in the Aerospace industry and OSU’s Aviation Advisory Board and will better respond to industry needs. The proposed degree, titled Aviation and Space rather than Interdisciplinary Studies, will better serve graduates as they seek employment or promotion with a degree.

Employment opportunities. Oklahoma is one of the top six global hubs for maintenance and repair overhaul (MRO) services. As Baby Boomers move into their retirement years, it is anticipated there will be many opportunities for graduates of this program to find employment. Advanced Technology Services, Inc., a United States manufacturing services outsourcer, surveyed 141 aerospace manufacturers and learned that the skilled labor shortage has already begun to see a decline. Sixty-three percent of the managers surveyed indicated that a lack of well-trained employees was a significant reason their company was unable to grow. For career promotion, entry-level aviation/aerospace related government positions, such as those located at Tinker Air Force Base (TAFB) and within the Federal Aviation Administration (FAA), are now requiring graduate degrees. In early 2012, the Oklahoma City Air Logistics Center at TAFB expected 46 percent of their workforce to be eligible for retirement within 7 years. The proposed degree in Aviation and Space will prepare students for employment in these aviation/aerospace careers. Additionally graduates of this degree will have the opportunity to seek management positions at the FAA’s Mike Monroney Aeronautical Center in Oklahoma City. OSU also reports that graduates of this program will also find employment in Tulsa with American Airlines and Omni Air International’s MRO operations. OSU is confident that graduates of this program will be able to find employment within the industry.

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>18</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>4</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** The proposed degree program would replace OSU’s Master of Science in Interdisciplinary Studies (155) with an option in Aviation and Space and would duplicate the following existing program:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>Master of Science in Aerospace Administration and Logistics (079)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email on August 12, 2011. The University of Oklahoma (OU) and Southeastern Oklahoma State University (SEOSU) requested a copy of the proposal, which were sent January 26, 2012 and October 14, 2011, respectively. Neither OU nor SEOSU 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 33 total credit hours as shown in the following table. Ten new courses will be added (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>Research and Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

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

**Delivery method and support services.** The library, facilities and equipment are adequate. The program will be delivered electronically and OSU will utilize Desire2Learn management system and will incorporate other tools such as VoIP software and Web 2.0. OSU 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.** The library, facilities and equipment are adequate.

**Financing.** The proposed degree program would replace OSU’s Master of Science in Interdisciplinary Studies (155) with an option in Aviation and Space and 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 Master of Science in Aviation and Space are shown in the following tables.
### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** This amount reflects the portion of the overall instructional budget for the Aviation department that is allocated for AVED full-time faculty instructing masters-level course work.

<table>
<thead>
<tr>
<th>State Resources Available through Internal Allocation and Reallocation</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></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Tuition</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>$25,200</td>
<td>$42,336</td>
<td>$66,672</td>
<td>$104,976</td>
<td>$165,402</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition is calculated based on a projected student enrollment of 5, 8, 12, 18, and 27 in years 1 through 5. Currently, each AVED Outreach courses costs $840 per course. The AVED department anticipates each student completing 2 courses each semester for the fall, spring and summer semesters. The AVED department also projects a 5 percent tuition increase during years 2 through 5. One hundred percent of generated student tuition flows through the College of Education Outreach office.

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$15,120</td>
<td>$25,401</td>
<td>$40,004</td>
<td>$62,985</td>
<td>$99,242</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** These figures represent the amount allocated to the Outreach Office to pay for expenses associated with delivery and instruction of AVED course work through that office.

<table>
<thead>
<tr>
<th>Faculty</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>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** These figures represent the percent of the total instructional budget portion allocated to the AVED Master of Science program to pay for AVED faculty instructing master-level coursework as part of their in-load teaching requirement.

<table>
<thead>
<tr>
<th>Graduate Assistants</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>$5,040</td>
<td>$8,467</td>
<td>$13,334</td>
<td>$20,995</td>
<td>$33,080</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** The funding for graduate assistants represents a proportion of the total expenditures for such personnel that support master degree courses.

<table>
<thead>
<tr>
<th>Student Employees</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment and Instructional Materials</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contractual Services</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Support Services</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commodities</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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Printing</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>$2,520</td>
<td>$4,234</td>
<td>$6,667</td>
<td>$10,498</td>
<td>$16,540</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** Reflects the amount budgeted for printing brochures for marketing and recruitment.

<table>
<thead>
<tr>
<th>Telecommunications</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>$2,520</td>
<td>$4,234</td>
<td>$6,667</td>
<td>$10,498</td>
<td>$16,540</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel</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>$2,520</td>
<td>$4,234</td>
<td>$6,667</td>
<td>$10,498</td>
<td>$16,540</td>
<td></td>
</tr>
</tbody>
</table>
Awards and Grants

<table>
<thead>
<tr>
<th></th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$95,200</td>
<td>$112,336</td>
<td>$136,672</td>
<td>$174,976</td>
<td>$235,402</td>
</tr>
</tbody>
</table>

Certificate in Online Teaching

Program purpose. The proposed program will provide educators at all levels with the pedagogical and technological skills needed to provide effective and formalized online learning opportunities. The objectives for the program are aligned with the National Standards for Quality Online Teaching and will utilize existing courses.

Program rationale and background. Online learning is more prevalent in higher education. The 2010 Sloan Survey of Online Learning reveals that enrollment in online courses rose by almost one million students from the previous year. This survey of more than 2,500 colleges and universities nationwide also indicates that approximately 5.6 million students were enrolled in at least one online course in Fall 2009. Online courses are also becoming more prevalent in K-12 education as many public school districts in Oklahoma are offering online options for students and others have joined the Oklahoma Virtual High School organization. The Oklahoma Legislature’s concern for quality online education in the Kindergarten through 12th (K-12) grade arena is also clear, as in 2009 Senate Bill 604 established an Internet-Based Instruction Task Force and in 2010, Senate Bill 2129 was passed creating a Statewide Virtual School Task Force. The Oklahoma State Department of Education has established procedures for online courses in K-12 education. Students completing the certificate will add pedagogical and technological skills to their existing content knowledge and emerge prepared to design, develop, deliver, and sustain online learning in an educational institution.

Employment opportunities. As online learning becomes more prevalent in education, the demand for educators who have the knowledge and skills to teach online courses according to research-based standards will experience rapid growth. Many of the students pursuing this certificate are already employed in their chosen career field and will complete the curriculum to enhance their credentials. This certificate will assist both higher education faculty and Oklahoma public school teachers in meeting this demand by providing the knowledge and skills needed to create and facilitate quality online courses. OSU is confident there will be a continuous demand for this degree.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>3</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>3</td>
<td>2012-2013</td>
</tr>
</tbody>
</table>

Duplication and impact on existing programs. There are no Certificate in Online Teaching programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 22, 2011. None of the State System institutions notified the State Regents’ office of a protest to the proposed certificate program. Approval will not constitute unnecessary duplication.
**Curriculum.** The proposed certificate program will consist of 12 total credit hours as shown in the following table. No new courses will be added (Attachment B).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Coursework</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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

**Delivery method and support services.** The library, facilities and equipment are adequate. The program will be offered via electronic delivery and OSU will utilize Desire2Learn management system and will incorporate other tools such as VoIP software and Web 2.0. OSU 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.** The library, facilities and equipment are adequate.

**Financing.** The proposed certificate program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

**Program resource requirements.** Program resource requirements for the Certificate in Online Teaching are shown in the following tables.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Year of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Funding Sources</strong></td>
<td>**1st Year</td>
</tr>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and Reallocation</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** The amounts provided are for a portion of the average salary and benefits for faculty teaching four courses per year and for College of Education Outreach staff. Current OSU faculty are qualified to teach courses in this program.

| Student Tuition | $10,888 | $14,518 | $18,147 | $30,487 | $38,108 |

**Narrative/Explanation and Calculations:** Tuition and fees are calculated based on $302.45 per credit hour with a student enrollment of 3, 4, 5, 8 and 10 in years 1 through 5 and each student completing 12 credit hours per academic year. OSU anticipates a 5 percent tuition increase in year 4.

**TOTAL** | $35,888 | $39,518 | $43,147 | $60,487 | $68,108
<table>
<thead>
<tr>
<th>B. Breakdown of Budget Expenses/Requirements</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amounts shown support a portion of the College of Education Outreach staff salary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$24,000</td>
<td>$28,000</td>
<td>$28,000</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amounts shown support the average salary and benefits for faculty to teach four courses per year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$29,200</strong></td>
<td><strong>$29,200</strong></td>
</tr>
</tbody>
</table>

Attachments
# ATTACHMENT A

## OKLAHOMA STATE UNIVERSITY

### MASTER OF SCIENCE IN AVIATION AND SPACE

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>9</td>
</tr>
<tr>
<td>AVED 5563 Aerospace Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5663 Issues in the Airline/Aerospace Industry</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5773 Historical Significance of Aviation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research and Inquiry</strong></td>
<td>6</td>
</tr>
<tr>
<td>AVED 5053 Guided Readings in Research</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5153 Capstone in Aerospace Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives (Select 18 hours from the following)</strong></td>
<td>18</td>
</tr>
<tr>
<td>AVED 5103 Aviation Career Development</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5113 Aviation Safety Program Development</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5200 Graduate Internship in Aviation and Space</td>
<td>1-6</td>
</tr>
<tr>
<td>AVED 5303 Aviation and Space Quality Issues</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5453 Advanced Aviation Security</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5463 Aerospace Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5473 Aerospace Education and Training Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5543 Advanced Communications in Aviation Organizations</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5593 Influencing Public Policy in the Aerospace Industry</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5673 Aerospace Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5813 Earth Observation Systems</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5823 Space Science</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5873 Aerospace Project and Program Management</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5883 Aviation Economics</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5893 Aerospace Executive Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5953 Labor Relations in Aviation and Aerospace</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5963 Airport Operations</td>
<td>3</td>
</tr>
<tr>
<td>AVED 5973 Aerospace Law</td>
<td>3</td>
</tr>
<tr>
<td>*AVED 5993 Ethics in Aviation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

*Asterisks denotes new courses*
OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN ONLINE TEACHING

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td>EDTC 5103 Advanced Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5153 Computer Based Instructional Development</td>
<td>3</td>
</tr>
<tr>
<td>OCED 5673 Principles and Practices of Distance Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTC 5720 Education Workshop: Teaching Online</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #6-b:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of requests to offer the Master of Education in Bilingual Education/Teaching English as a Second Language, the Master of Education in Secondary Education, the Master of Arts in Gerontology, the Master of Arts in Human Communication, and the Master of Public Administration in Public Administration.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma’s request to offer the Master of Education in Bilingual Education/Teaching English as a Second Language, the Master of Education in Secondary Education, the Master of Arts in Gerontology, the Master of Arts in Human Communication, and the Master of Public Administration in Public Administration 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 Education in Bilingual Education/Teaching English as a Second Language.** Continuation beyond Fall 2015 will depend upon:
  - Majors enrolled: a minimum of 35 students in Fall 2014; and

- **Master of Education in Secondary Education.** Continuation beyond Fall 2016 will depend upon:
  - Majors enrolled: a minimum of 150 students in Fall 2015; and
  - Graduates: a minimum of 30 students in 2015-2016.

- **Master of Arts in Gerontology.** Continuation beyond Fall 2016 will depend upon:
  - Majors enrolled: a minimum of 15 students in Fall 2015; and
  - Graduates: a minimum of 7 students in 2015-2016.

- **Master of Arts in Human Communication.** Continuation beyond Fall 2016 will depend upon:
  - Majors enrolled: a minimum of 20 students in Fall 2015; and
  - Graduates: a minimum of 5 students in 2015-2016.
**Master of Public Administration in Public Administration.** Continuation beyond Fall 2015 will depend upon:
Majors enrolled: a minimum of 20 students in Fall 2014; and

**BACKGROUND:**

**Academic Plan**

The University of Central Oklahoma (UCO)’s Academic Plan lists the following institutional priorities and new funding initiatives:

- Engage students in transformative learning through a) leadership, b) research, scholarly and creative activities, c) service learning and civic engagement activities, d) global and cultural competencies, and e) self-awareness and healthy lifestyles;
- Improve student outcomes through a) persistence towards academic goals, b) academic performance, and c) post-graduate success;
- Enhance the learning environment through a) student-faculty ratio, b) integration of part-time faculty, c) learning spaces, and d) learning technologies; and
- Support learning collaborations a) on the UCO Campus, b) among institutions, and c) with metropolitan, regional and global communities.

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

| 57 | Degrees and/or certificate programs deleted |
| 17 | Degrees and/or certificate programs added |

**Program Review**

UCO offers 96 degree and/or certificate programs as follows:

| 1 | Certificates |
| 0 | Associate in Arts or Sciences Degrees |
| 3 | Associate in Applied Science Degrees |
| 62 | Baccalaureate Degrees |
| 30 | Master’s Degrees |
| 0 | Doctoral Degrees |
| 0 | First Professional Degrees |
All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with UCO’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
UCO’s faculty developed the proposals, which were reviewed and approved by institutional officials. UCO’s governing board approved delivery of the Master of Education in Bilingual Education/Teaching English as a Second Language, the Master of Education in Secondary Education, the Master of Arts in Gerontology, Master of Arts in Human Communication, and the Master of Public Administration in Public Administration at the January 20, 2012 meeting. UCO requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Bilingual Education/Teaching English as a Second Language

Program purpose. The purpose of the proposed program is to prepare teachers who can enhance the learning experiences of English language learners and to promote a general acceptance and understanding of the richness and contribution of linguistic and cultural diversity in American society and the world.

Program rationale and background. Teacher preparation in bilingual education and teaching English as a second language has existed at UCO in some form for 30 years. Beginning in the early 1980’s, the program was a collection of courses leading to teaching endorsements in these areas. In the early 2000’s, when the Department of Education restructured certificates across the state, the endorsements were eliminated and the course work was moved to an option under the Master of Education in Education (165). The program has steadily grown, especially in the number of international students seeking degrees in this discipline, as well as increasing numbers of educators in the Oklahoma metropolitan area. UCO believes they will continue to grow as a stand-alone program and will be able to better market the degree to potential students. Students will also benefit from the development of the option into a stand-alone program by being able to more accurately represent their credentials during the job search process.

Employment opportunities. Many of the students interested in this program are already employed as teachers and are interested in this program due to the increasing number of English language learners in the State of Oklahoma. Statewide, the Oklahoma State Department of Education data indicate the number of English language learners is 11 percent. The Oklahoma City metropolitan area, especially the Oklahoma City Public Schools (OKCPS), has experienced dramatic increases in the demand of English language learners in the classroom. Currently, 28 percent of the student population in the OKCPS is now classified as English language learners, which reflects an increase of 2,000 students over the past three years. The OKCPS also employs 91 teachers who work with English language learners and report the need to increase this number each year in an effort to address the needs of the students. Other public school districts in the Oklahoma City metropolitan area, such as Putnam City, Moore, Western Heights, Mustang, and others, also show increasing populations of English language learners and a need to employ teachers in English as a Second Language. Additionally, the UCO Department Curriculum and Instruction anticipates a continued interest from international students, predominately from Korea and China, who are currently English teachers and who pursue this degree to improve their knowledge and skills and return to their countries. UCO is confident there will be a continuous demand for this degree.
**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>35</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>12</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** The proposed program would replace the Bilingual Education/Teaching English as a Second Language option under the Master of Education in Education (165) at UCO. Although there are no Master of Education in Bilingual Education/Teaching English as a Second Language degree programs offered in Oklahoma the proposed program shares some content with the following existing programs:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>Master of Arts in English (086) with an option in Teaching English as a Second Language</td>
</tr>
<tr>
<td>Langston University</td>
<td>Master of Education in Education (052) with an option in Bilingual/Multicultural Education</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Master of Education in Teaching (124) with an option in Bilingual/Multicultural Education</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email on December 22, 2011. None of the State System institutions 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 34 total credit hours as shown in the following table. One new course will be added (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Core</td>
<td>11</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

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

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

**Financing.** The proposed 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 Master of Education in Bilingual Education/Teaching English as a Second Language are shown in the following tables.

### Year of Program

<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>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
</tr>
</tbody>
</table>

Narrative/Explanation: The proposed program represents a request for a separate degree (M.Ed. in Bilingual Education/Teaching English as a Second Language) that is already being offered as an option through the College’s M.Ed. in Education program. The tuition generated by students currently enrolled in the M.Ed. in Education – Bilingual Education/Teaching English as a Second Language option will be reallocated to support the new program.

| Student Tuition | $72,956 | $86,620 | $98,264 | $121,552 | $133,196 |

Narrative/Explanation and Calculations: Tuition is based on the current tuition rate of $201.25 per credit hour and course fees of $14.38 per credit hour. The department anticipates students completing 12 credit hours each year and a projected student enrollment in years 1 through 5 of 25, 30, 35, 45, and 50. Based on enrollment in the M.Ed. in Education – Bilingual Education/Teaching English as a Second Language, the department anticipates approximately 10 percent of the students enrolling in this program will be international, who will pay the non-resident tuition rate of $476.80 per credit hour and course fees of $14.38 per credit hour.

| TOTAL | $209,246 | $222,910 | $234,554 | $257,842 | $269,486 |

---

### Year of Program

<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>$3,615</td>
<td>$3,615</td>
<td>$3,615</td>
<td>$3,615</td>
<td>$3,615</td>
</tr>
</tbody>
</table>

Narrative/Explanation: Administrative support of the departmental Administrative Assistant. Amount equals 1/6 of position time.

| Faculty | $131,475 | $131,475 | $131,475 | $131,475 | $131,475 |

Narrative/Explanation: Amount needed to support the salary of two full-time faculty members and 27 hours of part-time faculty.

| Graduate Assistants | $0 | $0 | $0 | $0 | $0 |

| Student Employees | $1,200 | $1,200 | $1,200 | $1,200 | $1,200 |

Narrative/Explanation: Amount is for 1/6 of the total hours allotted for student workers at $7.25 per hour and working 31 hours per week for 32 weeks per academic year.

| Equipment and Instructional Materials | $0 | $0 | $0 | $0 | $0 |

| Library | $0 | $0 | $0 | $0 | $0 |

| Contractual Services | $0 | $0 | $0 | $0 | $0 |
Other Support Services

<table>
<thead>
<tr>
<th>Commodities</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
<td>$136,290</td>
</tr>
</tbody>
</table>

---

**Master of Education in Secondary Education**

**Program purpose.** The purpose of the proposed program is to prepare high quality professional educators at the graduate level by advancing the development of current secondary teachers and by preparing teachers who are alternatively certified. The curriculum is aligned with and uses the objectives of the National Board of Professional Teaching Standards.

**Program rationale and background.** The proposed program has existed for decades as an option under the Master of Education in Education (165) and has been in a department different from where the faculty that provide all the core and guided elective courses required in the program are located. The proposed program will align the curriculum and the listing of the major with the Professional Teacher Education department.

**Employment opportunities.** Most of the students and graduates of the program are either already employed as educators or find positions while enrolled in the program. According to UCO, a majority of the students enrolled in the current Secondary Education option are finding employment in the Oklahoma City metropolitan area and are filling a need in teacher shortage areas. Local area schools have been highly responsive to graduates of the current option as it will allow teachers in the school districts to gain advanced knowledge applicable to their certificate area and strengthen their pedagogical and knowledge base. Additionally, the curriculum fulfills requirements from the Oklahoma State Department of Education for alternatively certified teachers to complete additional training. UCO is confident there will be a continuous demand for this degree.

**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>150</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>30</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** The proposed program would replace the Secondary Education option under the Master of Education in Education (165) at UCO. The proposed program would either duplicate or shares some content with the following existing programs:
Institution | Existing Program
--- | ---
Cameron University | Master of Education in Education (650) with an option in Secondary Education
East Central University | Master of Education in Grad-Secondary (083) with an option in Secondary Education
Southeastern Oklahoma State University | Master of Education in Secondary Education (074) (suspended)

A system wide letter of intent was communicated by email on December 22, 2011. None of the State Systems institutions 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 32 total credit hours as shown in the following table. No new courses will be added (Attachment B).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education</td>
<td>15</td>
</tr>
<tr>
<td>Teaching Specialization</td>
<td>8</td>
</tr>
<tr>
<td>Electives</td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

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

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

**Financing.** The proposed 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 Master of Education in Secondary Education 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>
</tbody>
</table>

19
### A. Funding Sources

<table>
<thead>
<tr>
<th>State Resources Available through Internal Allocation and Reallocation</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></td>
<td>$110,684</td>
<td>$110,684</td>
<td>$110,684</td>
<td>$110,684</td>
<td>$110,684</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** The proposed program represents a request for a separate degree (M.Ed. in Secondary Education) that is already being offered as an option through the College’s M.Ed. in Education program. The tuition generated by students currently enrolled in the M.Ed. in Education – Secondary Education option will be reallocated to support the new program.

<table>
<thead>
<tr>
<th>Student Tuition</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></td>
<td>$336,383</td>
<td>$362,258</td>
<td>$388,134</td>
<td>$388,134</td>
<td>$388,134</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition is calculated based on projected enrollments of 130, 140, 150, 150, and 150 and that each student will complete 12 credit hours each year. The tuition rate used in calculation is the current 2011-2012 rate of $201.25 per credit hour and course fees of $14.38 per credit hour.

### B. Breakdown of Budget

#### Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$5,772</td>
<td>$5,772</td>
<td>$5,772</td>
<td>$5,772</td>
<td>$5,772</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** Administrative support of the departmental Administrative Assistant at ¼ of position time.

| Faculty | $102,650 | $102,650 | $102,650 | $102,650 | $102,650 |

**Narrative/Explanation:** Salary of one full-time faculty member, ½ salary of one full-time faculty member, ¼ salary of two full-time faculty members and 24 hours of part-time faculty.

| Graduate Assistants | $2,262 | $2,262 | $2,262 | $2,262 | $2,262 |

**Narrative/Explanation:** Amount needed for ¼ of the total hours allotted for student workers at $7.25 per hour and working approximately 39 hours per week, 32 weeks per academic year.

| Equipment and Instructional Materials | $0 | $0 | $0 | $0 | $0 |
| Library | $0 | $0 | $0 | $0 | $0 |
| Contractual Services | $0 | $0 | $0 | $0 | $0 |
| Other Support Services | $0 | $0 | $0 | $0 | $0 |
| Commodities | $0 | $0 | $0 | $0 | $0 |
| Printing | $0 | $0 | $0 | $0 | $0 |
| Telecommunications | $0 | $0 | $0 | $0 | $0 |
| Travel | $0 | $0 | $0 | $0 | $0 |
| Awards and Grants | $0 | $0 | $0 | $0 | $0 |

**TOTAL** | $110,684 | $110,684 | $110,684 | $110,684 | $110,684 |
**Master of Arts in Gerontology**

**Program purpose.** The proposed program will provide students with an advanced understanding of applied research and scholarship within gerontology and will develop professional discipline related skills through coursework, practicum, and research. The curriculum will provide students with advanced gerontological knowledge in sociology, psychology, and biology disciplines as they relate to the aging population and will prepare graduates for a variety of positions in the aging services industry.

**Program rationale and background.** The proposed program currently exists as an option under the Master of Education in Adult Education (156) and was housed within the College of Education and Professional Studies. As a Master of Education program, students were at a disadvantage when competing for jobs because of the confusion among potential employers about the degree designation and name. Creating the Master of Arts in Gerontology will better represent the academic characteristics of the major and assist students as they pursue their careers. The program will be located within the Department of Sociology and Substance Abuse Studies in the College of Liberal Arts, which will provide a natural student population from which to recruit students as they graduate from sociology and other related programs within the college.

**Employment opportunities.** In Oklahoma, the number of individuals aged 65 and over will increase nearly 54 percent from 2000 to 2025. As the population continues to age over the next thirty years, opportunities for students with training in gerontology will increase. Individuals with training in gerontology typically find employment in the social and human services and healthcare related fields. According to the Oklahoma Employment Security Commission, jobs within these areas are expected to increase 7 percent to 17 percent between 2008 and 2018. National employment data from the Bureau of Labor Statistics’ Occupational Outlook Handbook indicate that careers in the field of social work will increase 12 percent to 22 percent. UCO is confident that graduates of this program will find employment within their chosen career 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>15</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>7</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** The proposed program would replace the Adult Education Gerontology option under the Master of Education in Adult Education (156) at UCO. Although there are no Master of Arts in Gerontology degree programs offered in Oklahoma the proposed program shares some content with the following existing programs:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>Master of Science in Human Development and Family Sciences (095) with an option in Gerontology</td>
</tr>
<tr>
<td>University of Oklahoma Health Sciences Center</td>
<td>Master of Science in Geriatrics/Gerontology (081) (suspended)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email on October 14, 2011. None of the State System institutions 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 32 total credit hours as shown in the following table. No new courses will be added (Attachment C).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Core</td>
<td>13</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>14-15</td>
</tr>
<tr>
<td>General Electives</td>
<td>4-5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

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

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

**Financing.** The proposed 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 Master of Arts in Gerontology are shown in the following tables.

<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>A. Funding Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

*Narrative/Explanation: The Program Director has established two scholarships for students that total $1,500 per academic year and will support two students at $500 and two students at $250. The scholarships are funded from the Edmond Senior Community Foundation ($1,000) and from the Judy Leitner Gerontology Scholarship ($500).*

| State Resources Available through Internal Allocation and Reallocation | $100,894 | $100,894 | $100,894 | $100,894 | $100,894 |

*Narrative/Explanation: These funds represent the salary ($76,405) and benefits ($24,489) of one program director/primary faculty that will be reallocated from the College of Education and Professional Studies to the College of Liberal Arts. This shift includes one class release time for program administration and $2,670 per semester doctoral prepared adjunct.
<table>
<thead>
<tr>
<th>Year of Program</th>
<th>A. Funding Sources</th>
<th>1(^{st}) Year</th>
<th>2(^{nd}) Year</th>
<th>3(^{rd}) Year</th>
<th>4(^{th}) Year</th>
<th>5(^{th}) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td></td>
<td>$50,437</td>
<td>$50,437</td>
<td>$50,437</td>
<td>$50,437</td>
<td>$50,437</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition is calculated based on the 2011-2012 tuition rate of $201.25 per credit hour and course fees of $18.69 per credit hour. The department projects Year 1 through 5 enrollments to be 12, 15, 15, 15, and 20 students completing 18 credit hours per academic year.

**TOTAL**  
$149,901  $161,778  $161,778  $161,778  $181,572

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>B. Breakdown of Budget Expenses/Requirements</th>
<th>1(^{st}) Year</th>
<th>2(^{nd}) Year</th>
<th>3(^{rd}) Year</th>
<th>4(^{th}) Year</th>
<th>5(^{th}) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$1,406</td>
<td>$1,406</td>
<td>$1,406</td>
<td>$1,406</td>
<td>$1,406</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown reflects one twentieth of an administrative support position that is already part of the departmental budget.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$100,894</td>
<td>$100,894</td>
<td>$100,894</td>
<td>$100,894</td>
<td>$100,894</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown will provide for one full-time faculty member to teach and direct the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$7,280</td>
<td>$7,280</td>
<td>$7,280</td>
<td>$7,280</td>
<td>$7,280</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown includes salary for one graduate assistant per academic year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employees</td>
<td>$1,031</td>
<td>$1,031</td>
<td>$1,031</td>
<td>$1,031</td>
<td>$1,031</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown includes salary for one ninth of two student workers for two academic semesters at $7.25 per hour for 40 hours per week.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$294</td>
<td>$294</td>
<td>$294</td>
<td>$294</td>
<td>$294</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The library maintains an updated Gerontology collection. Government documents are also available to augment resources. The current allocation for library purchases for the department is $2,650, which is divided among nine faculty members.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Other Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>$60</td>
<td>$60</td>
<td>$60</td>
<td>$60</td>
<td>$60</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown is the portion of the departmental budget allocated to cover printing costs for the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$59</td>
<td>$59</td>
<td>$59</td>
<td>$59</td>
<td>$59</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount shown reflects one twentieth of departmental budget for phone service.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amount will allow for travel to two professional conferences per year and is already part of the departmental budget.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**  
$113,024  $113,024  $113,024  $113,024  $113,024
**Master of Arts in Human Communication**

**Program purpose.** The proposed degree program will provide students with advanced research skills that will allow graduates to function more effectively in their chosen career field. Additionally, students interested in pursuing a doctoral degree in the discipline will be better prepared by expanding upon the knowledge base obtained in their baccalaureate program.

**Program rationale and background.** Over the past five years, student interest in a graduate program in communication has increased. In Fall 2009, the Department of Mass Communication Student Advisement Survey indicated nearly 63 percent of the undergraduate students at UCO were interested in pursuing a master’s degree in communication at UCO. Currently in Oklahoma, there are limited opportunities for graduate-level work in communication, with the University of Oklahoma (OU) providing the only Masters of Arts in Communication (222) program. UCO indicates that graduates of their undergraduate degrees in communication who are not admitted into OU’s program must either leave the state or pursue master’s degrees in other disciplines. Additionally, whereas OU’s program focuses strictly on research, the curriculum for UCO’s proposed program is designed to provide students with both research and practical application in the workplace.

**Employment opportunities.** The proposed program will provide students with the academic preparation and experience necessary to teach undergraduate courses at a two-year college or a four-year non-graduate degree granting institution. A July 2011 review of the National Communication Association Career Center job postings for instructors/assistant professors lists 16 openings. *Spectra*, a monthly magazine of the National Communication Association, lists an equal number of teaching positions available each month. These listings demonstrate a high demand for master’s level communication graduates. Program graduates will also be qualified to pursue careers in human resources, training and development. According to the Oklahoma Employment Security Commission, jobs as Training and Development Managers will increase 12 percent from 2008 to 2018 while careers as Training and Development Specialists will increase 25 percent during the same time period. Also, careers in Human Resources, Training, and Labor Relations Specialists will increase nearly 18 percent from 2008 to 2018. UCO is confident that graduates of this program will secure employment in their chosen career 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 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** Although there are no Master of Arts in Human Communication degree programs offered in Oklahoma the proposed program shares some content with the following existing programs:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Master of Arts in Communication (222)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email on December 22, 2011. None of the State System institutions notified the State Regents’ office of a protest to the proposed degree program. Due to
increasing student demand, anticipated employment opportunities and unique focus of the curriculum, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 36 total credit hours as shown in the following table. Nine new courses will be added (Attachment D).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Core</td>
<td>12</td>
</tr>
<tr>
<td>General Electives</td>
<td>18</td>
</tr>
<tr>
<td>Required Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

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

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

**Financing.** The proposed 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 Master of Arts in Human Communication 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>$13,196</td>
<td>$26,393</td>
<td>$52,786</td>
<td>$52,786</td>
<td>$52,786</td>
<td></td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition revenue is calculated based on 5 students in year 1, 10 students in year 2, and 20 students in years 3 – 5. UCO anticipates each student to complete 12 credit hours each academic year at a graduate tuition rate of $201.25 per credit hour and course fees of $18.69 per credit hour.

**TOTAL** | $13,196 | $26,393 | $52,786 | $52,786 | $52,786 |
### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Professional Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$5,340</td>
<td>$5,340</td>
<td>$5,340</td>
<td>$5,340</td>
<td>$5,340</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$5,340</strong></td>
<td><strong>$5,340</strong></td>
<td><strong>$5,340</strong></td>
<td><strong>$5,340</strong></td>
<td><strong>$5,340</strong></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** This program will require funding for one additional graduate-level course to be offered in the fall and spring semesters. This can be accomplished by adding an additional adjunct faculty member to teach an undergraduate course in order to make available a Ph.D. professor to teach the graduate course. The amount shown will cover the expenses for salary and benefits for the additional adjunct faculty.

---

**Master of Public Administration in Public Administration**

**Program purpose.** The purpose of this program is to prepare students for careers and positions of leadership in local, state, tribal and federal governments, private firms doing business with governments, and non-profit organizations. The curriculum is designed to match the National Association of Schools of Public Affairs and Administration (NASPAA).

**Program rationale and background.** The proposed program is currently offered at UCO as an option under the Master of Arts in Political Science (136). However, the Master of Arts is an academic degree suggesting a research orientation with an emphasis on contributing to the body of disciplinary knowledge and generating new theory and typically requires a Master’s thesis. The Master of Public Administration (MPA) is an applied degree with an emphasis on applying theoretical knowledge to the practice of public administration and typically requires a capstone paper and an element of practical experience. UCO’s proposed MPA utilizes the latter model and, therefore, believes the degree designation should reflect this. By creating the MPA in Public Administration, students will be able to have the designation of MPA on their transcripts and allow them to present their academic credentials more accurately and in the most advantageous manner to employers. UCO also has letters of support for the MPA program from the City of Lexington, the Oklahoma Municipal Assurance Group, and the International City/County Management Association.
Employment opportunities. According to the American Community Survey, over 60,000 federal employees work in the State of Oklahoma and the U.S. Census Bureau indicates the number of full-time state and local government employees in Oklahoma is 221,134. The State of Oklahoma also has a large non-for-profit sector. As of June 2011, the Oklahoma Center for Non-profits lists 419 member non-profit agencies. Additionally, there are over 500 federally recognized Native American tribes in the U.S. with 38 of these tribes having established their headquarters in Oklahoma. Each of these sectors is a potential employer of graduates of the MPA program. Therefore, the MPA program is an attractive option for the many mid-career public professionals in the Oklahoma City metropolitan area employed by state and federal agencies, numerous city, county and tribal governments, and non-profit organizations. In June 2011, the online employment system JobApps.com listed over 300 vacancies in Oklahoma that specifically mentioned public administration in either the job description or minimum qualifications. UCO is confident that graduates of this program will find employment in their chosen 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 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

Duplication and impact on existing programs. The proposed program would replace the Public Administration option under the Master of Arts in Political Science (136) at UCO. The proposed program would duplicate the following existing program:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Master of Public Administration in Public Administration (197)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email on December 22, 2011. The University of Oklahoma (OU) requested a copy of the proposal, which was sent on February 2, 2012. OU did not notify the State Regents’ office of a protest. Due to increasing student demand, anticipated employment opportunities and unique focus of the curriculum, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 36 total credit hours as shown in the following table. Ten new courses will be added (Attachment E).
**Faculty and staff.** Existing faculty will teach the proposed degree program.

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

**Financing.** The proposed degree program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

**Program resource requirements.** Program resource requirements for the Master of Public Administration in Public Administration 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></td>
<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></td>
<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></td>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>State Resources Available through Internal Allocation and Reallocation</td>
<td>$26,424</td>
<td>$13,212</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Student Tuition</td>
<td>$43,988</td>
<td>$43,988</td>
<td>$43,988</td>
<td>$52,038</td>
<td>$52,038</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$70,412</strong></td>
<td><strong>$57,200</strong></td>
<td><strong>$43,988</strong></td>
<td><strong>$52,038</strong></td>
<td><strong>$52,038</strong></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** The proposed program represents a request for a separate degree (MPA) that is already being offered as an option through the department’s MA in Political Science. In years 1 and 2, the tuition generated by students currently enrolled in the MA in Political Science – Public Administration option will be reallocated to support the new MPA program. The department anticipates all students currently enrolled in the MA in Political Science – Public Administration option to graduate within 2 years and therefore no funds will be reallocated after year 2.

<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>$1,876</td>
<td>$1,876</td>
<td>$1,876</td>
<td>$1,876</td>
<td>$1,876</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Administrative support of the departmental Administrative Assistant (equal to 1/20 of position time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$36,716</td>
<td>$36,716</td>
<td>$36,716</td>
<td>$36,716</td>
<td>$36,716</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> One-half the salary of one full time faculty member. The instruction load of Departmental faculty is generally divided ½ undergraduate and ½ graduate courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$3,640</td>
<td>$3,640</td>
<td>$3,640</td>
<td>$3,640</td>
<td>$3,640</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> One-half of a teaching assistant salary ($7,280 per academic year), based on 50% of TA salary occupied by instructional commitment at the undergraduate level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employees</td>
<td>$1,056</td>
<td>$1,056</td>
<td>$1,056</td>
<td>$1,056</td>
<td>$1,056</td>
<td></td>
</tr>
</tbody>
</table>

28
**Narrative/Explanation:** Ten percent of one student worker’s time for two academic semesters @ $8.25 per hour (40 hours per week), 16 weeks per semester \( \times 2 = 10.560 \times .10 = $1,056. \)

| Equipment and Instructional Materials | $0 | $0 | $0 | $0 | $0 |
| Library | $0 | $0 | $0 | $0 | $0 |
| Contractual Services | $0 | $0 | $0 | $0 | $0 |

**Other Support Services**

| Commodities | $0 | $0 | $0 | $0 | $0 |
| Printing | $0 | $0 | $0 | $0 | $0 |
| Telecommunications | $0 | $0 | $0 | $0 | $0 |
| Travel | $0 | $0 | $0 | $0 | $0 |
| Awards and Grants | $0 | $0 | $0 | $0 | $0 |

**TOTAL** | **$43,288** | **$43,288** | **$43,288** | **$43,288** | **$43,288** |

Attachments
ATTACHMENT A

UNIVERSITY OF CENTRAL OKLAHOMA
MASTER OF EDUCATION IN BILINGUAL EDUCATION/TEACHING ENGLISH AS A SECOND LANGUAGE

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>11</td>
</tr>
<tr>
<td>PTE 5013 Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>*TESL 5xx2 Integrating Technology for English Language Learners</td>
<td>2</td>
</tr>
<tr>
<td>TESL 5313 Testing and Evaluation in Bilingual/ESL Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5123 Foundations of Bilingual/Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Electives</strong></td>
<td>23</td>
</tr>
<tr>
<td>TESL 5143 Teaching Reading to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5163 ESL in Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5212 Cultural-Linguistic Diversity in the Schools</td>
<td>2</td>
</tr>
<tr>
<td>TESL 5783 Teaching English as a Second Language OR TESL 5133 Methods and Materials for Bilingual Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5763 Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5413 Language Structure for ESL Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 5413 Teaching ESL Grammar OR TESL 5883 Teachers as Researchers</td>
<td>3</td>
</tr>
<tr>
<td>TESL 5960 Multicultural Education Institute</td>
<td>1</td>
</tr>
<tr>
<td>TESL 5900 Practicum: Bilingual Education/TESL</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
# UNIVERSITY OF CENTRAL OKLAHOMA
## MASTER OF EDUCATION IN SECONDARY EDUCATION

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required (13 credit hours)</strong></td>
<td></td>
</tr>
<tr>
<td>PTE 5013  Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5203  Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5153  Advanced Developmental Psychology in an Educational Setting</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5892  Capstone Research Experience</td>
<td>2</td>
</tr>
<tr>
<td>PTE 5112 OR PTE 5142 OR PTE 5172</td>
<td></td>
</tr>
<tr>
<td>Modern Philosophies of Education</td>
<td>2</td>
</tr>
<tr>
<td>History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educational Sociology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives (2 credit hours minimum)</strong></td>
<td></td>
</tr>
<tr>
<td>PTE 5383  Principles of Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5322  Problems of Teaching in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>PTE 5283  Fundamentals of Curriculum Development for Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>PTE 5413  Educational Statistics</td>
<td>3</td>
</tr>
<tr>
<td>One of the following not completed in required courses</td>
<td></td>
</tr>
<tr>
<td>PTE 5112 OR PTE 5142 OR PTE 5172</td>
<td></td>
</tr>
<tr>
<td>Modern Philosophies of Education</td>
<td>2</td>
</tr>
<tr>
<td>History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educational Sociology</td>
<td>2</td>
</tr>
<tr>
<td><strong>Teaching Specialization</strong></td>
<td>8</td>
</tr>
<tr>
<td>Students may select 8 credit hours of graduate level course work in a teaching/content specialization area or in a strategy-emphasis area courses.</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Traditionally Certified Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Courses must be selected from additional teaching/content specialization area or in a strategy-emphasis area.</td>
<td></td>
</tr>
<tr>
<td><strong>For Alternatively Certified Teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Students must select courses from the following options:</td>
<td></td>
</tr>
<tr>
<td>PTE 5333  Meeting Students Needs</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5422  Technology for Secondary Teachers</td>
<td>2</td>
</tr>
<tr>
<td>PTE 5522  Designing Instruction</td>
<td>2</td>
</tr>
<tr>
<td>PTE 5533  Managing Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5623  Secondary Class Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
</tr>
</tbody>
</table>
## UNIVERSITY OF CENTRAL OKLAHOMA
### MASTER OF ARTS IN GERONTOLOGY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>13</td>
</tr>
<tr>
<td>GER 5023 Orientation to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GER 5743 Colloquium in Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>PTE 5013 Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>GER 5900 Practicum</td>
<td>4</td>
</tr>
<tr>
<td><strong>Guided Electives (select courses from the following list)</strong></td>
<td>14-15</td>
</tr>
<tr>
<td>GER 5213 Health and Social Services for Seniors</td>
<td>3</td>
</tr>
<tr>
<td>GER 5342 Politics of Aging</td>
<td>2</td>
</tr>
<tr>
<td>GER 5363 Psychology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GER 5443 Biology of Human Aging</td>
<td>3</td>
</tr>
<tr>
<td>GER 5463 Bereavement Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GER 5523 Qualitative Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>GER 5731 Drug Issues for Older Adults</td>
<td>1</td>
</tr>
<tr>
<td>GER 5000 Workshop</td>
<td>1-2</td>
</tr>
<tr>
<td>GER 5910 Seminar</td>
<td>1-4</td>
</tr>
<tr>
<td>GER 5920 Directed Reading</td>
<td>1-4</td>
</tr>
<tr>
<td>GER 5950 Internship</td>
<td>1-8</td>
</tr>
<tr>
<td>GER 5960 Institute</td>
<td>1-8</td>
</tr>
<tr>
<td>GER 5970 Study Tour</td>
<td>1-2</td>
</tr>
<tr>
<td>ADED 5313 Techniques of Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>ADED 5453 Psychology of Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5053 Sociology of Aging</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>4-5</td>
</tr>
<tr>
<td>Students may select elective courses from other disciplines according to their interest. The student must meet with the Program Director for approval of electives.</td>
<td></td>
</tr>
</tbody>
</table>
## Degree Requirements

<table>
<thead>
<tr>
<th>Program Core</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MCOM 5013 Introduction to Graduate Studies in Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5873 Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5023 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5033 Intercultural Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MCOM 5763 Communication and Reality TV</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5743 Couples Communication</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5753 Intergenerational Communication</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5773 The Dark Side of Relationships</td>
<td>3</td>
</tr>
<tr>
<td>*MCOM 5733 Communication and Religion</td>
<td>3</td>
</tr>
</tbody>
</table>

With advisor approval, students may complete up to 12 credit hours of graduate level course work outside the Department of Mass Communication.

<table>
<thead>
<tr>
<th>Required Thesis</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 5990 Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
# UNIVERSITY OF CENTRAL OKLAHOMA
## MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td></td>
</tr>
<tr>
<td>*POL 5293</td>
<td>Public Administration Dynamics 3</td>
</tr>
<tr>
<td>*POL 5423</td>
<td>Public Executive Leadership 3</td>
</tr>
<tr>
<td>POL 5033</td>
<td>Research Methods 3</td>
</tr>
<tr>
<td>POL 5193</td>
<td>Public Finance and Budgeting 3</td>
</tr>
<tr>
<td>POL 5413</td>
<td>Public Policy Analysis 3</td>
</tr>
<tr>
<td>*POL 5473</td>
<td>Public Sector Human Resources 3</td>
</tr>
<tr>
<td>POL 5983</td>
<td>Capstone Paper 3</td>
</tr>
<tr>
<td><strong>Electives (select 9 credit hours from the following courses)</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>POL 5013</td>
<td>Urban History of the Institutions and Environment 3</td>
</tr>
<tr>
<td>*POL 5483</td>
<td>Administrative Law 3</td>
</tr>
<tr>
<td>POL 5113</td>
<td>Advanced Contemporary Problems 3</td>
</tr>
<tr>
<td>POL 5123</td>
<td>Problems of the Budgetary Process 3</td>
</tr>
<tr>
<td>POL 5133</td>
<td>Problems-State and Urban Government 3</td>
</tr>
<tr>
<td>*POL 5463</td>
<td>Managing Nonprofit Organizations 3</td>
</tr>
<tr>
<td>POL 5153</td>
<td>American Politics 3</td>
</tr>
<tr>
<td>POL 5163</td>
<td>Intergovernmental Relations 3</td>
</tr>
<tr>
<td>POL 5173</td>
<td>Urban Planning and Politics 3</td>
</tr>
<tr>
<td>*POL 5043</td>
<td>Municipal Management 3</td>
</tr>
<tr>
<td>POL 5223</td>
<td>Presidency and Executive Branch 3</td>
</tr>
<tr>
<td>POL 5433</td>
<td>Urban Minority Politics 3</td>
</tr>
<tr>
<td>POL 5443</td>
<td>Environmental Policy/Regulation 3</td>
</tr>
<tr>
<td>POL 5513</td>
<td>Public Program Evaluation 3</td>
</tr>
<tr>
<td>*POL 5783</td>
<td>Health Policy 3</td>
</tr>
<tr>
<td>POL 5533</td>
<td>Development Dispute Resolution 3</td>
</tr>
<tr>
<td>POL 5543</td>
<td>State Administration 3</td>
</tr>
<tr>
<td>*POL 5353</td>
<td>Ethics in the Public Service 3</td>
</tr>
<tr>
<td>*POL 5203</td>
<td>Public Organizational Theory 3</td>
</tr>
<tr>
<td>POL 5653</td>
<td>International Organization 3</td>
</tr>
<tr>
<td>POL 5673</td>
<td>Economic Statecraft 3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>POL 5453</td>
<td>Advanced Public Administration</td>
</tr>
<tr>
<td>POL 5930</td>
<td>Individual Study in Government</td>
</tr>
<tr>
<td>POL 5950</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td><strong>General Electives (select 6 credit hours from the following courses)</strong></td>
</tr>
<tr>
<td>POL 5023</td>
<td>Scope of the Discipline</td>
</tr>
<tr>
<td>POL 5273</td>
<td>International Politics Risk Analysis</td>
</tr>
<tr>
<td>POL 5323</td>
<td>Constitution and Criminal Procedure</td>
</tr>
<tr>
<td>POL 5333</td>
<td>Constitution and Civil Liberties</td>
</tr>
<tr>
<td>POL 5553</td>
<td>Espionage and Intelligence</td>
</tr>
<tr>
<td>POL 5623</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>POL 5643</td>
<td>International Security Studies</td>
</tr>
<tr>
<td>POL 5663</td>
<td>Politics and the World Economy</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
AGENDA ITEM #6-c:

New Programs.


RECOMMENDATION:

It is recommended that the State Regents approve Northeastern Oklahoma A&M College’s request to offer the Certificate (less than two-years) in Natural Resource Ecology Management and the Certificate (less than one-year) in Natural Resource Ecology Management with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate (less than two-years) in Natural Resource Ecology Management.**
  
  Continuation beyond Fall 2015 will depend upon:
  
  Majors enrolled: a minimum of 3 students in Fall 2014; and


- **Certificate (less than one-year) in Natural Resource Ecology Management.**

  Continuation beyond Fall 2014 will depend upon:
  
  Majors enrolled: a minimum of 2 students in Fall 2013; and

  Graduates: a minimum of 2 students in 2013-2014.

BACKGROUND:

Academic Plan

Northeastern Oklahoma A&M College’s (NEOAMC) Academic Plan lists the following institutional priorities and new funding initiatives:

- Improve recruitment, retention, completion, and graduation rates of students;
- Recruit and retain quality instructors and support staff, and provide them with regular professional development opportunities;
- Ensure that the content and design of the college curriculum is learning centered and facilitates achievement of appropriate competencies of the student and their program of study; and
• Enhance efforts to pursue external fiscal and other resources to strengthen the College’s capacity to provide scholarships, employee support, equipment, facilities, and other items related to the mission and purpose of the institution and its service area.

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

<table>
<thead>
<tr>
<th>57</th>
<th>Degrees and/or certificate programs deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Degrees and/or certificate programs added</td>
</tr>
</tbody>
</table>

Program Review
NEOAMC offers 48 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>17</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Associate in Arts or Sciences Degrees</td>
</tr>
<tr>
<td>8</td>
<td>Associate in Applied Science Degrees</td>
</tr>
<tr>
<td>0</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 NEOAMC’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
NEOAMC’s faculty developed the proposals, which were reviewed and approved by institutional officials. NEOAMC’s governing board approved delivery of the Certificate (less than two-years) in Natural Resource Ecology Management and the Certificate (less than one-year) in Natural Resource Ecology Management at the December 3, 2011 meeting. NEOAMC requests authorization to offer these certificates, as outlined below.

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

ANALYSIS:

Certificate in Natural Resource Ecology Management (less than 2 years)
Certificate in Natural Resource Ecology Management (less than 1 year)
Program purpose. The purpose of the certificate programs is to prepare Natural Resource Ecology Management (NREM) students to qualify for internships with federal, state, and private sources. Upon completion of the internships, students may choose to enter the workforce or continue their postsecondary education.

Program rationale and background. Oklahoma is one of the most diverse states with 11 eco-regions and the most man-made lakes in the United States. These characteristics make NEOAMC an ideal location for offering certificates in NREM. NEOAMC surveyed students currently enrolled in a NREM courses and found a high interest in obtaining a certificate in the discipline if it were offered. The proposed certificates will provide students with the credentials needed to be eligible for internship placement and/or employment and will create a stackable credential for students to earn while pursuing their education. NEOAMC already offers an Associate in Arts (AA) in Natural Resource Management (023) and the curriculum required for the certificates will articulate with the AA degree. Additionally, the AA degree articulates with Bachelors of Science in several related disciplines at Oklahoma State University and Northeastern State University (NSU). NEOAMC is also pursuing an official articulation agreement with NSU.

Employment opportunities. Individuals holding credentials in NREM typically pursue careers as forest and conservation workers and find employment through the United States (U.S.) Department of Agriculture’s Forest Service, as well as with state and local government. According to the Bureau of Indian Affairs, the U.S. Forest Service, the State of Oklahoma Parks and Recreation, and the Fish and Wildlife Service, the demand for managers in NREM will continue to increase as the population of the U.S. increases. The U.S. Department of Labor Statistics indicates that employment of forest and conservation workers is expected to increase by 9 percent between 2008 and 2018 and the Northeast Oklahoma workforce area data mirrors these projections. Additionally, between 2008 and 2018, careers in environmental science and protection are expected to increase 29 percent nationally, and 13 percent locally. Although many of the jobs for forest and conservation works only require a high-school diploma and on-the-job training, post-secondary education and training will increase employability in the field, promotion opportunities, and command higher wages. NEOAMC is confident students completing these certificates will find employment in their discipline.

Student demand. The proposed less than two-year certificate program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>3</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>2</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

The proposed less than one-year certificate program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>2</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>2</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>
Duplication and impact on existing programs. There are no NREM certificate programs offered in Oklahoma. A system wide letter of intent was communicated by email on January 5, 2012. None of the State System institutions notified the State Regents’ office of a protest to the proposed certificate programs. Approval will not constitute unnecessary duplication.

Curriculum. The proposed less than two-year certificate program will consist of 46 total credit hours as shown in the following table. No new courses will be added (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>11</td>
</tr>
<tr>
<td>Program Courses</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

The proposed less than one-year certificate program will consist of 28 total credit hours as shown in the following table. No new courses will be added (Attachment B).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Courses</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

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

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

Financing. The proposed certificate program will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the programs. No additional funding is requested from the State Regents to support the programs.

Program resource requirements. Program resource requirements for the certificate programs are shown in the following tables.

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>A. Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
</tr>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and</td>
<td>$0</td>
</tr>
</tbody>
</table>
### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$6,921</td>
<td>$14,181</td>
<td>$16,582</td>
<td>$16,582</td>
<td>$16,582</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition generated includes amounts for both the less than two-year certificate and the less than one-year certificate. The current tuition rate at NEOAMC is $67.85 per credit hour. For the less than two-year certificate, NEOAMC projects enrollment of 2 students in year 1, 3 students in year 2, and 5 students in years 3 through 5. Each student is anticipated to complete 23 credit hours each year. For the less than one-year certificate, NEOAMC projects enrollment of 2 students in year 1 and 5 students in years 2 through 5. Each student is anticipated to complete 28 credit hours per year.

**TOTAL**

<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></td>
<td>$6,921</td>
<td>$14,181</td>
<td>$16,582</td>
<td>$16,589</td>
<td>$16,582</td>
</tr>
</tbody>
</table>

### B. Breakdown of Budget

<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty</td>
<td>$4,144</td>
<td>$8,288</td>
<td>$10,360</td>
<td>$10,360</td>
<td>$10,360</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** Amounts reflect the portion of salary and benefits for one faculty member to teach additional students in existing courses.

| Graduate Assistants | $0 | $0 | $0 | $0 | $0 |
| Student Employees   | $0 | $0 | $0 | $0 | $0 |
| Equipment and Instructional Materials | $200 | $250 | $300 | $300 | $300 |

**Narrative/Explanation:** Amounts will cover costs of supplies for classrooms and laboratories.

| Library | $0 | $0 | $0 | $0 | $0 |
| Contractual Services | $0 | $0 | $0 | $0 | $0 |
| Other Support Services | | | | | |
| Commodities | $0 | $0 | $0 | $0 | $0 |
| Printing | $200 | $200 | $200 | $200 | $200 |

**Narrative/Explanation:** The certificate programs will be included in the Agriculture recruitment materials, including the brochure. The cost of materials will be shared by all of the programs in the Agriculture Department.

| Telecommunications | $0 | $0 | $0 | $0 | $0 |
| Travel             | $0 | $0 | $0 | $0 | $0 |
| Awards and Grants  | $0 | $0 | $0 | $0 | $0 |

**TOTAL**

<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></td>
<td>$4,544</td>
<td>$8,738</td>
<td>$10,860</td>
<td>$10,860</td>
<td>$10,860</td>
</tr>
</tbody>
</table>

Attachment
# NORTHEASTERN OKLAHOMA A&M COLLEGE

## CERTIFICATE (LESS THAN TWO-YEARS) IN NATURAL RESOURCE ECOLOGY MANAGEMENT

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>11</td>
</tr>
<tr>
<td>ENGL 1113 Freshman Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Required Elective (per college catalog)</td>
<td>3</td>
</tr>
<tr>
<td>Required General Education Elective (per college catalog)</td>
<td>3</td>
</tr>
<tr>
<td>AG 2112 Microcomputer Techniques in Agriculture</td>
<td>2</td>
</tr>
<tr>
<td><strong>Program Courses (select 35 credit hours from the following)</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td>FYE 1011 Freshman Year Experience</td>
<td>1</td>
</tr>
<tr>
<td>AGEC 1114 Introduction to Agriculture Economics</td>
<td>4</td>
</tr>
<tr>
<td>MCAG 1413 Introduction to Engineering in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1114 Introductory Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1404 Plant Biology (Botany)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1604 Animal Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENTO 2991 Introduction to Entomology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENTO 2922 Introduction to Entomology</td>
<td>2</td>
</tr>
<tr>
<td>AGLE 1501 Introduction to Leadership</td>
<td>1</td>
</tr>
<tr>
<td>AGLE 2303 Personal Leadership Skills in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>PLNT 1213 Introduction to Plant and Soil Systems</td>
<td>3</td>
</tr>
<tr>
<td>HORT 1013 Introduction to Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>FOR 2013 Resource/Fire Certification I</td>
<td>3</td>
</tr>
<tr>
<td>FOR 2023 Resource/Fire Certification II</td>
<td>3</td>
</tr>
<tr>
<td>FOR 2223 Wildland Firefighter Qualification</td>
<td>3</td>
</tr>
<tr>
<td>NREM 1001 Natural Resource Field Application</td>
<td>1</td>
</tr>
<tr>
<td>NREM 1014 Introduction to Natural History</td>
<td>4</td>
</tr>
<tr>
<td>NREM 1114 Elements of Forestry</td>
<td>4</td>
</tr>
<tr>
<td>NREM 1214 Introduction to Wood Properties and Products</td>
<td>4</td>
</tr>
<tr>
<td>NREM 2013 Natural Resource Ecology</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2103 Forestry Measurements</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2113 Timber Harvesting</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2134 Dendrology</td>
<td>4</td>
</tr>
<tr>
<td>NREM 2880 Natural Resource Internship</td>
<td>1-6</td>
</tr>
<tr>
<td>SOIL 2124 Fundamentals of Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>Approved Electives (maximum 6 credit hours allowed)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>
# NORTHEASTERN OKLAHOMA A&M COLLEGE
## CERTIFICATE (LESS THAN ONE-YEAR) IN NATURAL RESOURCE ECOLOGY MANAGEMENT

### Degree Requirements

<table>
<thead>
<tr>
<th>Program Courses (select 28 credit hours from the following)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 2112 Microcomputer Techniques in Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>FYE 1011 Freshman Year Experience</td>
<td>1</td>
</tr>
<tr>
<td>AGEC 1114 Introduction to Agriculture Economics</td>
<td>4</td>
</tr>
<tr>
<td>MCAG 1413 Introduction to Engineering in Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>ENTO 2991 Introduction to Entomology Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENTO 2922 Introduction to Entomology</td>
<td>2</td>
</tr>
<tr>
<td>AGL 501 Introduction to Leadership</td>
<td>1</td>
</tr>
<tr>
<td>NREM 1001 Natural Resource Field Application</td>
<td>1</td>
</tr>
<tr>
<td>NREM 1014 Introduction to Natural History</td>
<td>4</td>
</tr>
<tr>
<td>NREM 1114 Elements of Forestry</td>
<td>4</td>
</tr>
<tr>
<td>NREM 1214 Introduction to Wood Properties and Products</td>
<td>4</td>
</tr>
<tr>
<td>NREM 2013 Natural Resource Ecology</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2103 Forestry Measurements</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2113 Timber Harvesting</td>
<td>3</td>
</tr>
<tr>
<td>NREM 2134 Dendrology</td>
<td>4</td>
</tr>
<tr>
<td>NREM 2880 Natural Resource Internship</td>
<td>1-6</td>
</tr>
<tr>
<td>SOIL 2124 Fundamentals of Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>Approved Electives (maximum 6 credit hours allowed)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #6-d:

New Programs.

SUBJECT: Oklahoma State University Institute of Technology - Okmulgee. Approval of request to offer the Associate in Applied Science in Pipeline Integrity Technology.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University Institute of Technology – Okmulgee’s request to offer the Associate in Applied Science in Pipeline Integrity Technology with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Associate in Applied Science in Pipeline Integrity Technology. Continuation beyond Fall 2015 will depend upon:
  Majors enrolled: a minimum of 25 students in Fall 2014; and

BACKGROUND:

Academic Plan

Oklahoma State University Institute of Technology – Okmulgee (OSUIT)’s Academic Plan lists the following institutional priorities and new funding initiatives:

- Expand wireless service campus-wide;
- Implement a student portal to provide a single, streamlined source of information for prospective students, current students, alumni, faculty, and staff;
- Collaborate with the Stillwater and Oklahoma City campuses on delivery of distance education courses;
- Invest in high-demand, high-wage advanced technological programs of study;
- Develop strategic plans to expand current Cooperative Alliances;
- Build on concurrent enrollment and cooperative enrollment initiatives to shorten time to degree completion for students; and
- Continue to work cooperatively with the College of the Muscogee Nation to assure program collaboration.

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

<table>
<thead>
<tr>
<th>Degrees and/or certificate programs deleted</th>
<th>Degrees and/or certificate programs added</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>19</td>
</tr>
</tbody>
</table>

Program Review
OSUIT offers 25 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Certificates</th>
<th>Associate in Arts or Sciences Degrees</th>
<th>Associate in Applied Science Degrees</th>
<th>Baccalaureate Degrees</th>
<th>Master’s Degrees</th>
<th>Doctoral Degrees</th>
<th>First Professional Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSUIT’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
OSUIT’s faculty developed the proposal, which was reviewed and approved by institutional officials. OSUIT’s governing board approved delivery of the Associate in Applied Science in Pipeline Integrity Technology at the January 20, 2012 meeting. OSUIT requests authorization to offer this degree, as outlined below.

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

ANALYSIS:

*Associate in Applied Science in Pipeline Integrity Technology*

Program purpose. The purpose of the proposed program is to provide well-trained technicians in pipeline integrity and mitigation for the petroleum pipeline industry.

Program rationale and background. The proposed program was developed at the request from several large employers within the petroleum industry. Pipeline integrity management is a process for assessing and mitigating pipeline risks in order to reduce both the likelihood and consequences of incidents. Federal requirements mandate that operators of more than 500 miles of hazardous liquid lines develop an integrity management plan. With several million miles of major oil and gas pipelines around the world, and with more than 60 percent of these pipelines over 20 years old, the employment demand for technicians who are well-trained in pipeline operations and safety, who understand corrosion control and
federal codes, and who can assess and document the integrity of these pipelines is unparalleled. In response to this need, representatives from OSUIT engaged in a series of meetings with industry advisors from Atmos Energy Corporation, Center Point Energy, Chesapeake Energy, Conoco-Phillips, DCP Midstream, Devon Energy Corporation, Chevron Corporation, EnCana Corporation, Energy Transfer, Enogez/OG&E, Explorer Pipeline, Megellan Midstream Partners, OneOK, Valerus Compression Services, and Willbros Engineering to develop the curriculum for the proposed program.

**Employment opportunities.** Due to industry growth, an aging pipeline infrastructure and anticipated employee retirements, employment opportunities in the pipeline industry are high. According to the Oklahoma Employment Security Commission, growth for careers as geological and petroleum technicians is expected to grow 21 percent between 2008 and 2018. This growth is well above the nationwide projected growth of 2 percent. Additionally, representatives from Oklahoma oil and gas industries, such as Chesapeake Energy, Devon Energy Corporation, and Willbros Engineering already indicate the need for graduates with the knowledge and skills provided by the curriculum in the proposed program. OSUIT is confident graduates of the proposed program will find employment within the industry.

**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</td>
<td>25</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>in the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Graduates from the</td>
<td>10</td>
<td>2014-2015</td>
</tr>
<tr>
<td>program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** There are no Associate in Applied Science in Pipeline Integrity Technology degree programs offered in Oklahoma. A system wide letter of intent was communicated by email on December 22, 2011. None of the State System institutions notified the State Regents’ office of a protest to the proposed degree program. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 75 total credit hours as shown in the following table. Eleven new courses will be added (Attachment A).
Faculty and staff.  In addition to existing staff and faculty, OSUIT will hire two additional faculty over a two-year period to teach the technical specialty courses of the proposed program.

Support services.  The library, facilities, and equipment are adequate; however, OSUIT will supplement the current library holdings with additional materials and update current facilities and equipment to accommodate the proposed program.

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 Associate in Applied Science in Pipeline Integrity Technology are shown in the following tables.

<table>
<thead>
<tr>
<th>Year of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Funding Sources</td>
</tr>
<tr>
<td>Total Resources Available from Federal Sources</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
</tr>
</tbody>
</table>

*Narrative/Explanation:  The Student Technology Fee charge is $10 per semester credit hour. During Year 1, OSUIT projects a minimum of 558 semester credit hours will be generated by the program. During Years 2 and 3, OSUIT projects 1,100 semester credit hours. During years 4 and 5, OSUIT projects 1,350 semester credit hours.*

Existing State Resources | $0 | $0 | $0 | $0 | $0 |

State Resources Available through Internal Allocation and Reallocation | $70,900 | $70,900 | $70,900 | $70,900 | $70,900 |

*Narrative/Explanation:  OSUIT will discontinue the Associate in Applied Science in Precision Agriculture Technology (097) program in August 2012 with the graduation of the final students. The salary and benefits of one full-time faculty member and other budget costs will be reallocated to support the proposed program.*

Student Tuition | $69,750 | $143,000 | $148,800 | $189,000 | $195,750 |

*Narrative/Explanation and Calculations:  The projected semester credit hours that will be generated by the program are: Year 1 – 558; Years 2 and 3 – 1,100; and Years 4 and 5 – 1,350. OSUIT’s current tuition rate is $135 per credit hour. OSUIT anticipates a 9 percent tuition increase in Year 2 through 5. OSUIT used the following formula to calculate projected tuition: (number of credit hours generated each year multiplied by the tuition rate) less the Student Technology Fee.*

TOTAL | $145,420 | $224,090 | $229,890 | $272,590 | $279,340 |

<table>
<thead>
<tr>
<th>Year of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Breakdown of Budget Expenses/Requirements</td>
</tr>
<tr>
<td>Administrative/Other Professional Staff</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
</tbody>
</table>

*Narrative/Explanation:  The projected starting salary for an Engineering Technologies faculty member is $55,000 plus 40 percent for benefits for a total of $77,000. For planning purposes, the base salary is increased 5 percent in years 3 and 5, while the benefit rate is held constant at 40 percent for the entire five years. During Year 1, OSUIT will add one new faculty member. For year 2, an additional full-time faculty member will be added. For Years 3 through 5, the amounts reflect the salary and benefits for the two continuing faculty with a 5 percent salary increase in Years 3 and 5.*
<table>
<thead>
<tr>
<th>Category</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
<th>2027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional</td>
<td>$31,040</td>
<td>$8,040</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$3,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>$1,000</td>
<td>$500</td>
<td>$1,500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Narrative/Explanation: The</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amounts reflect costs for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>computer lab and classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment, office equipment,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>miscellaneous supplies, and the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purchase of 20 Centurian Software licenses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$3,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Narrative/Explanation: Additional library materials will be purchased to support the start-up of the proposed program.</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>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$1,000</td>
<td>$500</td>
<td>$1,500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>Narrative/Explanation: Most of the marketing for the program will be web-based and through social media. Money has been budgeted for a small amount of print media, if needed.</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>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Narrative/Explanation: Some travel is included for work with advisors, field trips for students, and for events such as career fairs to recruit students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$113,040</td>
<td>$164,540</td>
<td>$165,700</td>
<td>$164,700</td>
<td>$172,785</td>
</tr>
</tbody>
</table>

Attachment
## OKLAHOMA STATE UNIVERSITY INSTITUTE OF TECHNOLOGY - OKMULGEE
### ASSOCIATE IN APPLIED SCIENCE IN PIPELINE INTEGRITY TECHNOLOGY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 1113 Freshman Composition I</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 1033 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 Freshman Composition II</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 2033 Technical Writing II</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1113 Introduction to Speech Communications</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>SPCH 2313 Small Group Communications</td>
<td></td>
</tr>
<tr>
<td>HIST 1483 United States History to 1865</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>HIST 1493 United States History Since 1865</td>
<td></td>
</tr>
<tr>
<td>POLS 1113 United States Government</td>
<td></td>
</tr>
<tr>
<td>PHIL 1213 Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Specialty</strong></td>
<td>26</td>
</tr>
<tr>
<td>*PIT 1113 Introduction to Pipeline and Facilities</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 1123 Pipeline Materials and Components</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 1213 Processing and Product Handling</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 1223 Introduction to Corrosions Controls</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2113 Regulations and Compliance</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2123 Integrity Management Concepts I</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2213 Pipeline Maintenance and Repair</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2223 Integrity Management Concepts II</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2232 NACE CP1 Prep</td>
<td>2</td>
</tr>
<tr>
<td><strong>Technical Support</strong></td>
<td>21</td>
</tr>
<tr>
<td>ETDE 1133 Introduction to Electrical/Electronics</td>
<td>3</td>
</tr>
<tr>
<td>CNS 1213 Construction Safety</td>
<td>3</td>
</tr>
<tr>
<td>CET 2103 Project Management</td>
<td>3</td>
</tr>
<tr>
<td>*PIT 2112 Internship</td>
<td>12</td>
</tr>
<tr>
<td><strong>Technical Related</strong></td>
<td>7</td>
</tr>
<tr>
<td>GTGE 1111 College Cornerstone</td>
<td>1</td>
</tr>
<tr>
<td>*PIT 2243 Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CS 1013 Computer Literacy and Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>75</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
April 19, 2012

AGENDA ITEM #6-e:

New Programs.

SUBJECT: Tulsa Community College. Approval of requests to offer the Associate in Applied Science in Diagnostic Medical Sonography and the Certificate in Diagnostic Medical Sonography.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College’s request to offer the Associate in Applied Science in Diagnostic Medical Sonography and the Certificate in Diagnostic Medical Sonography with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Diagnostic Medical Sonography.** Continuation beyond Fall 2016 will depend upon:
  
  Majors enrolled: a minimum of 17 students in Fall 2015; and
  
  Graduates: a minimum of 6 students in 2015-2016.

- **Certificate in Diagnostic Medical Sonography.** Continuation beyond Fall 2016 will depend upon:
  
  Majors enrolled: a minimum of 10 students in Fall 2015; and
  
  Graduates: a minimum of 5 students in 2015-2016.

BACKGROUND:

Academic Plan

Tulsa Community College (TCC)’s Academic Plan lists the following institutional priorities and new funding initiatives:

- The Digital Media Umbrella of programs now encompasses programs from the Business, Information Technology, Communications and Liberal Arts Divisions that allow students and faculty to collaborate on real world projects;
- The Metro Campus continues to move toward the development of a Geographic Information Systems (GIS) certificate program and GIS Associate Degree;
- The Allied Health Division is in the initial stages of developing two new Associate of Applied Science degrees in Cardiovascular Technology and Polysomnographic Technology which provide
qualified technologists for new heart hospitals, clinics and sleep laboratories that are being built in the Tulsa Metro and surrounding areas;

- The Allied Health Division is collaborating with a medical facility in Stigler, Oklahoma to expand the Medical Assistant Program offerings through electronic transmission of courses to rural communities.
- The Cooperative Alliance Partnership provides seamless education for students graduating from Tulsa Technology Center in Medical Assisting and Phlebotomy;
- The campus will continue to design strong quality Information Technology curriculum and academic success strategies to support industry employment needs vital to the growth of the Tulsa Region;
- The campus will continue to re-structure the Science, Math and Engineering division programs to support the new demands of the Tulsa community;
- The Southeast Campus will continue to provide a wide array of communications, developmental, business, liberal arts, math and science programs to support the burgeoning population of university transfer students; and
- The West Campus will explore new Workforce Development degree and certificate programs in Culinary Arts and in Events for the Hospitality and Gaming Operations Program to meet growing area employment needs identified by professionals in the hospitality industry.

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and/or certificate programs deleted</td>
<td>82</td>
</tr>
<tr>
<td>Degrees and/or certificate programs added</td>
<td>75</td>
</tr>
</tbody>
</table>

**Program Review**

TCC offers 101 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>34</td>
</tr>
<tr>
<td>Associate in Arts or Sciences Degrees</td>
<td>26</td>
</tr>
<tr>
<td>Associate in Applied Science Degrees</td>
<td>41</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>0</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>0</td>
</tr>
<tr>
<td>First Professional Degrees</td>
<td>0</td>
</tr>
</tbody>
</table>

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

TCC’s faculty developed the proposals, which were reviewed and approved by institutional officials. TCC’s governing board approved delivery of the Associate in Applied Science in Diagnostic Medical
Sonography and the Certificate in Diagnostic Medical Sonography at the January 12, 2012 meeting. TCC requests authorization to offer the degree and certificate, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Diagnostic Medical Sonography
Certificate in Diagnostic Medical Sonography

Program purpose. The proposed programs will provide students with the skills and knowledge necessary to pursue careers in the fields of general diagnostic ultrasound or medical sonography. The curricula were designed based upon criteria from the Joint Review Committee on Education in Diagnostic Medical Sonography, the Standards and Accreditation Policies established by the Commission on Accreditation for Allied Health Programs (CAAHEP), the Society of Diagnostic Medical Sonography and the American Institute of Ultrasound in Medicine Curricula.

Program rationale and background. The development of the proposed programs stems from a national shortage in sonographers, including suitably qualified educators, researchers, and administrators in the discipline. TCC participated in meetings and discussions with Tulsa area physicians and Ultrasound Technologists who indicated a need for a Diagnostic Medical Sonography program in Eastern Oklahoma. According to the CAAHEP website, Oklahoma only has three accredited Diagnostic Sonography programs, all of which are in the Oklahoma City metropolitan area. Only one of these programs is at the associate degree level and focuses on cardiac sonography. A fourth program located in the Oklahoma City metropolitan area is awaiting accreditation. There are no accredited programs in Tulsa or the surrounding areas to meet the need for Diagnostic Medical Sonographers. The development of this program will meet the needs of the healthcare community by educating qualified individuals to become competent diagnostic medical sonographers.

Employment opportunities. As the population continues to age, there will be an increasing demand for diagnostic imaging. Additional job growth is expected as healthcare providers increasingly utilize ultrasound imaging as a safer and more cost-effective alternative to radiological procedures. Hospitals will remain the principal employer of diagnostic medical sonographers. However, employment is expected to grow more rapidly in physicians’ offices and medical and diagnostic laboratories. In Oklahoma, employment as a Diagnostic Medical Sonographer is expected to increase nearly 25 percent from 2008 to 2018. In the Tulsa workforce area, employment is projected to increase by 15 percent during the same time period. National employment projections for Diagnostic Medical Sonographers are also increasing, with an 18 percent growth between 2008 and 2018. TCC is confident that graduates of these programs will find employment in the field.

Student demand. The proposed Associate in Applied Science in Diagnostic Medical Sonography 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>17</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>6</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

The proposed Certificate in Diagnostic Medical Sonography program is expected to meet the enrollment and graduate standards by the established deadline prior to final approval by the State Regents as shown in the following table.

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>10</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma City Community College</td>
<td>Associate in Applied Science in Diagnostic Medical Sonography (148)</td>
</tr>
<tr>
<td>Oklahoma State University – Oklahoma City</td>
<td>Associate in Applied Science in Echocardiography Technology (097)</td>
</tr>
<tr>
<td>Oklahoma State University – Oklahoma City</td>
<td>Associate in Applied Science in Vascular Technology (098)</td>
</tr>
</tbody>
</table>

There are no Certificate in Diagnostic Medical Sonography programs offered in Oklahoma. A system wide letter of intent was communicated by email on April 15, 2011. Neither Oklahoma City Community College nor Oklahoma State University – Oklahoma City notified the State Regents’ office of a protest to the proposed programs. Due to the distance between institutions, anticipated workforce shortages, and increasing student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed Associate in Applied Science degree program will consist of 72 total credit hours as shown in the following table. Twelve new courses will be added (Attachment A).

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>21</td>
</tr>
<tr>
<td>Technical Specialty</td>
<td>40</td>
</tr>
<tr>
<td>Technical Support Courses</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

The proposed certificate program will consist of 49 total credit hours as shown in the following table. The same twelve new courses will be added (Attachment B).
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>6</td>
</tr>
<tr>
<td>Technical Specialty</td>
<td>40</td>
</tr>
<tr>
<td>Technical Support Courses</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**Faculty and staff.** TCC will hire a Program Director and Clinical Coordinator to manage the program, as well as serve as the initial faculty. As enrollment increases, TCC will hire additional faculty and anticipates the salary and benefits required will be covered by tuition generated.

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

**Financing.** The proposed programs will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the programs. No additional funding is requested from the State Regents to support the programs.

**Program resource requirements.** Program resource requirements for the Associate in Applied Science in Diagnostic Medical Sonography and the Certificate in Diagnostic Medical Sonography are shown in the following table.

<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>$40,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Narratives/Explanation: The amount shown in Year 1 is from a Carl Perkins grant, which will fund equipment and supplies. Dollars will be split 60:40 between the Associate in Applied Science and the Certificate programs</td>
<td></td>
<td></td>
<td></td>
<td></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>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and Reallocation</td>
<td>$88,646</td>
<td>$144,830</td>
<td>$140,002</td>
<td>$145,132</td>
<td>$144,287</td>
</tr>
</tbody>
</table>

**Narratives/Explanation:** Over the last two years, TCC has been reviewing and restructuring its internal financial operations as it relates to degree and certificate programs. This undertaking is leading toward the majority of all programs offered at TCC being self-sufficient and sound financially. In doing this, the institution has been able to and will continue to free up funding it receives from the Carl Perkins Grant and Tulsa County Millage each year. The year prior to the first classes being offered in Diagnostic Medical Sonography, the funds from the grant and the millage will be used for hiring faculty and curriculum development along with purchasing required equipment and materials. In years 1 through 5 the funds will be used to offset any incurred cost above and beyond what is not met by tuition, laboratory fees, and program fees.

**Narratives/Explanation and Calculations:** Student tuition is estimated based upon current tuition and assumes a 2.5 percent inflation rate. Fees are based on current lab fee of $12 per lab class and a proposed one-time application fee of $50 and a technology fee of $100 per term.
### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>$160,190</td>
<td>$209,190</td>
<td>$214,753</td>
<td>$220,966</td>
<td>$226,638</td>
</tr>
</tbody>
</table>

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Expenses/Requirements</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Other Professional Staff</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty</td>
<td>$128,250</td>
<td>$168,750</td>
<td>$173,813</td>
<td>$179,026</td>
<td>$184,390</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> The amounts shown will allow for one FTE Program Director for 12 months for years 1 through 5 and one Clinical Coordinator for 6 months of the first year and 12 months for the following years. TCC anticipates providing a 3 percent cost of living increase in years 2 through 5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$24,440</td>
<td>$34,440</td>
<td>$34,440</td>
<td>$34,440</td>
<td>$34,440</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Costs will over equipment, operating expenses, and accreditation fees, which are expected to increase with program implementation and remain steady with the purchase of replacement equipment and equipment maintenance costs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>$4,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Support Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>$1,000</td>
<td>$1,500</td>
<td>$2,000</td>
<td>$2,500</td>
<td>$2,800</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Printing costs include the costs for classroom handouts, tests, syllabi, and quizzes, as well as program marketing materials. The costs are projected to increase with student enrollments and then level off.</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>$2,500</td>
<td>$4,500</td>
<td>$4,500</td>
<td>$5,000</td>
<td>$4,000</td>
</tr>
<tr>
<td><strong>Narrative/Explanation:</strong> Costs are the estimated amount to cover conference and local travel for the Program Director and Clinical Coordinator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$160,190</td>
<td>$209,190</td>
<td>$214,753</td>
<td>$220,966</td>
<td>$226,638</td>
</tr>
</tbody>
</table>

Attachments
TULSA COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN DIAGNOSTIC MEDICAL SONOGRAPHY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>21</td>
</tr>
<tr>
<td>ENGL 1113 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2333 Technical/Professional Writing</td>
<td></td>
</tr>
<tr>
<td>POLS 1113 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483 American History 1492-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 American History 1865 to Present</td>
<td></td>
</tr>
<tr>
<td>PHIL 2153 Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1113 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Specialty</strong></td>
<td>40</td>
</tr>
<tr>
<td>*DMS 1003 Ultrasound Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>*DMS 1105 Ultrasound Imaging II</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2003 Ultrasound Physics</td>
<td>3</td>
</tr>
<tr>
<td>*DMS 2015 Abdomen</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2022 Obstetrics I</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2035 Ultrasound Imaging III</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2102 Doppler Procedures-Vascular Sonography</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2112 Superficial Structures</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2122 Obstetrics II</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2133 Ultrasound Seminar</td>
<td>3</td>
</tr>
<tr>
<td>*DMS 2145 Ultrasound Imaging IV</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2203 Ultrasound Imaging V</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Support Courses</strong></td>
<td>11</td>
</tr>
<tr>
<td>PHYS 103 Introduction to Physics</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1224 General Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1314 Human Anatomy and Physiology</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
# TULSA COMMUNITY COLLEGE
## CERTIFICATE IN DIAGNOSTIC MEDICAL SONOGRAPHY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>6</td>
</tr>
<tr>
<td>PHIL 2153 Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Specialty</strong></td>
<td>40</td>
</tr>
<tr>
<td>*DMS 1105 Ultrasound Imaging II</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2003 Ultrasound Physics</td>
<td>3</td>
</tr>
<tr>
<td>*DMS 2015 Abdomen</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2022 Obstetrics I</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2035 Ultrasound Imaging III</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2102 Doppler Procedures-Vascular Sonography</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2112 Superficial Structures</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2122 Obstetrics II</td>
<td>2</td>
</tr>
<tr>
<td>*DMS 2133 Ultrasound Seminar</td>
<td>3</td>
</tr>
<tr>
<td>*DMS 2145 Ultrasound Imaging IV</td>
<td>5</td>
</tr>
<tr>
<td>*DMS 2203 Ultrasound Imaging V</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Support Courses</strong></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 103 Introduction to Physics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>49</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses*
AGENDA ITEM #7:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to delete the program listed below.

- Bachelor of Fine Arts in Theatre (439)

Cameron University (CU) requests authorization to delete the programs listed below.

- Associate in Applied Science in Computer Aided Design Drafting (530)
- Associate in Applied Science in Computer Information Systems (520)
- Bachelor of Science in Computer Information Systems (411)

POLICY ISSUES:

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

ANALYSIS:

OSU requests authorization to delete the Bachelor of Fine Arts in Theatre (439). This program was approved April 3, 2002. Reasons for requesting the deletion include:

- There are insufficient resources of faculty, facilities, and budgets to offer the Bachelor of Fine Arts degrees on a competitive level.
- Given the workload, lack of resources, and lack of breadth of faculty to teach specialized courses, it is unlikely the National Association of Schools of Theater will endorse the program.
- With this degree deleted the department can focus on its liberal arts Bachelor of Arts in Theatre (228).
- Six courses will be deleted.
- No funds for reallocation are anticipated. Any funds that become available will be committed to the Bachelor of Arts in Theatre (228).
- There are currently five students in the program with an expected graduation date of Spring 2013.
CU requests authorization to delete the Associate in Applied Science in Computer Aided Design Drafting (530). The program was approved prior to 1991 (and the establishment of the DPI database). Reasons for requesting deletion include:

- The program has had significant difficulty meeting the State Regents’ required 25 majors and 5 graduates per year, and an administrative analysis of the program indicates there is little chance enrollments will increase.
- The program’s lead faculty member resigned, leaving CU with no faculty in this specialty.
- Ultimately, 21 courses will be deleted after the last students graduate.
- Funds available for reallocation will be committed to CU’s computing and technology programs.
- There are currently 27 students in the program with an expected graduation date of Spring 2013.

CU requests authorization to delete the Associate in Applied Science in Computer Information Systems (520). This program was approved June 30, 1999. Reasons for requesting deletion include:

- The program has had significant difficulty meeting the State Regents’ required 25 majors and 5 graduates per year.
- The program is very similar to CU’s Associate in Applied Science in Information Technology (514) and competes directly for majors. While there may be enough students to barely support the State Regents’ minimum major/graduate requirements for both programs, given their similarity this is not an efficient use of institutional resources.
- No courses will be deleted as all courses are in the core of other academic programs.
- Funds are expected to become available for reallocation, and will be committed to CU’s computing and technology programs.
- There are currently 25 students in the program with an expected graduation date of Spring 2014.

CU requests authorization to delete the Bachelor of Science (BS) in Computer Information Systems (411). This program was approved May 27, 2005. Reasons for requesting deletion include:

- The program was intended to be replaced by the BS in Information Technology (414) when the latter was approved March 13, 2008. Now that the BS in Information Technology (414) is established, it is time to delete the BS in Computer Information Systems (411).
- No courses will be deleted as all courses are in the core of other academic programs.
- Funds are expected to become available for reallocation and will be committed to CU’s computing and technology programs.
- There are currently 66 students in the program with an expected graduation date of Spring 2015.
AGENDA ITEM #8-a:

Academic Policy.

SUBJECT: Posting of the Professional Programs policy.

RECOMMENDATION:

It is recommended that the State Regents post revisions to 3.25 Professional Programs policy, as described below.

BACKGROUND:

In 2009, the State Regents’ Professional Programs policy was revised and the changes adopted. Overall, the majority of the revisions involved editorial changes, updating standards for admission and retention, and moving prerequisite or required courses into the procedures manual.

During this process, policy language pertaining to Southwestern Oklahoma State University’s (SWOSU) Doctor of Pharmacy was inadvertently omitted. SWOSU College of Pharmacy was founded in 1939 and graduated its first class in 1941. The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

SWOSU’s Provost and Vice President for Academic and Student Affairs and the Dean of the College of Pharmacy were consulted and provided recommendations for policy language regarding the Doctor of Pharmacy degree. This change to policy did not require action from the Council on Instruction due to changes being non-substantive and editorial in nature.

POLICY ISSUES:

This action incorporates SWOSU’s Doctor of Pharmacy into the Professional Programs policy.

ANALYSIS:

A summary of the language incorporated into the policy section is provided below.

Summary of changes:

3.25.8 SWOSU College of Pharmacy
- Function – describes the function and mission of the College of Pharmacy and how the mission is to be achieved.
- Standards for Admission – lists the minimum standards to be considered for admission.
- Standards for Retention – lists the minimum retention standards to be eligible for continued enrollment.
- Standards for Graduation – lists the minimum standards to be eligible for graduation from the SWOSU College of Pharmacy with a Doctor of Pharmacy degree.
- Program pre-requisite requirements will be incorporated into State Regents’ *Academic Affairs Procedures Handbook* at a later date.
3.25 PROFESSIONAL PROGRAMS

3.25.1 Purpose

This policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.25.2 Definitions

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

"Cumulative Grade Point Average (CGPA)" is the average of a student's earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

"Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' Grading Policy.) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

3.25.3 Admission Standards for the Oklahoma State University College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma College of Medicine (OUCOM)

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – 115 and OUCOM – 200), the colleges of medicine may admit out-of-state students per year as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater
OUCOM – 25 percent or 50 out-of-state students, whichever is greater

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give high priority to Oklahoma citizens and to addressing the need for cultural diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent
under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and courses needed for admission.

3.25.4 Program Standards for the OU College of Medicine

Grading, promotion and graduation standards are determined by college faculty and are consistent with the Liaison Committee for Medical Education (LCME) standards for accreditation of medical education programs leading to the Doctor of Medicine (M.D.) degree. LCME accreditation standards are described in the *Function and Structure of a Medical School* publication.

The grading, promotion and graduation standards are outlined in policies published in the College of Medicine Policy Manual and in the College of Medicine Student Handbook.

3.25.5 OSU College of Osteopathic Medicine

A. Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of the Oklahoma College of Osteopathic Medicine and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and §4504), merging the Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent "...that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

In recognition of the merger of Oklahoma State University with the Oklahoma College of Osteopathic Medicine and Surgery, the Oklahoma State Regents for Higher Education hereby determine the functions of Oklahoma State University to include the operation of a college of osteopathic medicine located in Tulsa County. The Oklahoma State University is authorized to carry out the following functions through the College of Osteopathic Medicine, effective July 1, 1988.

1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.

2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.

3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by
means of the college-affiliated outpatient clinics, hospitals, and
other health-related centers.

4. To offer programs in continuing education for osteopathic
physicians and related professionals in order to guarantee the
continuation of high standards of osteopathic medical practice
for the citizenry of Oklahoma.

5. To cooperate with scientific, educational, and public health
agencies in the development of programs which contribute to the
improvement of health service and are responsive to general
public needs.

6. To engage in scientific research designed to improve the quality
of health care with special emphasis given to the application of
osteopathic concepts and principles.

B. Grading and Promotion Standards

1. In order to be eligible for promotion or graduation, a student
must maintain a minimum of a 2.0 CGPA (based on a four-point
scale) during any given academic year.

2. A student who receives a "D" or a "U" in any course may have
the privilege of taking a single re-examination in that course or
completing special projects or studies in the deficient area(s). If
the student passes, the final grade may be no higher than a "C."
At the discretion of the department head, appropriate remedial
action may be required prior to the re-examination.

3. A student may not be promoted from either the first, second, or
third year with a "U" grade being the grade of record for any
course taken during that year to be applied toward satisfaction of
graduation requirements. All "U" grades must be satisfactorily
cleared in accordance with existing academic policy before a
student may be promoted from one academic year to the next.

4. A student may not be promoted to the third year of study without
passing the Comprehensive Osteopathic Medical Licensing
Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course
work including required courses and clerkships, scheduled
electives, and preceptorship in order to be eligible for
graduation.

2. All students graduating in 2008 and later must take and pass the
COMLEX Level 2 Computer Exam (CE) and Performance Exam
(PE) as a requirement for graduation.

3. No fourth-year student may be considered for graduation with a
"U" grade being the grade of record on any course taken during
that year. All "U" grades must be satisfactorily cleared in
accordance with existing academic policy before a fourth-year
student may be graduated.
4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.25.6 OU College of Dentistry

A. Functions

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

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

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

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

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

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

B. Standards for Admission

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

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

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

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

4. Have accumulated at least 100 hours of paid or volunteer experience with a dental office, clinic or lab environment.

5. Be granted an interview by the Admissions Committee and earn an acceptable evaluation.

C. Advanced Standing Program for Foreign Trained Dentists

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

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

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

1. The applicant must present official transcripts from previous dental education;
2. Present acceptable TOEFL scores;
3. Complete a comprehensive clinical skills assessment;
4. Pass Part I of the National Board Dental Examination; and
5. Interview.

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

1. General orientation;
2. Pre-clinic orientation; and

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

D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:

1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).
2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.
3. Pass Part I of the National Board Dental Examination prior to the third year.

E. Standards for Graduation

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

1. Complete each prescribed course with a minimum grade of "C."
2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.

3. Pass Part II of the National Board Dental Examination.

3.25.7 Admission Standards for the OU Doctor of Pharmacy Program

The OU College of Pharmacy may admit students if they meet the specified Pharmacy College Admission Test (PCAT) score and college GPA requirements or if they are admitted under the alternative admissions by the College of Pharmacy, using standards defined by the college.

In addition to meeting these quantitative standards, the student must also meet qualitative standards which include, but are not limited to a personal interview. Preference will be given to Oklahoma residents. Current admission criteria can be obtained from the College of Pharmacy.

The State Regents’ Academic Affairs Procedures Handbook lists the courses needed for admission.

3.25.8 SWOSU Doctor of Pharmacy

A. Functions

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

B. Standards for Admission

The State Regents’ Academic Affairs Procedures Handbook lists the courses needed for admission. The minimum standards to be considered for admission are as follows:

1. Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.

2. Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.

3. A minimum CGPA of 2.50.

4. Submission of valid ACT or SAT scores.

5. Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

In addition to meeting these quantitative standards, applicants will be required to appear for a personal interview before a committee composed of faculty members and pharmacy students. Preference will be given to Oklahoma residents.
C. Standards for Retention

In order to be eligible for continued enrollment in the professional program in pharmacy, a student must meet the following requirements:

1. Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.

2. Complete each prescribed course in the curriculum with a minimum grade of "C."

3. Complete at least 12 hours during the fall and spring semesters.

D. Standards for Graduation

In order to be eligible for graduation from the College of Pharmacy with a Doctor of Pharmacy degree, a student must meet the following requirements.

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

2. Maintain at least a 2.00 CGPA in the professional program.

3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.25.09 NSU College of Optometry

B. Functions

The authorized functions of the Optometry Education Program at NSU are as follows:

1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.

2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.

3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.

4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish
limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.

5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional program.

6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.

7. To engage in departmental and other research activities designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.

8. To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

C. Standards for Admission

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must meet the following criteria and standards listed below. The State Regents' Academic Affairs Procedures Handbook lists the courses needed for admission.

1. The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.

2. The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.

3. The applicant must have taken the Optometric Admission Test (OAT).

4. The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

D. Retention

For continued enrollment in the program, a student must maintain a CGPA of 2.0 in the professional program. In addition, the student must demonstrate to the satisfaction of the faculty those moral, ethical and professional qualities deemed suitable to the professional practice of optometry.

E. Authorized Fees and Tuition Charges

The fees and tuition charges for professional optometry courses will be
established at a level consistent with the fees and charges of other 
professional health-related programs and charges for courses outside the 
professional sequence will be the same as those authorized for other 
courses at Northeastern by academic level.

F. Standards for Graduation

A student who satisfactorily completes the first two years of the four-
year professional optometry program, and who has met the basic 
admission standard of ninety (90) semester credit hours including the 
satisfaction of the general education requirement, shall be eligible to 
receive the bachelor of science degree with a major in vision science. 
Following receipt of the bachelor of science degree in vision science, a 
student who satisfactorily completes the final two years of the prescribed 
four-year professional optometry program shall be eligible to receive the 
Doctor of Optometry (O.D.) degree.

G. Degrees and Certificates

A student who satisfactorily completes the four-year professional 
optometry curriculum shall be awarded the Doctor of Optometry (O.D.) 
degree. A student who satisfactorily completes the baccalaureate 
curriculum as described above shall be awarded the Bachelor of Science 
degree.

3.25.910 OSU College of Veterinary Medicine

A. Functions

The functions of the College of Veterinary Medicine of OSU shall be as 
follows:

1. To offer a four-year course of professional training leading to the 
degree of Doctor of Veterinary Medicine.
2. To offer a two-year upper-division technical training program 
leading to the degree of Bachelor of Science.
3. To offer courses in the basic sciences leading to the Master of 
Science and Doctor of Philosophy degrees.
4. To offer graduate clinical training either with or without 
advanced degree objectives.
5. To offer service courses for students of the several colleges of 
OSU and other appropriate institutions.
6. To offer continuing education programs for the veterinary 
medical and related professions.
7. To maintain and operate clinics and hospitals to serve the 
instructional program.
8. To maintain and operate an animal care and procurement center 
for the College of Veterinary Medicine and for the university.
9. To work cooperatively with the state in the maintenance and 
operation of a diagnostic service for the benefit of the state of 
Oklahoma.
10. To conduct basic and applied veterinary medical research.

B. Admission Standards

Students are admitted to the OSU College of Veterinary Medicine on the basis of records of academic performance in preparatory studies; personal interviews and references to determine personal characteristics and career motivation; and standard achievement tests. The following specific criteria and standards are hereby adopted for first-time-entering students and transfer students. The State Regents' Academic Affairs Procedures Handbook lists the courses needed for admission.

In the determination of eligibility for first-year admission to the OSU College of Veterinary Medicine, fully qualified Oklahoma residents shall be given first priority over residents of other states.

1. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the OSU College of Veterinary Medicine shall not exceed 25 percent of the total College student enrollment. See the State Regents' Policy Statement on Contract Fees for Nonresident Students Located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition for a definition of out-of-state contract students.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.

3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.

4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels. However, the number of nonresident students enrolled at any given time shall not exceed 25 percent of the total enrollment for the college.

5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.25.4011 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of
Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.

2. To provide advanced graduate and professional degree programs in the Law School designed to produce research scholars and specialists.

3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.

4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.

5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.

6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.

7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. Admission

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT), provided that a limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study.

To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendations of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven leadership ability, real life experiences, and success in college extra curricular activities may be considered.

4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.

5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.25.12 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' Teacher Education Policy.

3.25.13 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

   Associate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college and (b) adequate resources are available at the institution to support the program.

2. Procedures for Program Approval

   Institutions desiring to offer associate degree nursing programs should first make application to the State Regents to establish eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with the Oklahoma Board of Nursing (OBN). The State Regents coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the Academic Program Approval Policy.

3. Educational Standards

   The standards for nursing education programs offered at institutions in the State System are as follows:
Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.

Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.

Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution must meet the standards of the OBN and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

B. Baccalaureate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Baccalaureate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college, and (b) adequate resources are available to support the program.

2. Procedures for Program Approval

Institutions desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the Academic Program Approval Policy.

3. Educational Standards
The standards for nursing education programs offered at institutions in the State System are as follows:

Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.

Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the bachelors degree.

Graduates of the program shall be eligible to make application to the Oklahoma Board of Nursing for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer bachelors degree nursing programs may be extended by the State Regents on a year-to-year basis until the first class is graduated. The State Regents' accreditation standards will be based on and consistent with those of the National League for Nursing. Institutions offering nursing programs will be expected to proceed with the necessary steps to attain accreditation by The National League for Nursing within a reasonable time. There is a recognized need for trained manpower in the field of professional nursing. Where appropriate, institutions may desire to develop proposed program offerings in this field. The staff of the State Regents' Office will be available to advise with institutional administrators regarding the need for nursing programs as reflected by results of research and study related to this area of manpower need. Accreditation of institutions approved to offer baccalaureate degree nursing programs is required. The institution must meet OBN standards and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the NLNAC or the CCNE within a reasonable time.

3.25.1314 Program Standards for Health Education with External Clinical Components

Colleges and universities of the State System seeking to offer undergraduate programs of health education based in part on clinical training provided by external agencies shall do so only upon prior approval by the State Regents. The following statement is designed to facilitate the observance of uniform
standards and practices among institutions awarding academic credit or granting academic degrees or certificates based on clinical training taken by students in hospitals or other external clinical settings.

A. General Principles

1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.

2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical, specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.

3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide student for any purpose, including certification to enable students to qualify for participation in a student assistance program.

B. Standards Relating to the Academic Calendar

Programs of clinical training carried out by hospitals and other external agencies will be expected to meet the same calendar standards applicable to colleges and universities of the State System. Although it is not expected that external agencies will conform to the calendar framework of the academic semester, students taking clinical training will be required to complete a requisite number of didactic and laboratory class hours to meet the standards contained in the State Regents' Academic Calendars Policy.

C. Standards Related to Licensure and Accreditation

Students completing health education programs utilizing an external clinical component must be eligible to qualify for state licensure or certification in the field in which the education and training has been received. Also the sponsoring institution will be expected to move toward accreditation by a national agency recognized by the Council on Postsecondary Accreditation within a reasonable length of time.

D. Relationships between Academic Institutions and Clinical Agencies

1. Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.

2. Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with
standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.

3. Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.

4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E. Standards Relating to Awarding Academic Credit

1. Colleges and universities desiring to award academic credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.

2. Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.

3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.

4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' Credit for Extramural Learning Policy.

3.25.4415 Program Standards for Business Education

This statement guides the State Regents and institutions of the State System with respect to the educational standards and the graduation requirements of business programs (associate in applied science degrees are exempt). The standards and requirements are to coordinate with the economic development functions of institutions as described in the State Regents' Functions of Public Institutions.
Policy.

A. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.
2. Include an entrepreneurial component that promotes enterprise development.
3. Include a student internship component or similar experience that ties classroom learning to business applications and provides feedback which may be used in future curriculum development.
4. Integrate technology into course content and deliver.
5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.
2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.
3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents’ Academic Program Review Policy). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).
4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.
2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.
3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on
appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans.
AGENDA ITEM #8-b:

Academic Policy.

SUBJECT: Posting of the revised Institutional Accreditation policy.

RECOMMENDATION:

It is recommended that the State Regents post the revised Institutional Accreditation policy, as described below.

BACKGROUND:

The State Regents last approved revisions to the Policy and Procedures Manual on June 29, 2006, which included non-substantive revisions to the Institutional Accreditation policy. The revision incorporated current Administrative Procedures Act rules and created a more user-friendly document by using a standard format and numbering system to allow staff, institutions and the public the ability to more easily find information and locate citations.

On October 29, 2010, the United States Department of Education (USDE) released new program integrity regulations. To increase oversight of student federal financial aid within states, one of the regulations focused on the need for institutions offering distance or correspondence education to acquire authorization from any state in which it operates. This authorization is required to maintain eligibility for students of that state to receive federal financial aid. The regulation creates a need for Oklahoma State Regents for Higher Education (OSRHE) policy to include statements to guide issues related to state authorization.

An additional regulation requires institutions to make available for review to any enrolled or prospective student upon request, a copy of the documents describing an institution’s accreditation and its state, federal, or tribal approval or licensing. The regulation also requires institutions to provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student’s complaint. The regulation creates a need for OSRHE policy to include a statement regarding student complaint procedures to guide students and educational institutions.

The changes outlined above require incorporation into current policy to implement the federal regulatory changes. Additional changes will be integrated to the Institutional Accreditation policy and will include a structure establishing processing fees and will include revisions to the policy to address changes to the Higher Learning Commission of the North Central Association accreditation standards.

POLICY ISSUES:

The primary purpose of the Institutional Accreditation policy is to protect Oklahoma citizens and to ensure postsecondary institutions meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services. Moreover, the policy sets the accreditation
criteria, definitions, and criteria to become coordinated with the Oklahoma State Regents for Higher Education (OSRHE) to operate as a college or university in Oklahoma and award college credit or degrees. Specific changes to the policy are summarized below.

**ANALYSIS:**

In addition to non-substantive editorial changes throughout the policy, the proposed changes include establishing a definition of physical presence and statement regarding the student complaint process. These changes provide guidance to institutions in implementing policies and procedures for students to file complaints. Procedures for students to file complaints with the OSRHE against an institution will be outlined in the *Academic Affairs Procedures Handbook*.

Summary of proposed changes:

<table>
<thead>
<tr>
<th>3.1.2 – Definitions</th>
<th>A definition for physical presence was added to provide guidance in determining what constitutes the need to become coordinated with the OSRHE to operate as a college or university in Oklahoma and award college credit or degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.3.B. - Out-of-State Institutions</td>
<td>A statement was added indicating that for programs otherwise exclusively online, physical presence would not include media advertisements or entering into an arrangement with any business, organization, or similar entity located in Oklahoma for the purposes of providing a clinical, externship, internship, student teaching, or similar opportunity.</td>
</tr>
<tr>
<td>3.1.8 – Student Complaint Process</td>
<td>Consistent with the program integrity regulations released by the USDE, this statement establishes a new section in the <em>Institutional Accreditation</em> policy that directs institutions to formalize a student complaint and appeal process for students enrolled in either in- or out-of-state institutions while living in Oklahoma. Information regarding filing complaints with the State Regents against an institution will be placed in the <em>Academic Affairs Procedures Handbook</em>.</td>
</tr>
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</table>

It is recommended that the State Regents post the proposed policy revisions to the *Institutional Accreditation* policy.

Attachment
3. ACADEMIC AFFAIRS POLICY

3.1 INSTITUTIONAL ACCREDITATION

3.1.1 Purpose

A. Basis of Authorization
   The Oklahoma Higher Education Code, enacted by the Oklahoma Legislature, states:

B. . . . Any persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma. A private educational institution shall be accredited under rules promulgated and adopted by the Oklahoma State Regents for Higher Education unless such institution is accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. . . . (70 O.S. § 4101 § 4103; and § 4104 (2001))

C. Purpose

Consumer Protection. The primary purpose of the policy is to protect Oklahoma citizens by ensuring that higher education institutions meet statutory and policy requirements regarding institutional quality. To operate as a college or university in Oklahoma and award college credit or degrees institutions must be accredited by one of the following three entities: a regional accrediting agency, a recognized national accrediting agency, or the State Regents as defined in this policy.

3.1.2 Definitions

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

“Accreditation” is the process used by the State Regents or other entities recognized by the U.S. Department of Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

“Applicant” is an institution that has formally applied for initial or renewal of State Regents' accreditation status. Additionally, regionally or nationally accredited institutions seeking to coordinate with the State System are considered applicants.

“Comprehensive Evaluation” is the process of evaluation for both initial and renewal of State Regents' accreditation that determines whether an institution meets the standards of educational quality detailed in this policy. The programs
and operations of the institution are examined through the self-study and peer review process.

“Degree” is an academic credential conferred by a college or university as official recognition for the successful completion of an instructional program.

“Evaluation Team” is a group of peer evaluators selected by the State Regents to gather and analyze information and conduct an on-site evaluation of an institution's programs and operations to determine if an institution meets the State Regents' Standards of Educational Quality detailed in this policy.

“Evaluation Visit” is a visit to the institution by the evaluation team to analyze and evaluate an institution's ability to deliver and support quality courses and programs in the state of Oklahoma.

“Focused Visit” is an onsite visit conducted by an evaluation team to evaluate specific institutional developments and changes, or revisit concerns identified by a previous evaluation team.

“Physical Presence” is defined as having a physical location (i.e., brick and mortar, post office box, telephone or facsimile number originating within Oklahoma, offering courses or academic programs at a physical location or convening students for any purpose in Oklahoma.

“Private Higher Education Institution” is a private, denominational, or other two- or four-year college or university which offers courses beyond the twelfth grade for which students earn credit and may be applied to satisfy the requirements for an associate's, baccalaureate, graduate, or professional degree.

“Recognized National Accrediting Agency” is an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority as to the quality of higher education institutions under Code of Federal Regulations 34 CFR §602. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, (e.g., the types of institutions the agency may accredit, the degrees and certificates awarded, the geographic area, and the preaccreditation status(es) that the Secretary has approved for recognition).

“Regional Accrediting Agency” is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary to include at least three states that are contiguous or in close proximity to one another. Regional accrediting agency is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission of the North Central Association of Colleges and Universities (HLC) accredits public and private/independent institutions in Oklahoma. The HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet those requirements.

“Review Panel” is a three-member panel appointed by the Chancellor if the institution objects to the evaluation team's recommendation of one of the following: denial, nonrenewal, or revocation of accreditation. The review panel examines the evaluation team's report and rationale for the recommendations and makes a formal recommendation on the institution's status to the Chancellor for action by the State Regents.
"Self-Study Report" is a comprehensive description of the institution's own evaluation of its effectiveness and the extent of its compliance with the State Regents' Standards of Educational Quality and the HLC's Criteria for Accreditation. Additionally, the institution must indicate its compliance with HLC's ERs in the self-study. The report serves as a key component in the evaluation conducted by the visiting team. The document also describes the process by which the self-study report was conducted.

"Team Chairman" is an experienced evaluation team member who leads the evaluation team visit and prepares the team report consistent with State Regents' policy and using HLC guidelines for the evaluation visit and team report. The chairman is responsible for submitting the completed team report including recommendations to the Chancellor within ten working days of the evaluation visit.

"Transferability" refers to credits earned by students at institutions accredited by a regional accrediting agency or the State Regents accepted for transfer at face value into like programs at institutions in the State System (and on a voluntary basis by private/independent institutions) consistent with the State Regents' Undergraduate Transfer and Articulation Policy. Credits earned by a student at an institution accredited by a recognized national accrediting agency may be reviewed on a course-by-course basis, for possible transfer to an institution in the State System (and on a voluntary basis by private/independent institutions).

3.1.3 Accredited In- and Out-of-State Institutions

A. In-State Institutions

State System institutions are accredited by the HLC. For information purposes, public institutions will provide copies of self-study reports and final evaluation reports in a timely manner. This information will be reviewed and summarized for the State Regents. Private/independent institutions may provide copies of these reports on a voluntary basis.

B. Out-of-State Institutions

In- and out-of-state higher education institutions that are nationally or regionally accredited may become coordinated with the State System Oklahoma State Regents for Higher Education (OSRHE) by submitting a request to the Chancellor. The request will include written verification and a description of its accreditation status including authorization to offer courses and programs in other states. Additionally, the request must include a course catalog, anticipated course and program offerings, faculty hiring procedures and qualifications, tuition and fee structure, and the location where courses and programs will be offered. Once coordinated with the State System OSRHE, changes in the institution's accreditation status or offerings/programs offered must be reported immediately to the Chancellor.

Out-of-state institutions nationally or regionally accredited, as noted in the preceding paragraph, offering college-level courses and programs in Oklahoma via electronic technology are expected to adhere to the same high standards of program delivery as Oklahoma institutions subscribe. Therefore, out-of-state institutions are encouraged strongly to follow the academic standards of best practices in distance learning as
detailed outlined in the State Regents' Electronically Delivered and Traditional Off-Campus Courses and Programs Policy. Institutions that offer college-level courses and programs completely online, with no physical presence in Oklahoma, do not fall under the jurisdiction of this policy. For the purposes of this policy, for programs otherwise completely online, physical presence does not include media advertisements or entering into an arrangement with any business, organization, or similar entity located in Oklahoma for the purposes of providing a clinical, externship, internship, student teaching, or similar opportunity. The onus shall be on the student for entering into an agreement for these activities.

3.1.4 Unaccredited Private Institutions

State Regents' standards, policies, and procedures for accreditation are modeled on those of HLC. Accreditation of a college or university by the State Regents means that standards and policies prescribed for accreditation by the State Regents' policy have been satisfied. Institutions accredited pursuant to this policy are encouraged to become accredited by the regional accrediting agency, HLC.

HLC's Eligibility Requirements (ERs) establish baseline benchmarks for institutions seeking accreditation by the State Regents. The team will explore the institution's ability to meet the HLC's ERs as evidenced by the institution's self-study report and the evaluation visit.

To achieve accreditation without qualification, an institution is required to meet the HLC's ERs and each State Regents' Standard of Educational Quality as well as address the HLC Criteria for Accreditation in the institutional self-study report and the evaluation visit.

A. Initial Application

Preliminary Conference: The institution's president will contact the Chancellor or his designee and request a meeting to discuss the State Regents' Standards of Educational Quality and the procedures necessary to achieve State Regents' accreditation. The accreditation policy and related State Regents' policies, HLC's ERs, and the current HLC Criteria for Accreditation will be provided.

Application: To apply for consideration of accreditation, the president will submit a formal letter of request and a document addressing the proposed institution's response to HLC's ERs, as well as any documentation required by the State Regents. Upon receipt of these documents, the official accreditation process begins. Institutions will be required to follow the procedure outlined in this policy, which include an institutional self-study report and an on-site evaluation visit to determine if the institution meets the State Regents' Standards of Educational Quality. The Chancellor will appoint a staff member to serve as liaison to the institution during the evaluation process. The anticipated time period for the team evaluation visit will be communicated.
B. Evaluation Visit Expenses

Full cost for the evaluation visit will be paid by the institution receiving the service. Such costs include the evaluation team members' honoraria, travel, lodging, and food in accordance with Oklahoma state travel laws. If an institution objects to the team recommendation and a review panel is appointed (see Procedures for Denial, Revocation, or Nonrenewal of Accreditation in this subsection), the institution will pay for the full cost of the review panel. If the State Regents determine that one or more members of the evaluation team are to be present at the review panel hearing, the cost will be borne by the State Regents.

C. Withdrawal of Application

At any time during the process, the institution may withdraw its application, but will be required to pay any expenses incurred to that point by the State Regents' office.

D. Standards of Educational Quality

The State Regents' Standards of Educational Quality establish the foundation and requirements for State Regents' accreditation. A team evaluating an institution applying for initial or renewal of accreditation examines carefully whether the institution meets each standard by using HLC's current five Criteria for Accreditation which is adopted by reference as part of this policy. For example, educational standard 1 pertaining to Educational Mission and Objectives calls for a clear, concise, and realistic mission statement. Examples are provided throughout the policy for illustrative purposes and are not intended to limit the scope or operation of this policy. HLC criterion one asks for decision-making processes that are appropriate to the institution's stated mission and purposes. It is important to note that outstanding performance in an area covered by one standard or criterion does not compensate for unacceptable performance in another. The State Regents' Standards of Educational Quality are described below:

1. Educational Mission and Objectives

An institution accredited by the State Regents must develop a clear and realistic statement of its basic purposes as a member of the higher education community. A mission appropriate to higher education will place a high priority on educational excellence and support high expectations of students. Each institution may also define additional aims such as contributing to the development of the community or to help students prepare for a life in a democratic society.

While the mission states the institution's broad purposes, the educational objectives are more specific ways of ensuring that the mission is achieved. Examples of such objectives include the provision of student support services, laboratory and other specialized facilities, graduate placement assistance, off-campus offerings, and other arrangements.

Each applicant or accredited institution also defines additional
objectives which reflect its particular character. These objectives are to be realistically determined with consideration of factors such as the institution's founding purpose, education vision, community needs, and its resources - human, physical, and fiscal. Each institution also defines additional objectives which reflect its particular character. Some examples are: helping students to prepare for employment, for the next level of education, for specialized research and public service, or simply for life in society. The institution's statement of mission should result from discussions among both faculty and administration and must be approved by the governing board. The statement of mission and objectives should be widely disseminated among members of the institution and its community through appropriate institutional publications, including the catalog.

2. Governance and Administration

The governance of colleges and universities in the United States has historically been a partnership between lay control and professional administration. Legal control and broad policy-making responsibilities for institutions have been vested in lay boards of trustees/regents, whereas responsibilities for recommending and implementing educational policy have traditionally resided with college presidents and faculties. Higher education as an activity is too important to be given over exclusively either to the lay person or the professional; therefore, the responsibility for its governance is balanced between those who are the chief recipients of its benefits and those who are its practitioners. Governing board (board) members link the institution to society and therefore should reflect society's diversity and be knowledgeable about the problems of both the institution and the society.

The board should act as an autonomous body, free from undue influence by owners, employees, political or business entities, or other interest groups. It should govern freely without political bias and should protect the institution from political pressures. Board members should have a clear idea of their general duties and responsibilities and should define them in an official policy document based on its corporate charter and bylaws. The board should appoint a president empowered to operate within board policies according to clearly stated administrative code. It is generally agreed that the most important functions of a board are to select a president, to be responsible for the institution's property and funds, and to oversee the educational programs of the institution. The crucial test of a board's operating effectiveness is the extent to which it concentrates its energies on policy matters and avoids concerning itself with administrative detail. Evaluation should concentrate on the board's effectiveness in performing its function of institutional policy making. Other factors include the method of board selection, organizational structure, terms of service, and frequency of
meetings.

A clear differentiation between the policy-making function of the board and the executive responsibilities of those who carry out these policies is essential. The administrative officer should be free to operate within board policies, according to a carefully developed administrative code. Such conditions are basic to the exercise of effective, far-sighted leadership in institutional development and advancement of objectives.

Administration is concerned with every aspect of the organization and operation of an institution. The first essential for a strong institution is a carefully planned administrative organization which coordinates all the resources effectively toward the accomplishment of the institutional mission and objectives. This organization should provide for responsible participation in decision making, execution, and evaluation by various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational programs offered, but both its structure and the accompanying operation procedures should be clearly defined and understood by all.

The administration’s commitment to fair and equitable treatment of students, faculty, and staff as well as the public is reflected in appropriate policies and procedures on equity, nondiscrimination, and due process. Manuals and handbooks spelling out the rights and responsibilities of all members of the institution are made available and a conscientious effort is made to carry out such provisions.

3. Educational Programs

Institutions will comply with the State Regents’ Undergraduate Degree Requirements Policy.

An institution accredited by the State Regents is a degree-granting institution and includes programs leading to degrees as part or all of its offerings. The institution demonstrates the effort to:

a. formulate educational goals that are consistent with its mission, reflective of higher education, and focused on reorganized fields of study;

b. develop and implement procedures to evaluate the extent to which the educational goals are being achieved; and

c. use the results of these evaluations to improve educational programs and services.

Academic program quality is expressed through effective student learning and eventual job performance. Quality of academic programs can be determined through assessment of curriculum, instructional delivery, demand, and student improvement. Instruments or measures to evaluate academic programs may
include: standardized tests, portfolios, completion rates, performance of transfer students at receiving institutions, results of admission tests for students applying to graduate or professional schools, job placement rates, results of licensing examinations, student evaluations, employer evaluations, program advisory committees, and follow-up studies of alumni.

It is expected that an institution will focus its resources and energies on the education of its students consistent with its mission. Effectiveness in all educational programs, delivery systems, and support structures should be the primary goal. An effective institution of higher education provides a challenging academic environment and seeks to ensure student academic achievement, intellectual inquisitiveness, personal and professional development, ethical consciousness, academic freedom, faculty support, and an environment conducive to learning. The development, evaluation, and revision of academic programs must involve the faculty in a central way.

Auxiliary activities, such as subsidiary or related business ventures, must be conducted within general policies governing institutional relationships and consistent with the institution's mission and purposes.

An institution accredited by the State Regents must have a well-designed general education component as an integral part of its undergraduate degree programs. General education is a required part of every student's program of study. It is not directly related to the student's area of specialization or career interests. It includes the characteristics of requiring a certain number or proportion of the total credits earned and course selections that ensure breadth of learning across the major disciplinary fields.

The institution's general education requirements must be supported by a coherent philosophy and rationale consistent with its mission and be well-understood and widely supported within its academic and administrative departments. Development and periodic review of the philosophy should involve all major constituencies, including faculty, administrators, and governing board members. The rationale and plan for general education may focus on the pattern of coverage across the disciplinary fields or on the competencies and skills expected to be developed. Examples of the former include communications, social sciences, humanities and fine arts, natural sciences, and mathematics. Examples of the latter include critical thinking, communication skills, ethical awareness, quantitative facility, research and independent learning abilities, and others.

4. Faculty

The selection, development, and retention of a competent faculty are related to the mission performance of the institution. Faculty are responsible for developing students to represent the characteristics defined in the institution's mission. An effective
reward system links faculty objectives to institutional mission. The successful institution provides for adequate faculty participation in the development of institutional policies, particularly those governing academic affairs, student academic advising, assessment techniques and including mission refinement. The organization should encourage regular faculty communication within and across disciplines as well as between faculty and administration.

The number and type of full-time faculty members must reflect mission priorities and be appropriate to provide effective teaching, mentoring, research, community service, and administrative expertise in areas such as curriculum development and program assessment. Records of faculty performance should indicate their devotion to the above tasks as appropriate through the institution's mission indicators such as teaching contact hours, teaching portfolios, student evaluations, faculty development efforts, research production, awards, community service hours, and committee work. The continuous professional growth of all members of the faculty should be encouraged, and the institution should assist members of the faculty to further their professional development.

Effective faculty recruitment depends on the institution's ability to provide adequate salaries, a well-planned program of benefits, and an attractive working environment conducive to the transfer and development of knowledge. The level and kind of faculty salaries and the program of benefits should be regularly re-examined to keep them current with changing economic and social conditions. Faculty diversity will represent the institution's commitment to its social responsibilities.

A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. Most faculty teaching in graduate programs should hold earned doctorates. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

The employment of part-time faculty members can provide additional educational expertise to the institution while expanding student access, but the number and kinds of part-time faculty members must be regulated to protect program quality. Part-time faculty members teaching courses for credit must meet the same professional experiential requirements as their full-time counterparts teaching in the same disciplines. An institution should establish and publish policies regulating the employment of part-time faculty and provide them with appropriate orientation, supervision, and evaluation.
locations where courses or programs are offered. The institution uses the results of the evaluation to improve the effectiveness of these resources. Institutions should link their budget decisions making to the assessment results and consistently provide the library financial support ranging from a minimum of five to six percent of its educational and general budget.

6. Students

Institutions will comply with the State Regents' Institutional Admission and Retention Policy.

Students are not just education consumers but participants in collegiate learning, research, and community service. The institutional mission should describe the characteristics of its ideal students, then recruit, retain, and develop them. As eventual participants in society, the student body should reflect society's diversity. Institutional effectiveness is determined through assessment of its students. Successful institutions should utilize entry-level, mid-level, and exit assessments of students as part of their self-study report and continuous improvement process.

The institution shall demonstrate it has made an effort to support all students in achieving their educational goals. Appropriate policies and procedures for student development programs and services must be established and be operational. The goals of each functional area must be compatible with and support the goals of one another.

The institution should publish and make available to potential students a catalog describing courses and curriculum, tuition and refund policies, and other matters. An additional appropriate publication is the student handbook. Policies included in the student handbook should include student rights and responsibilities, including academic honesty, redress of grievances and complaints, and procedural rights. The student handbook should be well-publicized, readily available, and implemented in a fair and consistent manner. Information release policies respect the rights of individual privacy, the confidentiality of records, the best interest of students and the institution, and are in compliance with local, state, and federal statutes and guidelines.

A program of counseling and testing should assist students in making appropriate decisions in matters of personal concerns, academic choices, and career paths. The institution should make use of educational, career, and psychological assessment tools to evaluate the capabilities and interests of the students. Accurate assessment information on students should be provided to academic advisors and counselors, and placement and achievement test data should be interpreted to the individual student.
Student services should participate in ongoing assessment activities relating to students' needs and the student services functions, with special emphasis on the relationship of student services to student retention. Evaluation should be a regular function of program development and modification. Academic advising should include an assessment component which provides direction for modifying the advising program and enhancing student success. Additionally, the institution should develop systematic and dependable methods of gathering data on student characteristics and performance. Such data may be used for institutional research, external reporting, and other purposes.

The institution should provide opportunities for students to participate in campus governance, institutional decision making, and policy and procedures development, and must involve faculty in the development of student services programs and policy. Institutions offering career-oriented programs should assist students in developing skills to secure employment upon program completion. They should maintain continuing contact with prospective employers in professions and other occupations related to their programs. Institutions may also assist students in securing part-time employment while pursuing their education.

7. Finances

The management of financial resources for a postsecondary institution determines, in part, the quality of academic programs. Sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, audits, capital outlay, and sound financial management are issues to be addressed in the accreditation process. A key assumption underlying financial management policies should be that financial resources are tools of the educational enterprise, never the reverse. The adequacy of financial resources and the pattern of expenditures of an institution are to be judged in relation to its mission and objectives, the diversity and scope of its programs, and the number and kinds of its students.

There should be a well-conceived organizational plan assigning responsibilities of the various activities that together comprise the business and financial affairs of the institution. The chief business or financial officer should be one of the principal administrative officers of the institution. Among the key functions that should be performed by the chief business or financial officer is assistance to the president in the preparation of annual budgets. Faculty and department chairs should also have a substantial role in the academic budgetary process. Other key functions are maintenance of an appropriate system of accounting and financial reporting, supervision of the operation and maintenance of the physical plant, procurement of supplies and equipment, control of inventories, financial management of auxiliary enterprises, and receipt, custody, and disbursement of funds belonging to the institution.
Institutions should demonstrate that their sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, capital outlay, and financial management have been utilized to successfully execute their missions. Institutions should forecast future development with respect to changes in enrollment and evolving community needs. Institutions with students that receive financial aid must maintain compliance with federal regulations including a requirement for management of excessive student loan default rates. Institutions must report any difficulty in maintaining compliance to the State Regents as part of the institutions overall financial picture.

In this context, institutions shall demonstrate at least a three-year history of satisfactory financial management, which includes a three-year history of amounts borrowed (internal and external) for capital outlay and for operating funds. The institution must also report the amount of interest and principal paid on such debts including a statement of operating income used in debt service.

In addition to such other audits as may be required by the governing board of the administration of the institution, the governing board shall annually obtain the services of an independent accounting firm that is licensed to practice public accounting to perform a complete financial audit of the institution.

8. Facilities, Materials, Equipment and Grounds

Buildings, materials, equipment and grounds should be designed and maintained to serve the needs of the institution in relation to its stated purposes. There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational programs of the institution. A master plan for campus development should be maintained.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. These should be properly lighted and adequately equipped, heated, and ventilated. Classrooms, laboratories, and other facilities should be properly scheduled for maximum utilization. Laboratory equipment, instructional facilities, furnishings, and expenditures should be adequate to meet institutional needs. As a part of its operational and strategic planning, the institution should develop and periodically update a long-term plan for the maintenance and replacement of equipment and laboratory facilities. Programs requiring special facilities should not be offered unless the appropriate facilities are available. Consistent with the guidelines of the Americans with Disabilities Act of 1990, arrangements should be made for handicapped access to campus buildings and facilities.

Adequate landscaping should be utilized to divide the campus into attractive and useful areas. Satisfactory parking space
should be available, and attention given to protect and enhance the safety and security of students on campus.

Space utilization studies should be made to determine actual needs before the addition of new facilities. It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of a new building be consulted during the planning stages.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, and library and information resources are known to be necessary for acceptable educational programs.

9. Planning

An accredited institution is guided by leaders with a vision of its future and a long-range perspective on the means necessary to reach that future. The basis for the institution's attempts to achieve its mission and to continue to improve is a long-range plan and a set of active and participative planning processes.

Long-range planning should be conducted in a manner that includes all functional areas and groups within the institution and draws upon internal and external data and data analysis. Basic characteristics of such planning are environmental assessments and forecasts of current and emerging trends.

Departmental and functional planning should be integrated within broader planning processes and reflected in the allocation of financial, physical, and human resources. Planning processes should be ongoing and produce annual planning documents that are widely distributed and well-understood within the institution and used as a basis for decision making. Annual planning processes should be conducted to adjust existing plans at all levels and to extend the scope of planning further into the future.

A key set of inputs to the planning process is the range of activities and measures that represent institutional assessment. Like well-designed planning processes, effective institutional assessment involves all major constituencies and is shaped by the institution's mission and educational purposes. It is characterized by multiple measures and focuses on using the results to improve educational programs in order to strengthen learning and achievement. The institution must provide evidence that planning efforts have been implemented.

Continuous improvement of the institution is the ultimate goal of institutional planning and assessment. In a changing social, economic, technological, and educational environment, institutions must be committed to evaluating their current
performance in order to make necessary changes and position themselves in relation to future needs as they seek to achieve their missions. Institutions should therefore set educational improvement as a key goal and should be able to demonstrate that they have achieved this goal.

An institution must have a contingency plan should the institution close. The contingency plan must outline the procedures for the disposition of all student records, including educational billing, accounting, and financial aid records in an accessible location, an explanation of how the school would notify students in the event of closure, and a proposed teach-out agreement with one or more institutions in reasonable geographic proximity which currently offer programs similar to those offered at the institution.

E. Institutional Self-Study Report

The self-study report (defined in section 3.1.2) plays an important role in the accreditation process. It is the foundation for the evaluation for initial and renewal of accreditation. The self-study report demonstrates the institution's ability to analyze its effectiveness and develop plans for its own improvement. It provides an opportunity for the institution to show its effectiveness in meeting the State Regents' Standards of Educational Quality, HLC's Criteria for Accreditation, and HLC's ERs.

In preparing its self-study report for submission to the State Regents, an institution should involve all of its affected constituencies including administration, faculty, staff, governing board members, and students. Outside stakeholders should also be involved as appropriate, including alumni, advisory groups, and citizens of the community.

The self-study report should be a well-written, readable narrative that communicates the institution's compliance with the State Regents' Standards of Educational Quality. It should be evaluative rather than merely descriptive and written with the other materials its readers will have access to in mind. The following information must accompany or be included in the self-study: faculty and student handbooks, the institutional catalog, official financial audits (last three years), the institution's federal regulatory status (if applicable), licensing or cooperative agreements, and any other information requested by the State Regents.

The self-study report will include a table of contents organized by the State Regents' Standards of Educational Quality and an introduction that provides the context for the evaluation. A brief history of the institution and its accreditation status should also be included. The body of the report must include a self-evaluation of the institution's compliance with each of the State Regents' Standards of Educational Quality as correlated with HLC's Criteria for Accreditation. The State Regents' Standards of Educational Quality include the requirement of compliance with State Regents' Policy Standards of Educational Quality, Sections 3.1.4.D.3 Educational Programs, and 3.1.4.D.6 Students. Institutions will explain within each Standard of Educational Quality how they are in compliance.
with these Regents' policies. The report should also include tables with statistical data regarding enrollment, programs, student changes, faculty, library, finances, and other pertinent topics. Such data should be used to conduct the necessary analysis and to support conclusions within the self-evaluation process. If the application is for renewal of accreditation, it must address the concerns expressed in the latest evaluation team report.

Five copies of the institutional self-study report, along with five copies of all materials noted above, must be filed in the Chancellor's office 90 days prior to the expiration date shown on the Certificate of Accreditation or for initial application by a new institution, at a date specified by the Chancellor. Any exceptions to this requirement must be in writing and must be approved by the Chancellor prior to the date such materials are due. Failure to provide the information required by this policy in a timely manner could have adverse consequences for the institution. Specifically, if an institution fails to provide information applicable to a given accreditation standard, the institution may be deemed not to have met that standard. If the institution fails to provide information necessary for a meaningful on-site evaluation, the visit will not be conducted, and the institution may be presumed not to meet the accreditation standards of educational quality.

Additional guidance for the self-study report can be found in a current copy of the HLC Handbook for Accreditation.

F. On-site Evaluation Process

The purpose of the evaluation process is to determine if the institution meets the State Regents' Standards of Educational Quality. The primary methods for achieving this purpose are:

1. the institutional self-study report, and
2. an on-site evaluation of the institution's programs and operations by an evaluation team.
3. The evaluative criteria for determining the institution's efficacy in meeting the State Regents' Standards of Educational Quality will be the current NCA Criteria for Accreditation.

G. State Regents' Staff Role in the Evaluation Process

The role of State Regents' staff in the evaluation process is to coordinate the logistics and materials in preparation for the evaluation visit and to serve as a liaison between the team and the institution. It is the responsibility of State Regents' staff to inform the team members of their charge and of the State Regents' policies related to accreditation as well as serve as a facilitator for the evaluation visit. State Regents' staff will only accompany the team at the beginning and conclusion of the visit. The staff will not in any way actively participate in the evaluation team's work.

In preparation for State Regents' action on the team's report and recommendation, the staff will provide historical, policy, and factual context information to the State Regents.
H. Evaluation Visit

1. Team Selection: An effort will be made to select individuals who understand the uniqueness and nature of the institution under review. An effort will also be made to insure that the team includes individuals who have had significant professional experience with institutions of the type under review. In selecting individuals to serve on evaluation teams, the State Regents will seek out those persons who are best qualified, regardless of sex, race, religion, or national origin. Unless extenuating circumstances exist that cause the State Regents to select an in-state evaluator, the evaluators will be selected from out of state. The institution has the opportunity to express in writing suggestions for the areas of expertise and types of institutional representation it prefers. A list of potential team members will be provided to the institution before final selection occurs. Every effort will be made to alleviate institutional concerns about potential team members prior to selection of the team. However, the institution does not have the authority to veto a potential team member(s).

One member of the evaluation team will be designated as team chairman and will assume responsibility for leadership in conducting the evaluation and in preparing the team's report (see definition of team chairman). Guidance for the team chairman as it relates to the evaluation visit will be provided by the HLC Handbook of Accreditation.

Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form signifies that the individual team member has no association with the institution and does not stand to benefit in any way from its accreditation or lack thereof.

2. Length of the on-site evaluation visit: Typically the evaluation visit, whether for initial or renewal of accreditation, will be scheduled for two to three days. The dates for the evaluation visit will be determined by the State Regents' staff members who will coordinate with the institution before confirming the dates in writing. Unless extenuating circumstances exist, renewal of accreditation evaluation visits are to be scheduled well before the State Regents' accreditation expires.

3. Materials for the Team's Review: The self-study report, catalogs, and other pertinent materials will be forwarded to the team members, if possible, in advance of the evaluation. Other materials may be requested as appropriate before or during the on-site evaluation.

4. Team Room: A comfortable room with adequate facilities should be set aside for the team to perform its work for the duration of the on-site visit.

5. On-Site Interviews: The team chairman will schedule interviews
with key institutional personnel, faculty, students, board members and others as part of the evaluation process.

6. Exit Interview: The team chairman will schedule a meeting with the president to summarize the team's findings and recommendation. Other members of the institution may be invited to the exit session at the discretion of the president. The exit session will provide the institution with an oral preview of all the major points that will appear in the team report.

I. State Regents' Action

The five State Regents' accreditation actions are provided below:

1. Accreditation without Qualification

   The institution fully meets HLC's ERs and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Accreditation status is for a period of five years with a formal reevaluation at a date set by State Regents' action.

2. Initial Candidacy

   This category is only open to new applicants for accreditation. The institution meets HLC's ERs and the minimum State Regents' Standards of Educational Quality, but corrective measures are required to enable the institution to fully meet all the standards as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution. A formal evaluation visit will take place at a date set by State Regents' action. Initial candidacy is limited to a period of six years.

3. Probationary Accreditation

   The institution fully meets HLC's ERs, but conditions exist at an accredited institution that endangers its ability to meet the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution with a formal evaluation at a date set by State Regents' action. Probationary accreditation may not exceed a total period of three years with a formal evaluation at a date set by State Regents' action. Institutions that move to probationary accreditation status from initial candidacy will be limited to a maximum of two years in this category. When the time limit expires, the institution will be required to achieve Accreditation without Qualification or HLC accreditation.

4. Denial of Accreditation

   The institution does not meet HLC's ERs or the standards of educational quality, as correlated with HLC's Criteria for Accreditation outlined in this policy, and its initial application for accreditation is denied. Institutions facing this action are
entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation (3.1.4.K). The institution may pursue program improvement and reapply at a later time.

5. Nonrenewal or Revocation of Accreditation

An institution's accreditation is revoked or is not renewed due to its failure to correct deficiencies to achieve "Accreditation without Qualification" within the applicable time periods required by this policy or the institution otherwise does not meet HLC's ERS and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Institutions facing this action are entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation. The institution may pursue program improvement and reapply at a later time.

J. Post Evaluation Visit

1. Team Report and Recommendations: Following the evaluation visit, the team will prepare a report of its visit to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's office within ten working days following the evaluation visit.

The team report will address all of the State Regents' Standards of Educational Quality applicable to the institution's evaluation. The report will provide a fair and balanced view of the institution's compliance with each of the Standards at the time of the visit. With respect to non-compliance of a standard, the team must identify the specific Standard involved and provide examples of ways in which the standard is not met. Recommendations for improvement should be made with sufficient specificity as to allow meaningful follow-up evaluation.

A statement of recommendation will be included in the Evaluation Team's report and should be supported by a clear and explicit rationale based on the State Regents' Standards of Educational Quality. The recommendation must be consistent with this policy and will be one of the following: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or nonrenewal or revocation of accreditation (as described in 3.1.4.1 State Regents' Action).

2. Institutional Response: The Chancellor will promptly forward a copy of the Evaluation Team's report and recommendation to the president of the institution. Institutional representatives will be afforded an opportunity to correct any factual errors in the report. The team's evaluative comments and findings may not be modified by the institution. Thereafter the draft report will be finalized and will be deemed formally submitted to the
Chancellor.

3. State Regents' Action: The Chancellor will submit to the State Regents for their consideration the evaluation team's report and recommendation and the review panel recommendation (if applicable) together with any other pertinent information relating to the institution's request for accreditation. An institutional representative may address to the State Regents comments pertinent to the issue of the applicant's fitness for accreditation. After full consideration of the matter, the State Regents will make a decision on final disposition of the institution's request for accreditation, and will take one of the following actions: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or revocation of accreditation. The institution will be officially notified of State Regents' action on the application for accreditation.

4. Certificate of Accreditation: If the decision of the State Regents is to extend accreditation, a Certificate of Accreditation, identifying the type and expiration date of the accreditation accorded, will be issued and sent to the president of the institution.

5. Public Disclosure: The institution must make public the action of the State Regents with regard to its accreditation status. The institution's accreditation status shall be described accurately and completely in its advertisements, brochures, catalogs, and other publications.

K. Procedures for Denial, Revocation, or Nonrenewal of Accreditation

When the team recommendation for accreditation is denied, revoked, or non-renewed, its due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' accreditation decisions. The following procedures will apply specifically to denial, nonrenewal, and revocation actions.

1. Objections by Institutions: The institution will have 10 days from the receipt of the final evaluation team's report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the evaluation team's report and recommendations will be forwarded to the State Regents for their consideration and action.

2. Forming a Review Panel: If the institution objects to the evaluation team's report, the Chancellor will convene a neutral three-member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.

3. Review Panel Hearing: The review panel schedule a hearing in a
timely fashion at which the institution's objections to the evaluation team's report will be fully considered. The institution may call its own witnesses and may question any witness called by the State Regents. If requested, the State Regents will produce, at the institution's expense, the evaluation team members.

The institution may be represented at this hearing by persons of its own choosing, including legal counsel. Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.

The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.

4. Review Panel's Proposed Findings: Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.

5. State Regents' Action: The State Regents, after considering the panel's findings, the evaluation team's report, and the rest of the official record pertaining to the accreditation application, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents remarks in support of fitness for accreditation. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's application for accreditation.

L. Renewal of Accreditation

A schedule will be set by State Regents' action following an institution's evaluation. The frequency of evaluation visits will vary from institution to institution depending upon the respective institution's accreditation status. Institutions on probation or in initial candidacy status will be required to address specific areas of concern. Additionally, if the situation warrants, a comprehensive evaluation may be performed at the same time as the focused visit. The institution will be notified promptly after State Regents' action of the scheduled expiration date of its accreditation and the requirements for renewal. This notice will also inform the institution of the scope of the evaluation visit and the deadline for the receipt of the institution's self-study report. The anticipated time period for the evaluation visit will be communicated. In any event, an
institution which desires renewal of its State Regents' accreditation must inform the Chancellor, in writing, four months (120 days) prior to the expiration date stated on its certificate of accreditation.

3.1.5 Required Annual Reporting
Institutions accredited by the State Regents or coordinated with the State Regents will report enrollment, student credit hours, and other information in the format prescribed on an annual basis.

3.1.6 Reporting Institutional Change in Condition
Institutions covered by this policy are required to immediately advise the State Regents, in writing, of any substantive change in its objectives, scope, ownership or control, financial status, geographic area of offerings, programs, or any other significant matter. The institution is required to notify the State Regents of any significant action by other accreditation or governmental regulatory bodies. Under such circumstances, the State Regents may require additional focused or comprehensive visits and/or such other actions as are appropriate in light of relevant facts. In addition to scheduling evaluation visits, the Regents may require reports on specific changes. Such reports may also trigger evaluation visits or provide information for scheduled visits.

3.1.7 Publications
All institutions operating in the state of Oklahoma shall detail prominently in all appropriate publications and promotional materials its current and complete accreditation status. Institutions shall not make misleading, deceptive, and/or inaccurate statements in brochures, catalogs, websites, or other publications. Disclosure of the institution's complete accreditation status shall be in boldface print and in a manner reasonably calculated to draw the attention of the reader. Such disclosure must also include information about the transferability of courses. Failure to make required disclosures or the making of misleading statements about the institution's accreditation status is prohibited. These requirements also apply to unaccredited institutions that offer certificates or diplomas.

3.1.8 Student Complaint Process
In- and out-of-state institutions shall include student complaint procedures and a complaint appeal process in the student handbook or other student information documents and will provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints against the institution at the institutional level.

In- and out-of-state institutions will also provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints with the appropriate state agency or with the institution's accrediting body.

Information regarding filing complaints with the State Regents against an institution can be found in the Academic Affairs Procedures Handbook.

3.1.82 Teach-Out Agreements and Records Disposition
The Chancellor must be notified immediately if loss of institutional accreditation or closure is imminent. Official notification may originate from the institution or
the accrediting agency, but must be received within ten working days of action taken against an institution. Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions as coordinated with the State Regents’ office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records. Additionally, specific procedures regarding the accrediting agencies’ procedures and obligations under Title IV of the Higher Education Act will be followed.

AGENDA ITEM #9:

Educational Planning and Assessment System.

SUBJECT: 2011-2012 Educational Planning and Assessment System Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the 2011 – 2012 Educational Planning and Assessment System Annual Report.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. In the 2011-2012 academic year, 84,007 students took the EPAS assessments. The EXPLORE assessment was taken by 45,465 8th grade students and 42,529 students took the 10th grade PLAN assessment. This is an increase of 1,550 students being served over the previous year. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 90 percent of Oklahoma’s public schools, 78 private schools and one Bureau of Indian Affairs schools; 98 percent of Oklahoma public school eighth graders and 99.5 percent of tenth graders attend a school that participates in EPAS.

School districts using EPAS include 417 of the 420 K-12 districts and 50 of the 94 K-8 districts. Each of these schools voluntarily participates in EPAS, which is over and above the state’s required testing for K-12 education. The EXPLORE, PLAN, and ACT assessments provide a longitudinal approach to educational and career planning through assessment, curriculum support, and student evaluation. EPAS, also known as ACT’s College and Career Readiness system, is the only state-funded assessment system that provides feedback to the student, parents and educators relative to college readiness.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents’ policy action to raise admissions standards in the 1990’s. State Regents’ EPAS involvement was deepened by State Regents’ action to reallocate social justice resources to support an Office of Student Preparation in 2000 as the primary State Regents’ social justice focus for providing access to college through academic preparation. EPAS is the foundation of State Regents K-16 student preparation efforts.

ANALYSIS:

EPAS is a curriculum-based educational and career planning program starting with the EXPLORE assessment, administered to 8th graders, which is designed to help them explore a broad range of options for their future. PLAN is administered to 10th graders and is a good predictor of what the student would score on the ACT. The predictive nature of EPAS assessments indicates that students will typically score two to four points higher on each successive assessment. All three assessments measure achievement in
English, mathematics, reading and science reasoning as well as providing an interest inventory and needs assessment.

**Eighth Grade EXPLORE Assessment Results**

ACT has analyzed Oklahoma’s EPAS student data for a number of years and has established the Oklahoma College Readiness Benchmarks based on the ACT cut score of 19. The following table shows the EXPLORE results over the past six testing years against these Benchmarks. Data in bold indicate scores that fall below the Oklahoma benchmarks.

<table>
<thead>
<tr>
<th>Oklahoma EPAS The EXPLORE Assessment over Six Years (Scale 1-25)</th>
<th>Oklahoma College Readiness Benchmark (based on ACT cut score of 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>14.2</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>14.0</td>
</tr>
<tr>
<td>Science</td>
<td>15.9</td>
</tr>
<tr>
<td>Composite</td>
<td>14.7</td>
</tr>
</tbody>
</table>

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

**EXPLORE and Achievement Gaps**

This table compares the 2010-2011 scores of ethnic groups to the Oklahoma College Readiness Benchmarks which are based on the ACT cut score of 19. Data in bold indicate scores that fall below Oklahoma benchmarks.
Oklahoma continues to struggle relative to equity of preparation for all subgroups. The disaggregated data by ethnic group shows significant achievement gaps for African Americans, American Indians, Hispanics, Native Hawaiian/Other Pacific Islander and those students identifying themselves as “Prefer not to respond.”

When the EXPLORE data are disaggregated by gender, female students outscore their male counterparts in all content areas. For the first time females score higher in mathematics at the 8th grade level. Data in bold indicate scores that fall below the Oklahoma benchmarks.

Other EXPLORE Data

The EXPLORE test includes questions that allow students to self-report information in several key areas, such as educational aspiration and potential career plans. The following are a sample of student responses:
Sixty-five percent indicate a plan to attend a two-year or four-year college after high school.
Thirty-one percent indicate a career preference in the Science and Technology areas.

Tenth Grade PLAN Assessment Results

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>16.2</td>
<td>16.0</td>
<td>16.0</td>
<td>15.8</td>
<td>15.9</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>16.5</strong></td>
<td>16.8</td>
<td>16.9</td>
<td>17.0</td>
<td>16.7</td>
<td>15.9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>16.5</td>
<td>16.3</td>
<td>16.7</td>
<td>16.7</td>
<td>16.7</td>
<td>15.9</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>17.6</td>
<td>17.7</td>
<td>17.6</td>
<td>17.9</td>
<td>17.9</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>16.8</td>
<td>16.8</td>
<td>16.8</td>
<td>16.9</td>
<td>17.0</td>
<td>16.0</td>
<td></td>
</tr>
</tbody>
</table>

PLAN and Achievement Gaps

The challenge of achievement gaps continues throughout high school years. This table analyzes the 2011-2012 scores of ethnic groups to the Oklahoma College Readiness Benchmarks which are based on the ACT cut score of 19. Data in bold indicate scores that fall below the Oklahoma benchmarks.

<table>
<thead>
<tr>
<th>Testing Area</th>
<th>Black/African American (2,907)</th>
<th>American Indian/Alaska Native (3,350)</th>
<th>White (20,777)</th>
<th>Hispanic/Latino (4,968)</th>
<th>Asian (770)</th>
<th>Native Hawaiian/Other Pacific Islander (101)</th>
<th>Two or more races (4,509)</th>
<th>Prefer not to respond (720)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13.7</td>
<td>16.8</td>
<td>17.6</td>
<td><strong>14.2</strong></td>
<td>16.3</td>
<td>15.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>14.6</strong></td>
<td>17.7</td>
<td><strong>15.6</strong></td>
<td>20.2</td>
<td><strong>15.9</strong></td>
<td>17.2</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td><strong>14.5</strong></td>
<td>17.5</td>
<td>15.4</td>
<td>18.5</td>
<td>16.0</td>
<td>17.1</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>16.1</td>
<td>18.5</td>
<td>20.0</td>
<td>16.9</td>
<td>18.1</td>
<td>17.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>14.69</td>
<td>17.8</td>
<td>19.2</td>
<td>16.0</td>
<td>17.3</td>
<td>16.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When the PLAN data are disaggregated by gender, female students outscore their male counterparts in all content areas except mathematics. The wide disparity between males and females in English and Reading at both 8th and 10th grade is very concerning.
Oklahoma EPAS
The PLAN Assessment for 2011-2012
(Scale 1-32)

<table>
<thead>
<tr>
<th>Testing Area</th>
<th>Females</th>
<th></th>
<th>Males</th>
<th></th>
<th>Oklahoma College Readiness Benchmark (based on ACT cut score of 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2010-2011</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>16.3</td>
<td>16.5</td>
<td>15.3</td>
<td>15.4</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16.8</td>
<td>16.9</td>
<td>17.0</td>
<td>17.1</td>
<td>17</td>
</tr>
<tr>
<td>Reading</td>
<td>17.2</td>
<td>17.2</td>
<td>16.2</td>
<td>16.4</td>
<td>15</td>
</tr>
<tr>
<td>Science</td>
<td>17.5</td>
<td>18.1</td>
<td>17.7</td>
<td>17.8</td>
<td>16</td>
</tr>
<tr>
<td>Composite</td>
<td>17.1</td>
<td>17.3</td>
<td>16.7</td>
<td>16.8</td>
<td></td>
</tr>
</tbody>
</table>

Oklahoma Student Perspective

Among Oklahoma students who took the PLAN test in the 10th grade in 2010-2011:

- Sixty-six percent plan to attend a two-year or four-year college after high school.
- Thirty-two percent indicate a career preference in the Science and Technology areas.

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

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

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

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

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

*To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant to Section 1210.508 of this title.*
All students must take the End-of-Instruction (EOI) exams for any course they complete and for which an EOI exists.

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

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

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

<table>
<thead>
<tr>
<th>EOI Exam</th>
<th>Alternate Test</th>
<th>Proficiency Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>ACT PLAN Mathematics Subtest 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Mathematics Subtest 18</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>ACT Mathematics Subtest</td>
<td>20</td>
</tr>
<tr>
<td>Geometry</td>
<td>ACE Mathematics Subtest</td>
<td>18</td>
</tr>
<tr>
<td>Biology I</td>
<td>ACT PLAN Science Subtest 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Science Subtest</td>
<td>19</td>
</tr>
<tr>
<td>English II</td>
<td>A combination of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Reading Subtest Combined 30 (with neither below 14)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT English Subtest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Writing</td>
<td>8</td>
</tr>
<tr>
<td>English III</td>
<td>A combination of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Reading Subtest Combined 32 (with neither below 15)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT English Subtest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACT Writing</td>
<td>8</td>
</tr>
</tbody>
</table>
AGENDA ITEM #10:

E & G Allocation.

SUBJECT: Council of Presidents Funding Formula Recommendations

RECOMMENDATION:

It is recommended that the State Regents accept the Council of Presidents 2011-2012 Funding Formula Task Force Recommendations

BACKGROUND:

In March 2011, the Council of Presidents was requested by the Oklahoma State Regents for Higher Education to conduct a review of the funding formula used for institutional funding allocations for the express purpose of replacing the peer factor with a performance factor. A Funding Formula Task force was appointed by Chancellor Glen D. Johnson and 2010-2011 Council of Presidents’ Chairman Janet Cunningham. With the help and support from the State Regents Fiscal, Academic and Research staff, the task force collected and analyzed data from funding formulas studies conducted by State Higher Education Executive Officers (SHEEO), American Association of State Colleges and Universities (AASCU), MGT of America and funding formula studies conducted in other states (Tennessee, Pennsylvania, Hawaii and Ohio). The creation of the task force was prompted by a recognition that the funding formula needed to incorporate performance measures and that the use of out-of-state peers to determine budget need was outdated.

POLICY ISSUES:

Under the State Regents policy, the Council of Presidents submits recommendations to the Chancellor, who may then submit them to the State Regents. The Council of Presidents has submitted its 2011-2012 Funding Formula Task Force Recommendations to the Chancellor, which the Chancellor now recommends to the State Regents for acceptance and approval.

ANALYSIS:

The Council of Presidents Funding Formula Task Force conducted its work from March 2012 through January 2012. The analysis and data collection conducted and reviewed by the Task Force included:

- A thorough review of the current funding formula. The review included an analysis on the effect of the out-of-state peer factor on the total percentage amount an institution would receive from formula dollars, the impact of the peer factor on determination of total budget need and the effect the peer factor how on determining equity among the institutions.
- Review of legislative bills introduced that directed the State Regents to change the funding formula. Changes reflected in the introduced legislation included providing average per student funding, removal of peer factors in determining allocations and the removal of the hold harmless provisions.
- Review of 20 funding formula scenarios and their fiscal impacts on the institutions.
• Discussion on incorporating Complete College America goals into performance measures
• Discussion on maintaining base adjustments to reach peer equity amongst institutions

Given the research and analysis undertaken by the Funding Formula Task Force, the Council of Presidents recommends:

A. Goals. The Funding Formula should:
   1. Recognize the higher education needs of the state.
   2. Recognize the unique roles and missions of the institutions.
   3. Achieve equity between and among the institutions.
   4. Provide confidence that the formula accurately represents institutional needs.
   5. Reflect actual enrollment changes at institutions.
   6. Recognize that there are minimum funding needs of each institution to provide quality services to students.
   7. Include an incentive and performance component.
   8. Be as simple and transparent as possible.

B. Recommendations
   1. Peer factors based on other states’ funding levels will be discontinued.
   2. Performance factors will be calculated for the incentive and performance component.
   3. Full credit on performance factors will be given to institutions that are eligible for equity adjustments.
   4. Institutions are eligible for equity adjustments if they are below one standard deviation of their tier or system per student FTE average.

C. Hold Harmless Provisions
   1. No institution with state funding over 100% of its budget need shall receive additional state funds.
   2. Local funding sources will be excluded from computation of budget need.
   3. Each fiscal year, a minimum of ten percent of all new funds received from legislative allocation shall be set aside to go toward equity adjustments.
   4. The concept of APRA will be continued to allow institutions to delete programs and not lose resources.
   5. Institutional base budgets shall be “held harmless” as new funds are allocated.
AGENDA ITEM #11:

Master Lease Program.

SUBJECT: Master Lease Purchase Real Property Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2012A Real Property Master Lease Series. The total projects from 12 entities amount to approximately $155.7 million.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. This group of projects was submitted for legislative review as required by statute.

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

POLICY ISSUES:

The recommendation is consistent State Regents’ policy.

ANALYSIS:

The Master Lease Purchase Program provides the State System entities a method of financing major personal and real property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring equipment and new or renovated construction projects by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution’s fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The 2012A series for real property includes 12 system institutions with an estimated total of approximately $155.7 million in projects. The following table summarizes this series of project totals by institution with project descriptions provide by each institution following. Each of the listed projects was
submitted for legislative review as required by statute in and were considered approved due to no action taken. A legislative review hearing on the projects was conducted on February 8, 2012.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Albert State College</td>
<td>$6,000,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>9,995,000</td>
</tr>
<tr>
<td>Murray State College</td>
<td>6,000,000</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Northeastern State University</td>
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<tr>
<td>Northern Oklahoma College</td>
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</tr>
<tr>
<td>Oklahoma State University</td>
<td>41,000,000</td>
</tr>
<tr>
<td>OSU Institute of Technology (Okmulgee)</td>
<td>3,000,000</td>
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<tr>
<td>OSU-Oklahoma City</td>
<td>4,000,000</td>
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<td>Seminole State College</td>
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<tr>
<td>Southwestern OK State University</td>
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<tr>
<td>Tulsa Community College</td>
<td>6,000,000</td>
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<tr>
<td>University of Central Oklahoma</td>
<td>30,400,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$155,685,000</strong></td>
</tr>
</tbody>
</table>

**Carl Albert State College – Health Sciences Center**  
$6,000,000  
The project will include the construction of a three-story structure to include classrooms and laboratories and include furnishings and equipment specifically designed to meet the educational need of the Division of Health Sciences. Debt service repayment will be provided from Section 13 Offset funds.

**Langston University – Refunding Athletic Facilities Bonds**  
$9,995,000  
Refunding of existing debt on the Athletic Facilities 1999 and 2002 bonds for an estimated savings of $1,000,000. Debt service repayment will be provided from Section 13/new College funds and student facility revenue.

**Murray State College – Science and Agriculture Building**  
$6,000,000  
Proceeds will be used for construction of a new building to accommodate enrollment growth, expanded health programs and technological advancement for science and agriculture programs. Debt service repayment will be provided through Section 13 Offset and donated gifts.

**Northeastern OK A&M College -- Kah-Ne-Hall Renovations**  
$2,000,000  
This project involves the renovation and remodel to the facility to house the art program, art gallery space, two general classrooms and an American Indian Center of Excellence. Debt service repayment will be provided for Educational and General Revenue.

**Northeastern State University – New Student Housing**  
$20,000,000  
This project involves the construction of a facility to include an estimated 600 semi-suite student housing unit on the Tahlequah campus. Debt service repayment will be provided from auxiliary rental income and other housing revenue.
Northeastern State University – Refunding of University Center Revenue Bonds  $3,500,000
This project is to refunding existing bonds issued for the University Center in 1996 with a potential savings of $583,000. Debt service repayment will be funded through an existing student union facility fee.

Northeastern State University – Purchase of Seminary Suites Student Housing  $13,000,000
This project is the purchase of Seminary Suites Student Housing currently owned by Cherokee County Educational Facilities Foundation. The project will allow the university to acquire and refinance the existing debt for a savings of approximately $2.6 million. Debt service repayment will be provided from student housing rental and other housing revenues.

Northern Oklahoma College – Refunding of Revenue Bonds  $2,040,000
This project is the refunding of existing debt on previously issued bonds for the Enid campus in 2004. The estimated savings is expected to be $240,000. Debt services repayment will be provided from Section 13/New College funds.

Oklahoma State University – Library Storage Facility  $7,500,000
This project is construction of a new storage facility to provide storage space for the OSU Library. The project will include HVAC, electrical, plumbing, and associated mechanical systems and improvements. Debt service repayment will be provided from the Library Automation and Technology Fee revenue.

Oklahoma State University – Refunding of Colvin Center Bonds  $20,000,000
This project will provide for refunding and refinancing of the existing Colvin Center Series 2002 bonds to result in an estimated savings of $2.4 million. Debt service repayment will be provided from existing student facility fee for campus recreation fee revenue.

Oklahoma State University – Civil Engineering Building  $6,000,000
Bond proceeds will be used for building construction of a facility to provide state-of-the-art laboratory building for engineering research. Debt service repayment will be provided through academic facilities fee revenue.

Oklahoma State University – Information Technology Building  $5,000,000
Bond proceeds will be used for building construction of a facility to house a consolidate information technology employees. Debt service repayment will be provided through existing University Technology Infrastructure maintenance fee.

Oklahoma State University – Purchase of Property  $2,500,000
Bond proceeds will be used for purchase of property and necessary demolition for campus growth. Debt service repayment will be provided through educational and general funds.

Oklahoma State University – Oklahoma City  $4,000,000
The project consists of the construction of a parking facility for students, faculty and staff use. Debt service repayment will be provided through parking fee revenue.
OSU Institute of Technology – Water and Sewer Line Replacement $3,000,000
The project will allow funding for replacement of the campus’ main water and sewer lines. The current line has had numerous breakages and needs to be replaced. Debt service repayment will be provided from campus infrastructure fee revenue.

Seminole State College – Refunding 2002 ODFA Revenue Bonds $3,250,000
Refunding of the existing revenue bonds on the Learning Technology Center. The estimated savings for this project is $445,000. Debt service repayment will be through Section 13 Offset Revenue.

Southwestern Oklahoma State University – Refunding 2003 Wellness & Union Bonds $5,500,000
This project is the refunding of existing debt on the University Wellness Center and renovation of the Memorial Student Union for an estimated savings of $270,000. Debt service repayment will be through a dedicated student fee.

Tulsa Community College – Purchase & Renovation of Riverside Airport Hangar $6,000,000
The project is to provide funding for the purchase and renovation of the Riverside Airport Hangar to support the aviation program through a dedicated location and to accommodate enrollment growth in the air traffic control and pilot training programs. Debt service repayment will be through E&G Funds and Section 13 Offset.

University of Central Oklahoma – Residence Hall Facility $28,000,000
The project is to finance construction of approximately 400-500 bed residence Hall. Debt service repayment will be provided by auxiliary rental income.

University of Central Oklahoma – Refunding of ODFA Public Facilities 2003 Bonds $1,600,000
The project is for refunding the ODFA Public Facilities Financing Revenue Bond Series 2003 for an estimated savings of $95,000. Debt service repayment is to be provided from Section 13 and E&G Funds.

University of Central Oklahoma – Land Purchase $800,000
The project is for a land purchase by the University for 24 acres approximately 1.5 miles north of the campus for the potential site of sports complex to include intramural sports field and Paralympic training facilities. Debt service repayment is to from Educational and General Funds.
AGENDA ITEM #12:

EPSCoR.

SUBJECT: Appointment of a new member to the Oklahoma EPSCoR Advisory Committee.

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of one individual 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 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).

The Governor has appointed Phyllis Hudecki, Secretary of Education, to the Committee. The Senate President Pro Tempore has appointed Senator Clark Jolley. The Speaker of the House of Representatives has appointed Representative Todd Thomsen to the Committee.

Chancellor Johnson recommends that the following member 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>Janet Haggerty</td>
<td>The University of Tulsa</td>
<td>December 2013</td>
</tr>
</tbody>
</table>
AGENDA ITEM #13:

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

Core

1) Stanfield & Odell in the amount of $218,400.00. On March 15, 2012, four Oklahoma auditing firms submitted proposals in response to a Request for Proposal (RFP) for the annual financial services for FY2012 and the four subsequent fiscal years. All four of the firms submitted proposals to complete all of the audits requested in the RFP. For the five-year period, the total fees proposed for the audits of the State Regents ranged in price from $225,000.00 to $447,700.00. Following pre-award negotiations with Stanfield & Odell, an agreement to a reduction of fees was reached; the original fees submitted were $225,000.00, the new negotiated fees are $218,400.00, which results in a savings of $7,500.00 for the five-year period. (funded from 210-Core, 701-OCAP and 718-OneNet).
Change Orders to Previously Approved Purchases Over $100,000

OneNet

2) Intelleq in the amount of $40,000.00. The increase is needed due to OneNet upgrading the circuit that supports the Altus Hub located on the Western Oklahoma State College Campus in Altus. The upgrade replaced two DS3 (45 MB) circuits with a 100 MB circuit. Reydon, and Sayre Public Schools are upgrading their services from a T1 (1.54 MB) circuit to a 10 MB and 100 MB circuit. (funded from 718-OneNet).

3) In January, the State Regents’ approved the expenditure of $8,667,100.00 in federal grant funds provided to build the optical networking components of the Oklahoma Community Anchor Network (OCAN). An additional $481,260 has been allocated to these activities and OneNet, as one of the partners within OCAN, seeks approval to expend these dollars on related OCAN required purchases.

OCAP

4) US Postmaster in the amount of $2,000.00. An increase is needed due to an increase in postage rates for letters and per piece handling fees. The new total of the purchase order will be $208,000.00. (funded from 701-OCAP).
AGENDA ITEM #14:

Deleted Item.
AGENDA ITEM #15:

Policy.

SUBJECT: Approval of changes to the Administrative Operations policy.

RECOMMENDATION:

It is recommended that the State Regents approve the attached changes to the Administrative Operations policy within the State Regents’ Policy and Procedures Manual as it relates to the Council on Information Technology and the Chief Information Officer.

BACKGROUND:

Pursuant to a request from Governor Mary Fallin to partner with her office to achieve cost savings through information technology consolidation, it is recommended that the Oklahoma State Regents for Higher Education establish the position of Higher Education Chief Information Officer (CIO) which will be housed under the Oklahoma State Regents for Higher Education.

POLICY ISSUES:

Changes to the State Regents Policy and Procedures Manual will establish the position of Higher Education Chief Information Officer (CIO) and will provide new policy regarding the activities and responsibilities of the CIO. Due to the establishment of the CIO position, similar changes will also be reflected in the policy for Council on Information Technology.

ANALYSIS:

The Oklahoma State Regents for Higher Education will establish the position of Higher Education Chief Information Officer (CIO). The CIO shall report directly to the Chancellor for the Oklahoma State Regents for Higher Education. The CIO shall coordinate with the Council on Information Technology (CoIT) to maintain activities regarding the operation of IT, network and security related systems at each of the Higher Education institutions. The CIO shall manage and coordinate the collection and dissemination of information between and among all member institutions for the purpose of collaboration to achieve optimum system operations and cost savings. The CIO will ensure that higher education will continue to leverage economies of scale through purchasing consortiums, shared services and development of best-practices used to optimize effectiveness and efficiencies.

It is recommended that the State Regents’ accept the changes to the Council on Information Technology policy and the addition of new policy concerning the Chief Information Officer.

Attachment
2.30 CHIEF INFORMATION OFFICER FOR THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

The Oklahoma State Regents for Higher Education (OSRHE) shall appoint a Chief Information Officer (CIO) for the Oklahoma State System of Higher Education. The CIO shall report directly to the Chancellor for the Oklahoma State Regents for Higher Education.

2.30.1 Each member of the Oklahoma State System of Higher Education including the Higher Education institutions, the Oklahoma State Regents for Higher Education and its constituent agencies including OneNet shall submit to the OSRHE CIO an annual report detailing all Information Technology (IT) and network related initiatives including security related projects.

This annual report should include information on all expenditures and purchasing initiatives and/or reforms for the previous fiscal year.

In addition the annual report should highlight cost saving initiatives that reflect coordinated efforts for all members of the Oklahoma State System of Higher Education, description of best-practices allowing alignment of resources and optimizing costs through the state system.

2.30.2 The OSRHE CIO shall coordinate with the Council on Information Technology (CoIT) to maintain activities regarding the operation of IT, network and security related systems at each of the Higher Education institutions.

2.30.3 The OSRHE CIO shall manage and coordinate the collection and dissemination of information between and among all member institutions for the purpose of collaboration to achieve optimum system operations and cost savings. The OSRHE CIO will ensure that higher education leverage economies of scale through purchasing consortia, shared services and development of best-practices to optimize effectiveness and efficiencies.

2.30.4 The OSRHE CIO shall provide a final system report to the Chancellor for the Oklahoma State Regents for Higher Education by November 1 of each calendar year detailing all designated initiatives.

Approved April 19, 2012.
2.20 Council on Information Technology

The Council on Information Technology (CoIT) considers technology and related issues affecting Oklahoma higher education, proposed technology and related policy and procedures, and serves as the principal statewide advisory council rendering advice and counsel to the Chancellor in the review of current and recommended technology and related policy and procedures. In performing these responsibilities, the CoIT renders service to the whole State System, including coordination with the Chief Information Officers (CIO) for the Oklahoma State System of Higher Education and communicating with various bodies such as the Council on Instruction, the Council on Student Affairs, the Council of Business Officers, and others.

The CoIT also serves as a forum when information technology officers meet to discuss matters of common interest and, when appropriate, conducts studies and issues reports designed to strengthen the mission of Oklahoma higher education institutions.

Approved April 19, 2012.
AGENDA ITEM #16:

FallinForBusiness.com Survey.


RECOMMENDATION:

This is an information item only.

BACKGROUND:

Governor Mary Fallin and the Department of Commerce have released a survey of Oklahoma business executives that asked business leaders for their insight on challenges and issues in Oklahoma's current business climate.

The survey results will provide State leaders and economic developers an insight into the Oklahoma business climate as they shape future actions, policies and programs that will help businesses to thrive, encourage job creation and support a growing and vital workforce in Oklahoma.

The survey’s participation consisted of 5,376 business leaders from a broad range of statewide businesses. The results prioritize the challenges and issues that are most important to Oklahoma.

FallinForBusiness.com is the largest survey of Oklahoma employers ever conducted. Because so many companies participated, the survey has a 95 percent confidence level, with a margin of error ranging from only 0.9 percent to 1.6 percent.

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

FINDINGS:
In a forward letter from Governor Fallin, she cites the work of Complete College America as a key component in her efforts to provide a high quality workforce.

Survey results may be used at both local and state levels to:
- Understand the specific needs of businesses by location, employment size and industry super sectors.
- Identify what support can be provided to ensure that businesses fully capitalize on opportunities.
- Establish and/or confirm economic development strategies and priorities; what does or doesn’t work and what matters.
- Develop policies based on both quantitative and qualitative data targeted to further improve Oklahoma’s business climate.
• Develop action plans that support economic development and growth in employment.
• Provide a baseline for subsequent surveys of Oklahoma executives.
• Supplement

**Key Findings related to Higher Education:**

**Business Climate:**

• Oklahoma has many strengths to help retain existing businesses and attract new companies. According to Oklahoma’s business executives surveyed, the #1 strength of Oklahoma’s business climate is the quality of 2/4 year college/university systems. Eighty-seven percent ranked the quality of 2/4 year college/university system as Excellent or Good.

**Employment Trends:**

• The ability to think critically think, problem solve are two of the basic skills that 42 percent of business leaders report is hard to find in Oklahoma’s current workforce are the kind of employees they most need.
• During the next three to five years, businesses will experience and increasing need for workers with education beyond a high school diploma. Nearly half of Oklahoma’s executives (47%) report that their business will need more employees with either a certificate or a bachelor’s degree.
• Business owners and executives responding to the survey rate Oklahoma’s two/four year college/university systems and CareerTech system high for workforce preparation programs.

**Workforce Requirements:**

• Almost one quarter, 24 percent, of Oklahoma business leaders cite an increased need for employees with a bachelor’s degree.
• Many respondents report that companies are challenged to find quality workers.

A copy of the survey results will be provided at the meeting.
AGENDA ITEM #17:

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:

- Houston Davis, vice chancellor for Academic Affairs, presented the national completion agenda and Complete College America at the American Association of State College and Universities (AASCU) Academic Affairs winter meeting in San Antonio; presented the Oklahoma CCA Initiative to the Oklahoma Human Resources Society meeting in Oklahoma City; participated in a panel on Open Educational Resources at the MERLOT Midyear meeting in Long Beach, California.

- Ed Eckenstein, web administrator for Information Technology, presented a session on accessibility at the Council of Information Technology’s Annual Summit in Oklahoma City.

- Dr. Lisa Holder, director, Teacher Education and Oklahoma Teacher Connection, and Deena Thomas, OTEP Coordinator, steering committee members for Character First helped to plan and organize the OTEP Mid-Winter Conference at the University of Central Oklahoma in Edmond.

- Dr. Lisa Holder, director, Teacher Education and Oklahoma Teacher Connection, Deena Thomas, OTEP Coordinator, and Goldie Thompson, Coordinator, attended the 10th annual Celebration of Teaching at Northeastern State University in Tahlequah.

- Chancellor Glen D. Johnson, met with Secretary of State Glenn Coffee at the Capitol to discuss higher education issues; met with Oklahoma Christian University President Mike O’Neal to discuss higher education issues in Oklahoma City; spoke to the 2012 Nigh Scholars in Oklahoma City; spoke at the 2012 Robert Kamm Lectureship Series for the Oklahoma State University College of Education and received the Kamm medal in Stillwater; spoke at the Council of Presidents’ House Leadership Breakfast with Speaker of the House Kris Steele and his staff in Oklahoma City; spoke at the Recruitment and Retention Conference at Northeastern State University; spoke at the University of Oklahoma Faculty Senate meeting in Norman; spoke at Oklahoma State University – Oklahoma City’s Investiture of President Natalie Shirley in Oklahoma City; spoke at Research Day at the Capitol; served as guest speaker at Senator David Holt and Oklahoma City University President Robert Henry joint class discussing the value of higher education on the campus of Oklahoma City University in Oklahoma City; spoke at the Council on Information Technology Summit in Oklahoma City; appeared on the Television show
the Verdict; attended American Association of State Colleges and Universities Council of State Representatives in Washington D.C.; met with Congressman Dan Boren to discuss higher education issues in Washington D.C.; met with Congressman James Lankford to discuss higher education issues in Washington D.C.; met with Congressman Tom Cole to discuss higher education issues in Washington D.C.; met with State CIO Alex Pettit to discuss higher education issues in Oklahoma City; met with the Independent Oklahoma Colleges and Universities presidents to discuss higher education issues in Oklahoma City; met with Governor Mary Fallin to discuss higher education issues at the Capitol; met with Senator Clark Jolley to discuss higher education issues at the Capitol; met with Representative Earl Sears to discuss higher education issues at the Capitol; attended and spoke at Governor Mary Fallin and AT&T’s Press Conference at the Capitol to introduce the Aspire program to help increase the number of high school graduates at the Capitol; spoke at the Inaugural of St. Gregory’s University’s President Greg Main in Shawnee; spoke at the Holdenville Chamber of Commerce Annual Banquet in Holdenville, Oklahoma; attended Regent Ron White’s Senate Confirmation Hearing at the Capitol; spoke at the Council of Presidents’ Senate Leadership Breakfast with President Pro-Tem Brian Bingman and his staff in Oklahoma City; spoke at the Annual OACUBO meeting in Oklahoma City.

- **Connie Lake**, assistant vice chancellor for Workforce and Economic Development, was reappointed by Governor Mary Fallin to the Oklahoma Rehabilitation Council.

- **Linda Mason**, grant coordinator, presented a session on Grant Writing for New Teachers as the OTEP Mid-Winter Conference at University of Central Oklahoma in Edmond.

- **Dr. Kermit R. McMurry**, vice chancellor for Student Services served as the speaker at the Inauguration Ceremony of Dr. Herbert J. Swender as the sixth President of Garden City College, in Garden City, Kansas.

- **Saeed Sarani**, curriculum advisor, has chaired a collaborative effort to bring to fruition the Oklahoma Elementary Mathematics Specialist (OEMS) Certification. OEMS is a process that allows elementary and/or early childhood teachers to earn their elementary mathematics specialist certification in grades PK-5; along with Dr. John Woods, Southwestern Oklahoma State University, planned and implemented the KESAM (Kindergarten through Eighth Scholars Appreciating Mathematics) Mathematics Summit at the Oklahoma History Center in Oklahoma City. KESAM is one of the Regents’ sub-grant awardees, and the summit was held for key stakeholders and leaders interested in improving Oklahoma mathematics instruction and student performance.

- **Dr. Debra L. Stuart**, vice chancellor for Educational Partnerships, was invited to serve on the technical work group to expand the measurement and reporting of student learning outcomes in the Voluntary System of Accountability (VSA). The VSA is an initiative by public universities to supply clear, accessible, and comparable information on the undergraduate student experience to important constituencies through a common web report – the College Portrait. VSA was developed in 2007 by the Association of Public and Land-grant Universities (APLU) and the Association of State Colleges and Universities (AASCU); and was selected to be on the 2012 Baldrige Board of Examiners. Within the Baldrige Performance Excellence Program, examiners review business, education and health care applications for the Malcolm Baldrige National Quality Award which promotes a public/private partnership to improve national competitiveness. Examiners receive training at the National Institute of Standards and Technology (NIST) of the U.S. Department of Commerce in Maryland.
Deena Thomas, OTEP coordinator, and Goldie Thompson, coordinator, helped to plan and organize the 29th annual Multicultural Institute Conference at the University of Central Oklahoma in Edmond.
AGENDA ITEM #18:

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.

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AGENDA ITEM #19:

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:

DIRECTOR-AND-ABOVE ACTIONS. It is recommended that the State Regents ratify the following personnel action:

Interim Vice Chancellor for Academic Affairs. It is recommended that the State Regents ratify the appointment of Dr. Phil Moss to serve as the Interim Vice Chancellor for Academic Affairs. Dr. Moss served as Vice Chancellor for Academic Affairs from November 1, 2005 until his retirement on July 1, 2007. He also served as Interim Chancellor from July, 2006 to January, 2007. Dr. Moss will assume this interim position (as a three-quarter time temporary employee without benefits) on May 1, 2012 with a monthly salary of $9,975.00. A copy of the job description is attached.
OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION

JOB DESCRIPTION
Interim Vice Chancellor for Academic Affairs

Exempt
Position #100266

ESSENTIAL FUNCTION

The Vice Chancellor for Academic Affairs is the chief academic officer for the Oklahoma State Regents for Higher Education. In this capacity, the Vice Chancellor provides academic leadership to the State System consisting of 25 universities and colleges as well as constituent agencies.

The position guides the State Regents’ academic work in the areas of academic policy, student preparation, collegiate programs, student services, and federal postsecondary authorization and compliance. Academic leadership includes strategies and work relating to 1) the State Regents’ Complete College America initiative, 2) programs promoting workforce and economic development, and 3) the academic portions of the State Regents’ Public Agenda. Additional information about the State Regents is available online at www.okhighered.org.

RESPONSIBILITIES AND DUTIES

• Provide academic leadership for the Academic Affairs and Student Services Division of the State Regents and the Oklahoma State System of Higher Education, including responsibility for:

PRE-COLLEGIATE PROGRAMS—State grants and scholarships (including Oklahoma’s Promise), College Savings Plan, Oklahoma Teacher Connection, ACT EPAS, Common Core State Standards PARCC Initiative, and PK-16 programs such as Summer Academies, GEAR UP, Student Portal, NCLB, and College Access Challenge Grant.


STUDENT SERVICES—Campus Compact, Student Civic Engagement, Training Partnerships with Department of Human Services, student relations, student research.

• Provide leadership and support to key advisory groups such as the Council of Presidents, Council on Instruction, Council on Student Affairs, Faculty Advisory Council, and Student Advisory Board.
• Represent the Chancellor on academic issues with institutions, agencies, and organizations within Oklahoma, the region, and the nation.
• As needed, represent the Chancellor within the legislative network and respond to requests related to bills under consideration.

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

Revised March 2012
• Coordinate various academic committees and task force studies on academic and student affairs policy issues and system-wide strategic planning efforts.
• Guide the preparation of academic policy and analysis papers.

POSITION QUALIFICATIONS

The individual in this position must have an earned doctorate from an accredited university and at least ten (10) years experience in higher education working with faculty, administrators, and staff. Preference will be given to candidates with significant higher education administrative experience. The individual should have a thorough knowledge and understanding of higher education and excellent verbal, writing, and analytical abilities.

The individual must demonstrate an understanding of the challenges of working at a system-wide level, the ability to work effectively with internal and external constituencies, and the ability to promote collaboration and inter-agency cooperation. The successful applicant will have a broad understanding of national academic, student, and economic development issues. In addition, the appointee will demonstrate the ability to develop and implement innovative approaches for achieving high-quality teaching, research and public service programs at two-year, four-year regional universities, and research universities. Some in and out-of-state travel required.

SUPERVISION

The employee performs work under the supervision of the Chancellor.

The Oklahoma State Regents for Higher Education is an Equal Opportunity Employer.

Revised March 2012
AGENDA ITEM #20-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
   3 degree program requirement changes

Oklahoma State University (OSU)
   2 degree program option additions
   2 degree program option deletions
   1 degree program name change

East Central University (ECU)
   3 degree program requirement changes

Langston University (LU)
   1 degree program requirement change
   2 other degree program modification changes

Northwestern Oklahoma State University (NWOSU)
   1 degree program option addition
   2 degree program requirement changes

Southeastern Oklahoma State University (SEOSU)
   2 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)
   4 degree program requirement changes

University of Central Oklahoma (UCO)
   1 degree program requirement change

Oklahoma City Community College (OCCC)
   1 degree program name change
   1 degree program requirement change
POLICY ISSUES:

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

ANALYSIS:

**OU – Master of Science in Natural Gas Engineering and Management (344)**

Degree program requirement changes

- Remove FIN 5322, FIN 5332, and 2 credit hours of Finance elective.
- Add PE 5645 and PE 5655.
- The proposed changes will provide students with courses that will better prepare them for careers in the Natural Gas industry.
- Two 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.

**OU – Bachelor of Interior Design in Interior Design (126)**

Degree program requirement changes

- Remove ARCH 1142, ARCH 2333, ID 3763, and ID 3743.
- Add ID 1112, ID 1151, ID 1253, ID 2532, ARCH 2243, ARCH 3623, ARCH 3443, ID 4712, ID 4722, and ID 4772.
- Change the credit hour requirements for the following: ID 1154 from 4 to 3 (1153), ID 1254 from 4 to 1 (1251), ID 2535 from 5 to 3 (2533), ID 2544 from 4 to 3 (2543), ID 2734 from 4 to 3 (3723), ID 3734 from 4 to 3 (3733), ID 4744 from 4 to 3 (4743), and ID 4776 from 6 to 4 (4774).
- The proposed changes are the result of a thorough curriculum evaluation by the Interior Design faculty and will better serve students in the program.
- Ten new courses will be added and four courses will be deleted.
- Total credit hours for the degree will change from 123 to 120.
- No funds are requested from the State Regents.

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

Degree program requirement changes

- Add CNS 1112, CNS 2822, CNS 3433, CNS 3443, and PHIL 1213.
- Remove CNS 1113, CNS 2823, ARCH 3433, ARCH 4833, CNS 3943, and one three credit hour open elective.
- Change the credit hour requirements for the following: CNS 2713 from 3 to 4 (2714) and CNS 3823 from 3 to 4 (CNS 3824).
- The proposed changes will update the curriculum and accommodate new courses.
- Four new courses will be added and two courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.
OSU – Bachelor of Science in Business Administration in Management (449)
Degree program option addition
- Add option “Business Sustainability.”
- The proposed option will address the growing need for individuals with training in sustainable enterprise and will prepare students to succeed in jobs that require managing the interface between businesses and the social, regulatory, and natural environments.
- 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.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources (004) (ASNR)
Degree program option deletion
- Delete option “International Agricultural Marketing.”
- There are six students enrolled in the program and will be allowed to complete their degree or transfer to another program.
- No courses will be deleted.
- The Department of Agricultural Economics is moving the “International Agricultural Marketing” option to an option within the Bachelor of Science in ASNR in Agribusiness (263).
- The proposed change will place all related options within the department under one degree.
- No funds are available for reallocation as they will continue to support the remaining option.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources (263)
Degree program option addition
- Add option “International.”
- The Department of Agricultural Economics is moving the “International Agricultural Marketing” option from the Bachelor of Science in ASNR (004) to an option within the Bachelor of Science in ASNR in Agribusiness (263).
- The proposed change will place all related options within the department under one degree and will provide better opportunities for the department to create 2+2 programs.
- No 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.

OSU – Bachelor of Science in Engineering Technology in Electrical Engineering Technology (077)
Degree program option deletion
- Delete option “Telecommunications.”
- There are no students enrolled in the program.
- No courses will be deleted.
- OSU reports the option was never fully developed and the professor that was supposed to teach left OSU in 2004.
- No funds are available for reallocation as they will continue to support the remaining option.

OSU – Bachelor of Science in Agriculture Science and Natural Resources in Landscape Contracting (453)
Degree program name change
- Change program name to “Landscape Management.”
• The proposed name change is the result of a recommendation from the Professional Advisory Committee and is a better reflection of the career path students pursue.
• No 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.

**ECU – Bachelor of Science in Biology (004)**
Degree program requirement changes
• For the “Teacher Certification” option:
  o Restrict “Required Biology Elective” to courses above BIOL 1314 and exclude BIOL 4881.
  o Restrict “Related Work Electives” to 3 credit hours of Earth Science electives and one course from the following: CHEM 1314, CHEM 3114, or CHEM 3214.
  o The proposed changes are based on the National Council for Accreditation of Teacher Education and certification standards and will benefit students interested in teaching Biology.
  o No new courses will be added and no courses will be deleted.
  o Total credit hours for the option will not change.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

**ECU – Bachelor of Science in Business Administration (007)**
Degree program requirement changes
• For the “Finance” option:
  o Add FIN 4623 and remove FIN 4333, ENTR 4403, and FIN 4153.
  o Require students to complete FIN 3913 and FIN 4263.
  o Change requirement for “Required Business Administration Electives” to “6 credit hours of Accounting or Business Administration Upper Level courses or COMM 3253. ORGL courses do not count as Business Administration Electives.”
  o Change “Required General Education” to COMM 2253 and MATH 1513.
  o The proposed changes will update the curriculum to better reflect employer needs and allow for better sequencing of the courses.
  o Total credit hours for the option will not change.
• For the “General Business” option:
  o Add 3 credit hours of upper level Entrepreneurship course work to “Required General Business” and require students to complete both 3 credit hours of upper level Economics and 3 credit hours of upper level Management Information Systems course work.
  o Increase credit hour requirement for “Required General Business” from 21 to 24.
  o Change requirement for “Required Business Administration Electives” to “9 credit hours of Accounting or Business Administration Upper Level courses or COMM 3253. ORGL courses do not count as Business Administration Electives.”
  o Change “Required General Education” to COMM 2253 and MATH 1513.
  o Decrease credit hour requirement for “Electives” from 16 to 13.
  o Total credit hours for the option will increase from 69 to 72.
  o The proposed changes will bring the option into conformity with the total number of credit hours required in the other options.
• For the “Management” option:
  o Add MGMT 4623 and remove MGMT 3213.
• Change requirement for “Required Business Administration Electives” to “9 credit hours of Accounting or Business Administration Upper Level courses or COMM 3253. ORGL courses do not count as Business Administration Electives.”
• Change “Required General Education” to COMM 2253 and MATH 1513.
• Total credit hours for the option will not change.
• The proposed changes will require students to complete a capstone course in order to better assess student learning and performance.

- For the “Marketing” option:
  • Add MKTG 4623 and remove MKTG 4423, ENTR 3303, and MKTG 3323.
  • Require students to complete MKTG 3353.
  • Change requirement for “Required Business Administration Electives” to “9 credit hours of Accounting or Business Administration Upper Level courses or COMM 3253. ORGL courses do not count as Business Administration Electives.”
  • Change “Required General Education” to COMM 2253 and MATH 1513.
  • The proposed changes will updated the option to better reflect employer needs and allow for better sequencing of the courses.

- For the “Entrepreneurship” option:
  • Add FIN 4623 and remove ENTR 3203, ENTR 3303, and ENTR 4403.
  • Change requirement for “Required Business Administration Electives” to “9 credit hours of Accounting or Business Administration Upper Level courses or COMM 3253. ORGL courses do not count as Business Administration Electives.”
  • Change “Required General Education” to COMM 2253 and MATH 1513.
  • Total credit hours for the option will increase from 69 to 72.
  • The proposed changes remove courses the department lacks expertise to offer and adds courses to reflect faculty credentials.
  • The proposed changes also bring the option into conformity with the total number of credit hours required in the other options.

- For the “Management Information Systems” option:
  • Add MIS 3423 and MIS 3823 and remove CMPSC 1133.
  • Change “Required General Education” to COMM 2253 and MATH 1513.
  • Decrease credit hour requirement for “Electives” from 16 to 13.
  • Total credit hours for the option will increase from 69 to 72.
  • The proposed changes will update the option to better reflect employer needs and allow for better sequencing of the courses.
  • The proposed changes also bring the option into conformity with the total number of credit hours required in the other options.

- Six new courses will be added and no courses will be deleted.
- Total hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Arts in Communication and Performance Studies (045)
Degree program requirement changes

• For the “Communication Studies” option:
  • Add COMM 1001, COMM 3000, and COMM 4000 to “Required Courses.”
  • Decrease credit hours for “Electives” from 16-23 to 15-22.
  • The proposed changes will provide students an opportunity to complete a student portfolio and a meaningful senior project.
  • Total credit hours for the option increase from 43-45 to 44-46.

• For the “Theatre” option:
For “General Education,” change “3 hours (COMM 1113) counted in the Major” from to “6 hours (COMM 1113 and COMM 2333) counted in the Major.”

Add COMM 1001, COMM 3000, COMM 3413, and COMM 4000 to “Required Courses” and remove COMM 1113, COMM 2441 and COMM 3412.

Increase credit hour requirement for “Related Work” from 4 to 10 and include “Required General Education COMM 1113 and COMM 2333.”

Decrease credit hours for “Electives” from 15-20 to 14-19.

Total credit hours for the option will decrease from 42 to 40.

The proposed changes will offer students a better theatre education and provide more options depending upon their career interests.

For the “Speech Teacher Certification” option:

For “General Education,” change “6 hours (COMM 1113 or 2253 and PSYCH 1113) counted in the Major” to “9 hours (COMM 1113 or 2253, COMM 2333, and PSYCH 1113) counted in the Major.”

Add COMM 1001, COMM 3413, and COMM 4000 to “Required Courses” and remove COMM 2441 and COMM 3412.

Increase credit hours for “Required Courses” from 38 to 39.

Increase credit hours for “Related Work” from 3 to 6 and add “Required General Education COMM 2333.”

Decrease credit hours for “Electives” from 5 to 4.

Total credit hours for the option increase from 47 to 48.

The proposed changes will better prepare students to become speech teachers in the public schools.

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

Total hours for the degree will not change.

No funds are requested from the State Regents.

LU – Doctor of Physical Therapy (058)

Degree program requirement change

Remove PT 6153 from “Required Courses.”

The proposed change reflects the need for students to complete only two research courses instead of three. The proposed change removes one of the three research courses that were required.

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

Total credit hours for the degree will change from 115 to 112.

No funds are requested from the State Regents.

LU – Bachelor of Science in Computer Sciences (045)

Other degree program modification

Remove program from the Langston-Tulsa campus.

There are currently 5 students enrolled with an expected graduation date of May 2012.

LU reports declining enrollment in the program and a need to prioritize resources.

No courses will be deleted and funds will be reallocated to the Bachelor of Science in Accounting (070).

No funds are requested from the State Regents.

LU – Bachelor of Business Administration in Business Administration (009)

Other degree program modification

For the “Information Systems” option:

Remove option from the Langston-Tulsa campus.
There are currently 15 students enrolled with an expected graduation date of May 2013.

- LU reports declining enrollment in the program and a need to prioritize resources.
- No courses will be deleted and funds will be reallocated to the Bachelor of Science in Accounting (070).
- No funds are requested from the State Regents.

**NWOSU – Bachelor of Arts in Sociology (037)**

Degree program option addition

- Add option “Juvenile Services.”
- The proposed option will better prepare students who wish to pursue a career in the juvenile services field with employment opportunities available at Oklahoma Department of Human Services, non-profit adjudicated youthful offenders’ treatment programs, and local/state law enforcement agencies.
- No 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.

**NWOSU – Bachelor of Applied Arts and Sciences in Technical Management (064)**

Degree program requirement changes

- Add GBUS 3953 to “Technical Management Core” and reduce credit hour requirement for “Directed Upper Level Electives” from 12 to 9.
- For the “Alternative Energy” option:
  - Add GBUS 3953 to “Required Courses” and reduce credit hour requirement for “Directed Upper Level Electives” from 6 to 3.
- The proposed changes will increase the coverage of business ethics and corporate social responsibility in the curriculum.
- No 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.

**NWOSU – Bachelor of Science in Chemistry (009)**

Degree program requirement changes

- Remove CHEM 1115 from “Required Courses” and add CHEM 3015, CHEM 4355, and CHEM 3011.
- Add CMSC 1103 and CHEM 1115 to “Program Specific General Education Requirements.”
- Change credit hour requirement for CHEM 3115 from 5 to 4 (3114) and for CHEM 4115 from 5 to 4 (4114).
- Reduce credit hour requirement for “Advanced Chemistry Electives” from 20 to 17.
- Total credit hours for the major will change from 40 to 41.
- The proposed changes will increase career options for students not interested in graduate work or in pre-medicine.
- The proposed changes will also align the curriculum with other chemistry programs in the state.
- No 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.

**SEOSU – Bachelor of Business Administration in Finance (096)**

Degree program requirement changes
- Remove FIN 3513 and FIN 4633 from “Finance Major” and add FIN 3523 and FIN 4443.
- The proposed changes will better prepare students for careers as financial officers and
managers and will provide them with a better understanding of the banking and real estate
industries, international financial markets, and risk management.
- No 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.

SEOSU – Bachelor of Science in Aviation (005)
Degree program requirement changes
- Decrease credit hour requirement for AVIA 3164 from 4 to 3 (3163).
- Increase credit hour requirement for AVIA 3321 from 1 to 2 (3122).
- The proposed changes will streamline the aviation classes to minimize repetition and
incorporate the G1000 airplane into the curriculum.
- No 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.

SWOSU – Master of Science in School Psychology (148)
Degree program requirement changes
- Remove COUN 5513, COUN 5893, COUN 5593, EDPSYCH 5723, EDPSYCH 5743,
PSYCH 5413, EDPSYCH 5613, EDPSYCH 5713, and EDUC 5950.
- Add PSYCH 5143, COUN 5543, PSYCH 5902, COUN 5553, PSYCH 5783, PSYCH 5011,
PSYCH 5013, PSYCH 5513, and PSCYH 5523.
- The proposed changes will provide students with a more intensive curriculum and is better
aligned with the state and local standards for the training of School Psychologists.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

SWOSU – Master of Education in School Psychometry (077)
Degree program requirement changes
- Remove COUN 5513 and SPCED 5213 and add PSYCH 5433 and PSYCH 5423.
- Add “any statistics course” as a prerequisite to the program.
- The proposed prerequisite change will ensure students are better prepared for graduate level
course work in testing.
- The proposed curriculum changes will better prepare students for careers in education.
- No new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Chemistry (014)
Degree program requirement changes
- Remove CHEM 4234 and CHEM 4244 from “Required Courses” and add CHEM 2112 and
CHEM 3343.
- Decrease the credit hour requirement for “Required Courses” from 35-37 to 32-34.
- Remove MATH 2834 and MATH 3834 from “Secondary Requirements” and add MATH
2823.
- The proposed changes reflect the trend in chemistry to separate lecture from lab and will aid
students when transferring to another institution.
- The proposed changes will also better prepare students for careers in the industry.
• 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.

SWOSU – Bachelor of Science in Parks and Wildlife Law Enforcement (146)
Degree program requirement changes
• Remove PRM 3702 from “Required Courses” and decrease the credit hour requirement from 37 to 35.
• For the “CLEET” option:
  o Increase the credit hour requirement for PRM 4382 from 2 to 3 (4383) and for PRM 4511 from 1 to 2 (4512).
  o Add PRM 4633 and PRM 4641.
  o Total credit hour requirement for the option will change from 27 to 33.
• No 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.

UCO – Bachelor of Science in Family Life Education (180)
Degree program requirement changes
• For the “Gerontology” option:
  o Change credit hour requirement for HLTH 3452 from 2 to 3 (3453).
  o Add SAS 4273 and SAS 4343 as alternative courses to SAS 4303.
  o The proposed changes reflect curriculum changes in the Department of Kinesiology to align courses with The National Commission for Health Education Credentialing, Inc. competencies and framework.
  o No new courses will be added and no courses will be deleted.
  o Total credit hours for the option will increase from 68 to 69.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

OCCC – Certificate in Medical Transcriptor (107)
Degree program name change and degree program requirement change
• Change program name to “Medical Office Administration.”
• Remove APPM 1313, EMS 1123, AOT 2313, and AOT 1013 and add AOT 1113, AOT 2253, and AOT 2473.
• Change credit hour requirement for AOT 2033 from 3 to 9 (2039).
• The proposed name change reflects current industry terminology.
• The proposed curriculum changes will better prepare students for the workforce.
• 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.

OSU-OKC – Associate in Science in American Sign Language (073)
Degree program requirement changes
• Remove BIOL 1303, BIOL 1311, PHYS 1204, CHEM 1104, MATH 1513, and CIS 1503 from “General Education” requirements.
• Add “Any 7 credit hours of college level Science (one course must include a lab),” “Any 3 credit hours of college level Math,” and “Any 3 credit hours of college level computer course.”
• Reduce credit hours required for “General Education” from 38 to 37.
• The proposed change will allow students more flexibility in completing degree requirements without compromising the curriculum.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degree will change from 64 to 63.
• No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Vascular Technology (098)
Degree program name change and degree program requirement changes
• Change program name to “Cardiovascular Ultrasound.”
  o The proposed name change will better define the program curriculum.
• Delete SON 1233, SON 2214, SON 2223, and SON 2234 from “Technical Occupational Specialty” and add SON 1103, SON 1203, SON 2303, and SON 2403.
• Add BIOL 1012 to “Support and Related Courses.”
• The proposed changes will combine the curriculum with the Associate in Applied Science in Echocardiography (097) and improve the employment opportunities for graduates of the program.
• No 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.

OSU-OKC – Associate of Applied Science in Dietetic Technology (105)
Other degree program modification
• Remove the admission requirement of taking the Health Education Systems, Inc. Admission Assessment (HESI A2) exam.
  • The proposed change reflects a determination that the HESI A2 exam is not an effective indicator in determining student success in the program.
• No 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.

OSU-OKC – Associate in Applied Science in Nurse Science (014)
Degree program modification
• Delete NURS 1116, NURS 1128, NURS 2228, NURS 2238, and NURS 2252 from “Technical Occupational Specialty” and add NURS 1118, NURS 1121, NURS 1148, NURS 2218, NURS 2258, and NURS 2342.
• The proposed changes align the curriculum with the National League for Nursing paradigm and will better meet the needs of students.
• Six new courses will be added and five courses will be deleted.
• Total credit hours for the degree will change from 69 to 72.
• No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Early Care Education (081)
Degree program requirement changes
• Reduce the credit hour requirement for ECEA 1143 from 3 to 1 (1141).
• The proposed change is a result of a curriculum review in which a determination was made that the content needed for the program could be delivered in fewer credit hours.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degree will change from 66 to 64.
• No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Engineering Technology in Municipal Fire Protection (009)

Degree program requirement changes
• Increase credit hour requirement for MFP 1147 from 7 to 8 (1148).
• Add MATH 1413 to “General Education” courses.
• The proposed changes are due to changes in National Standards at the United States Department of Transportation for Basic Emergency Medical Services curriculum and training.
• No new courses will be added and no courses will be deleted.
• Total credit hours will change from 60 to 64.
• No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Emergency Medical Services – Municipal Fire Protection (088)

Degree program requirement changes
• Increase credit hour requirement for MFP 1147 from 7 to 8 (1148).
• Add MFP 1101 to “Technical Occupational Specialty.”
• The proposed changes will align the curriculum with state standards for the industry and are also the result of changes in National Standards at the United States Department of Transportation for Basic Emergency Medical Services curriculum and training.
• One new course will be added and no courses will be deleted.
• Total credit hours will change from 71 to 73.
• No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Police Science (015)

Degree program requirement changes
• For the “Crime Scene Investigation” option:
  • Remove PLSC 1423, PLSC 2433, PLSC 2423, PLSC 2443, and PLSC 2533 from “Technical Occupational Specialty” courses and add PLSC 1123, PLSC 1133, PLSC 1143, PLSC 1313, PLSC 1413, PLSC 2103, and PLSC 2222.
  • Remove INDD 1513 from “Support and Related Courses.”
  • Add 6 credit hours of “Support and Related Courses” and require only students in the Collegiate Officers Program to complete PLSC 1211, PLSC 2111, PLSC 2211, and PLSC 2253. All other students will complete 6 credit hours of electives.
  • The proposed changes will give students more employment options upon graduation and provide students an easier transition should they decide to transfer into a similar baccalaureate degree.
• No new courses will be added and no courses will be deleted.
• Total credit hours will change from 63 to 74.
• No funds are requested from the State Regents.

OSU-OKC – Certificate in Engineering Technology in Firefighter I (029)

Degree program requirement changes
• Increase credit hour requirement for MFP 1147 from 7 to 8 (1148).
• The proposed changes are the result of changes in National Standards at the United States Department of Transportation for Basic Emergency Medical Services curriculum and training.
• No new courses will be added and no courses will be deleted.
• Total credit hours will change from 26 to 27.
• No funds are requested from the State Regents.
AGENDA ITEM #20-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requested authorization to reinstate the Bachelor of Arts in Education in Art Education (008), which was suspended January 11, 2011.

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

POLICY ISSUES:

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

ANALYSIS:

The Bachelor of Arts in Education in Art Education (008) was suspended January 11, 2011 due to lack of certification by the Oklahoma Commission for Teacher Preparation (OCTP). The response to OCTP has been prepared and submitted to OCTP for approval. Recertification of the program is anticipated at their next meeting.

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 #20-b (1):

GEAR UP.


RECOMMENDATION:

It is recommended that the State Regents ratify the Letter of Agreement between Aurora Learning Community Association and Oklahoma GEAR UP to provide a longitudinal data system to GEAR UP school districts which will provide tools for mapping, planning and assessing curriculum.

BACKGROUND:

The State Regents’ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was created to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Based on the 2011 federal grant proposal, Oklahoma GEAR UP wrote for the Competitive Preference Priority 3: Projects are designed to collect (or obtain) analyze and use high quality and timely data, especially on participant outcomes, in accordance with privacy requirements, in the following priority area: Improving instructional practice, policies and student outcomes in elementary and secondary schools. Aurora Learning Community Association is a statewide, non-profit organization that provides counsel and innovative solutions for today’s complex educational improvement challenges. Aurora Learning Community grew from the Aurora Project, a $5 million U.S. Department of Education 1997 funded Technology Innovation Challenge Grant (TICG) project. Aurora Learning Community Association is one of only three remaining TICG projects that achieved self-sustaining momentum beyond its five years of grant funding.

POLICY ISSUES:

The provision of professional development for teachers, counselors and school administrators is a major component of the 2011 GEAR UP project proposal to the U.S. Department of Education, along with communications for college success, grants to identified school districts, direct student services and parent education and involvement. While other professional development will be offered through the GEAR UP grant, elements of Aurora Learning Community Association are copyrighted (including workshop materials), and therefore can only be provided exclusively by Aurora Learning Community Association. Aurora Learning Community Association is an approved vendor to the State of Oklahoma and a partner in the Phase III GEAR UP project. GEAR UP is in compliance with agency procedures for purchase of services and materials.

ANALYSIS:

In Phase III (2011-2018) of its project, GEAR UP is partnering with Aurora Learning Community Association, and has negotiated the provision for a longitudinal data system for the 24 GEAR UP school districts. The data system will provide data over time for each individual school site and aggregate data for the state GEAR UP project, which will be used for federal reporting and evaluation of services.
Aurora Learning Community utilizes two platforms. The Comprehend platform supports data sets that can be used to assess learner knowledge and skills and continuous improvement within a community. The Arch platform is the learning community management system for engaging teachers and learners across any field of knowledge. Arch is documentable, and reproducible. Materials for teachers, school administrators and resources for implementation will be provided by Aurora Learning Community Association. Beginning in the summer of 2012, Aurora Learning Community Association will provide the following services exclusively for GEAR UP:

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>Day of Training</th>
<th>TIMELINE/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEAR UP Staff Training</td>
<td>1</td>
<td>July 1, 2012</td>
</tr>
<tr>
<td>Statewide Aurora Meeting</td>
<td>2</td>
<td>July 11-12, 2012</td>
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<tr>
<td>Applying Comprehend Data with Standard Content</td>
<td>2</td>
<td>July 30-31, 2012</td>
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<tr>
<td>Identifying and Acting on Strengths and Weakness</td>
<td>2</td>
<td>November 2012</td>
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<tr>
<td>Clarifying Rigor of Learning</td>
<td>1</td>
<td>March 2013</td>
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<tr>
<td>Developing Smart Goals</td>
<td>1</td>
<td>June 2013</td>
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<tr>
<td>Developing Action Plans</td>
<td>1</td>
<td>October 2013</td>
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<tr>
<td>Strategies Professional Development and Support</td>
<td>2</td>
<td>December 2013</td>
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<tr>
<td>Total Training</td>
<td>12 Days</td>
<td></td>
</tr>
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</table>

| Training                                      | $22,100.00      |
| Arch Platform - Web Service and Resources     | $134,546.00     |
| EPAS Data 24 Schools                          | $8,308.00       |
| State Mandated/Common Core Testing 24 Schools | $39,533.00      |
| Total Cost                                    | **$204,487.00** |

In a letter of agreement, Aurora Learning Community Association has described its provision of consultants and staff for each workshop. Aurora Learning Community Association is a Fairview, Oklahoma based non-profit governed by a board of directors. Aurora Learning Community Association has committed to partner with Oklahoma GEAR UP for seven years. The estimated total value of Aurora Learning Community Association partner commitment to the Oklahoma GEAR UP project in FY 2012 is $189,957.

Total funding for the professional development services and deliverables is $204,487.00 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.
AGENDA ITEM #20-b (2):

GEAR UP.

SUBJECT: Ratification of Letter of Agreement with the Battelle for Kids.

RECOMMENDATION:

It is recommended that the State Regents ratify the Letter of Agreement between Battelle for Kids and Oklahoma GEAR UP to provide a system of supports and professional development to understand student academic growth measures and plan for improvement in the classroom.

BACKGROUND:

The State Regents Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project was created to significantly increase the number of students who are prepared to enter and succeed in postsecondary education. Based on the 2011 federal grant proposal, Oklahoma GEAR UP wrote for the Competitive Preference Priority 3: Projects are designed to collect (or obtain) analyze and use high quality and timely data, especially on participant outcomes, in accordance with privacy requirements, in the following priority area: Improving instructional practice, policies and student outcomes in elementary and secondary schools. Battelle for Kids is a national, non-profit organization that provides counsel and innovative solutions for today’s complex educational improvement challenges. Battelle for Kids specializes in creating strategies that advance the development of human capital, the use of strategic measures to inform practice, and the implementation of effective practices in education.

POLICY ISSUES:

The provision of professional development for teachers, counselors and school administrators is a major component of the 2011 GEAR UP project proposal to the U.S. Department of Education, along with communications for college success, grants to identified school districts, direct student services and parent education and involvement. While other professional development will be offered through the GEAR UP grant, elements of the Battelle for Kids are copyrighted (including workshop materials), and therefore can only be provided exclusively by Battelle for Kids. Battelle for Kids is an approved vendor to the State of Oklahoma. GEAR UP is in compliance with agency procedures for purchase of services and materials.

ANALYSIS:

In Phase III (2011-2018) of its project, GEAR UP is forging a new partnership with Battelle for Kids, and has negotiated training and materials for teachers, counselors and school administrators. In the summer of 2012 and the fall of 2012, Battelle for Kids will provide the following services exclusively for GEAR UP:

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>COST OF SERVICE</th>
<th>TIMELINE/DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value Added Professional Development Session 1</td>
<td>$7,765.00</td>
<td>June 1, 2012</td>
</tr>
</tbody>
</table>
Collaborative Development of Data
Session 1 $10,832.50 June 1, 2012
Communications & Technology for
Data Portal $17,500.00 June 1, 2012
Project Leadership $5,000.00 June 1, 2012
$$41,097.50
Web Portal, BFK- Link and BFK
Report $30,000.00 June 30, 2012
Value Added Professional
Development Session 2 $7,765.00 June 30, 2012
Collaborative Development of Data
Session 2 $10,832.50 June 30, 2012
Communications & Technology for
Data Portal $17,500.00 June 30, 2012
Project Leadership $5,000.00 June 30, 2012
$$71,097.50
Value Added Professional
Development Session 3 $7,765.00 September 30, 2012
Collaborative Development of Data
Session 3 $10,832.50 September 30, 2012
Communications & Technology for
Data Portal $17,500.00 September 30, 2012
Project Leadership $5,000.00 September 30, 2012
$$41,097.50
Value Added Professional
Development Session 4 $7,765.00 December 31, 2012
Collaborative Development of Data
Session 4 $10,832.50 December 31, 2012
Communications & Technology for
Data Portal $17,500.00 December 31, 2012
Project Leadership $5,000.00 December 31, 2012
$$41,097.50
Total $194,390.00

In a letter of agreement, Battelle for Kids has described its provision of certified consultants and staff for each workshop. Battelle for Kids employees more than 60 staff members, consultants and faculty have a wealth of experience serving as teachers, principals, superintendents, in other education leadership roles, as well as in business, project management, technology and communications.

The provision of workshop materials is in fulfillment of Battelle for Kids commitment to the GEAR UP project and the company’s designation as a GEAR UP grant partner. The estimated total value of Battelle for Kids partner commitment to the Oklahoma GEAR UP project in FY 2012 is $18,750.

Total funding for the professional development services and deliverables is $194,390.00 federal dollars - all derived from the State Regents’ current GEAR UP grant award. No state dollars are involved.
AGENDA ITEM #20-c:

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 February 13, 2012, through March 28, 2012.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period February 13, 2012, through March 28, 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 $5,071,569 representing $2,858,902 in State funding and $2,212,667 in Section 13/New College Funds.
## Allotment of Funds for Capital Projects

(For the Period of February 13, 2012, through March 28, 2012)

### Section 13, New College, and State Funding Sources

<table>
<thead>
<tr>
<th>Institution</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Alotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>650-New College</td>
<td>General Campus Repair, Maintenance &amp; Remodel</td>
<td>3/7/2012</td>
<td>300,000</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSU- Oklahoma City</td>
<td>295-State</td>
<td>General Campus Maintenance</td>
<td></td>
<td></td>
<td>1,144,000</td>
<td>1,144,000</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>OSU-Tulsa</td>
<td>295-State</td>
<td>Purchase Furniture, Fixtures &amp; Equipment</td>
<td>3/7/2012</td>
<td>500,000</td>
<td>500,000</td>
<td>500,000</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Central University</td>
<td>600-Section 13</td>
<td>General Campus Repairs, Renovation &amp; ADA Compliance</td>
<td>3/29/2012</td>
<td>150,000</td>
<td>150,000</td>
<td>150,000</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>600-Section 13</td>
<td>Academic Building</td>
<td>3/27/2012</td>
<td>650,000</td>
<td>650,000</td>
<td>650,000</td>
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<td></td>
<td>479-State</td>
<td>Fine Arts Renovation</td>
<td>2/13/2012</td>
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<td>99,991</td>
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<td></td>
<td>600-Section 13</td>
<td>Property Purchase</td>
<td>2/13/2012</td>
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<td></td>
<td>600-Section 13</td>
<td>Academic Building</td>
<td>2/13/2012</td>
<td>300,000</td>
<td>300,000</td>
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<tr>
<td></td>
<td>600-Section 13</td>
<td>Repairs &amp; Renovations to Campus Buildings</td>
<td>2/13/2012</td>
<td>200,000</td>
<td>200,000</td>
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<tr>
<td></td>
<td>600-Section 13</td>
<td>Landscaping, Outdoor Art &amp; Courtyards</td>
<td>2/13/2012</td>
<td>100,000</td>
<td>100,000</td>
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<tr>
<td></td>
<td>295-State</td>
<td>Landscaping, Outdoor Art &amp; Courtyards</td>
<td>2/13/2012</td>
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<td></td>
<td>600-Section 13</td>
<td>Repairs &amp; Renovations to Campus Buildings</td>
<td>2/13/2012</td>
<td>196,902</td>
<td>196,902</td>
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<tr>
<td></td>
<td>295-State</td>
<td>Repairs &amp; Renovations to Campus Buildings</td>
<td>2/13/2012</td>
<td>60,000</td>
<td>60,000</td>
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<tr>
<td></td>
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<td>1,483,902</td>
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<tr>
<td>Rogers State University</td>
<td>295-State</td>
<td>Furniture, Fixtures &amp; Equipment (Instructional)</td>
<td>3/28/2012</td>
<td>25,000</td>
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<td>295-State</td>
<td>Furniture, Fixtures &amp; Equipment</td>
<td>3/28/2012</td>
<td>145,000</td>
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<td>295-State</td>
<td>ODFA Athletic Facilities</td>
<td>3/28/2012</td>
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<td>Oklahoma Panhandle State Univ</td>
<td>600-Section 13</td>
<td>Facilities Renovation - Debt Service</td>
<td>3/8/2012</td>
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<td></td>
<td>650-New College</td>
<td>Facilities Renovation</td>
<td>3/8/2012</td>
<td>300,000</td>
<td>300,000</td>
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<td>800,000</td>
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<tr>
<td>Oklahoma City Community Coll</td>
<td>295-State</td>
<td>Campus Signage/Wayfinder Project</td>
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<tr>
<td>Northern Oklahoma College</td>
<td>650-New College</td>
<td>Repair of Educational Facility</td>
<td>3/28/2012</td>
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<td>600-Section 13</td>
<td>Library Acquisitions</td>
<td>3/28/2012</td>
<td>20,000</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60-New College</td>
<td>Instructional Equipment &amp; Furniture</td>
<td>3/28/2012</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Computers &amp; Networking</td>
<td>3/28/2012</td>
<td>15,000</td>
<td>15,000</td>
<td></td>
</tr>
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<td></td>
<td>Total</td>
<td></td>
<td>55,000</td>
<td>55,000</td>
<td></td>
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<tr>
<td>Rose State College</td>
<td>479-State</td>
<td>Health Sciences Center</td>
<td>3/1/2012</td>
<td>6,000</td>
<td>6,000</td>
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<td></td>
<td></td>
<td>Total</td>
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<td>0</td>
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<td>Total for System</td>
<td></td>
<td>2,858,902</td>
<td>2,212,667</td>
<td>5,071,569</td>
</tr>
</tbody>
</table>
AGENDA ITEM #20-d:

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between February 4, 2012 and March 23, 2012.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

For the time period between February 4, 2012 and March 23, 2012, there were five (5) 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 $58,398.38 for Strategic Planning and Analysis to implement a presentation layer for its Oracle student database reports. This is necessary to provide information to our users and inform policymakers. (funded from 210-Core).

OneNet

2) Howell and Simmers Engineering, Inc. in the amount of $37,700.00 to provide mechanical and electrical design services for the generator additions at the following five (5) sites: Connors State College, Ardmore Higher Education Center, Ardmore Fiber Hut and Tower, Stroud Fiber Hut and Mid America Career Tech Center. (funded from 718-OneNet).
Gear Up

3) Southern Regional Educational Board in the amount of $40,000.00 for license and usage agreements for the Southern Regional Education Board Collaborative Counselor Training Modules. This is a statewide license that will allow institutions of higher education, career technology and high schools to provide training for graduate students or employed staff with no future licensure fees. (funded from 730-Gear Up).

Change Orders to Purchase Orders that are now in excess of $25,000.00 but not in excess of $100,000

Core

4) Nelson Mullins Riley & Scarborough LLP in the amount of $25,000.00. This increase is needed for the specialized legal services of Art Coleman and Steve Winnick of Education Counsel, LLC. The new total of this purchase order is now $50,000.00. (funded from 210-Core).

OneNet

5) Telco Supply in the amount of $1,966.22. The increase is required to add 170 ft. of fiber in order to avoid damage to existing water, gas, and electrical services. The original estimate was 430 feet; however, it was determine that 600 feet was required. The new total of this purchase order is now $57,618.66. (funded from 718-OneNet).
AGENDA ITEM #20-e (I):

Non Academic Degrees.

SUBJECT: University of Oklahoma.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma made a request to award a Master of Arts degree posthumously to Mr. Forest Dayne Sharp, who died as a result of an automobile accident in July 2011. At the time of his death, Mr. Sharpe had completed all of the course requirements for his degree except a master’s thesis. Mr. Sharp maintained a 3.83 grade point average.

The University of Oklahoma Board of Regents approved the awarding of this degree at their regular meeting in October 2011.

POLICY ISSUES:

These requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Forest Gayne Sharp

having completed the requirements for the posthumous award of
the degree of
Master of Arts

has accordingly been admitted posthumously to that degree
and 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 University of Oklahoma at Norman, Oklahoma on the
sixteenth day of December two thousand and eleven.

For the State Regents

For the University

Chairman

Chairman, Board of Regents

 Chancellor

Academic Dean
AGENDA ITEM #20-e (2):

Non Academic Degrees.

SUBJECT: Honorary Degrees - University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents ratify the University of Oklahoma’s request to award five Honorary Degrees at their 2012 Spring Commencement.

STAFF ANALYSIS:

A request has been made from the University of Oklahoma to award an Honorary Doctor of Humane Letters to the following individuals:

1. Mr. Jim Gallogly, CEO of Lyondell Basell, for his support of education and contributions to the oil and gas industry.
2. Mr. William J. Ross, senior partner at Rainey, Ross, Rice & Binns, for his leadership in the law profession and his service to the State of Oklahoma.
3. Mr. Anthony Shadid (posthumously), foreign correspondent for The New York Times and two-time Pulitzer Prize winner for International Reporting, for his service providing the state, country, and world with in-depth reporting from some of the most violent and dangerous places.
4. Mr. Randall L. Stephenson, chairman of the board, chief executive officer and president of AT&T Inc., for his longtime commitment to education benefiting students from diverse backgrounds across the nation.
5. The University of Oklahoma 2012 Spring Commencement Keynote Speaker, President Ruth Simmons, Brown University.

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 University of Oklahoma request meets requirements of the State Regents' policy. The proposed diplomas for the honorary degrees are attached for State Regents’ approval.
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confer

The Honorary Degree of Doctor of Humane Letters

on

James L. Gallogly

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this eleventh day of May, two thousand twelve

For the State Regents

For the University

[Seals and signatures]
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma
Confers
The Honorary Degree of Doctor of Humane Letters

on
William J. Ross

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

issued at the University of Oklahoma
this eleventh day of May, two thousand twelve

For the State Regents

For the University

Chairman

President, Board of Regents

Secretary

Registrar

Registrar, University
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confer

The Honorary Degree of Doctor of Humane Letters

on

Anthony Shadid

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eleventh day of May, two thousand twelve

For the State Regents

[Signature]

For the University

[Signature]

[Seal]

[Seal]
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confer
The Honorary Degree of Doctor of Humane Letters

on

Randall L. Stephenson

in recognition of excellence and meritorious achievements, with all the honors, privileges, and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eleventh day of May, two thousand twelve

For the State Regents

[Signature]
Chancellor

[Signature]
Secretary

[Signature]
Chancellor

For the University

[Signature]
Vice President
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confer

The Honorary Degree of Doctor of Humane Letters

on

Ruth J. Simmons

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this eleventh day of May, two thousand twelve

For the University
[Seal]

For the State Regents
[Seal]
AGENDA ITEM #20-e (3):

Non Academic Degrees.

SUBJECT: Honorary Degrees - Oklahoma State University.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University's request to award two Honorary Degrees at their 2012 Spring Commencement.

STAFF ANALYSIS:

A request has been made from Oklahoma State University to award an Honorary Doctor of Humane Letters to Sir Ken Robinson of Liverpool, UK, and an Honorary Doctor of Humane Letters to Mr. Vaughn O. Vennerberg II of Midwest City, Oklahoma. 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 diplomas for the honorary degrees are attached for State Regents’ approval.

The OSU/A&M Board of Regents granted approval for these degrees at their meeting on February 24, 2012
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Sir Ken Robinson

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

fifth day of May, two thousand twelve

For the Regents

Julie Carson
Chairman

For the University

V. Bruce Atchison
President of the University

Sheryl A. Jucker
Vice of Division
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Vaughn O. Vennerberg II

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

fifth day of May, two thousand twelve

For the Regents

Julie Carson
Chairman

For the University

V. Bruce Alcorn
President of the University
AGENDA ITEM #20-e (4):

Non Academic Degrees.

SUBJECT: Langston University.

RECOMMENDATION:

It is recommended that the State Regents ratify Langston University's request to award an Honorary Doctorate of Science degree at the 2012 Spring Commencement.

STAFF ANALYSIS:

A request has been made from Langston University to award an Honorary Doctorate of Science degree to Mr. Russell Perry during the 2012 Spring Commencement. This request was approved by the Oklahoma A&M Board of Regents on February 24, 2012.

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 Regents for Higher Education
Acting Through

LANGSTON UNIVERSITY

have admitted

Russell Perry

to the degree of

HONORARY DOCTOR OF SCIENCE

and 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 Langston, Oklahoma on

the twelfth day of May, two thousand and twelve.

FOR THE STATE REGENTS

CHAIRMAN

SECRETARY

CHANCELLOR

FOR THE UNIVERSITY

CHAIRMAN, BOARD OF REGENTS

PRESIDENT OF THE UNIVERSITY

REGISTRAR
AGENDA ITEM #20-e (5):

Posthumous Degree

SUBJECT: Oklahoma City Community College.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma City Community College made a request to award an Associate Degree posthumously to Mr. Ethan Hendricks, who died as a result of an accident on August 8, 2010. At the time of his death, Mr. Hendricks had completed a total of 43 credit hours and had maintained a 2.975 grade point average.

Oklahoma City Community College also made a request to award an Associate Degree posthumously to Ms. Erica Carpenter, who passed away suddenly in March 2011. At the time of her death, Ms. Carpenter had earned a total of 41 credit hours and had maintained a 3.941 grade point average.

The Board of Regents for Oklahoma City Community College will approve the awarding of these degrees at their regular meeting on April 16, 2012.

POLICY ISSUES:

These requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
acting through

Oklahoma City Community College

have admitted posthumously

Ethan Wayne Hendricks
to the degree of
Associate Degree

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this award duly signed and sealed.
Issued at Oklahoma City Community College on the
twelfth day of May, 2012.

For the State Regents

For the College

[Signatures and Seal]
The Oklahoma State Regents for Higher Education acting through

Oklahoma City Community College

have admitted posthumously

Erica Lynn "Dover" Carpenter

to the degree of

Associate Degree

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this award duly signed and sealed.

Issued at Oklahoma City Community College on the
twelfth day of May, 2012.

For the State Regents

Julie Case
Chairman

For the College

Chairman, Board of Regents

President of the College

Dean of Academic Affairs
AGENDA ITEM #21-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 #21-b (1):

Annual Reports.

SUBJECT: Oklahoma Elementary Mathematics Specialist (OEMS) Certification Program.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

Oklahoma, like most states, experiences challenges in recruiting and developing Elementary Mathematics Specialists (EMS). In response, the Oklahoma Elementary Mathematics Specialist (OEMS) certification program, through collaboration efforts of the Oklahoma State Department of Education (SDE), the Oklahoma Commission for Teacher Preparation, and the Oklahoma State Regents for Higher Education, was proposed to address this need.

The OEMS is a process that allows elementary and/or early childhood teachers to earn their elementary mathematics specialist certification in grades PK-5. Program preparation will include both coursework and a certification examination.

Oklahoma is now the 12th state that will be offering the OEMS certification to Pre-Kindergarten through 5th grade teachers statewide. This certification was approved by the SDE on February 23, 2012.

POLICY ISSUES:

The OEMS certification program is consistent with the purpose of the State Regents’ Teacher Education policy which was implemented to provide the best possible education for teachers prepared within the State System and to enhance the quality of teacher education.

ANALYSIS:

On June 2, 2010, the National Governors Association Center for Best Practices and the Council of Chief State School Officers released the final version of the K-12 standards in English Language Arts, Literacy in History/Social Studies and Science, and Mathematics as part of the Common Core State Standards Initiative. These standards, developed together with teachers, school administrators, curriculum content experts and others, seek to provide a clear and consistent framework to prepare children for college and the workforce. Now, more than ever teachers need to have vital tools to meet the needs of Common Core State Standards’ rigors and the Partnership for Assessment of Readiness for College and Career’s in-depth assessments, which Oklahoma has adopted to implement in 2014.

OEMS is a process that allows elementary and/or early childhood teachers to earn their elementary mathematics specialist certification in grades PK-5. The certification process includes completing 18 hours of graduate level coursework focusing on five domains: Number Concepts and Operations;
Algebra and Functions; Geometry and Measurement; Data Analysis and Probability; and Mathematics Instructional Leadership. Additionally, OEMS professionals must know and understand elementary school mathematics as well as how mathematics concepts and skills develop through the secondary level. This includes specialized knowledge that teachers need in order to understand and support student learning of elementary mathematics. OEMS professionals also need to be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

The Association of Mathematics Teacher Educators (AMTE); the Association of State Supervisors of Mathematics (ASSM); the National Council of Supervisors of Mathematics (NCSM), and the National Council of Teachers of Mathematics (NCTM) recommend the use of Elementary Mathematics Specialists (EMS) in PK–6 environments to enhance the teaching, learning, and assessing of mathematics in order to improve student achievement and further advocate that every elementary school have access to an EMS.

Attachment
Oklahoma Elementary Mathematics Specialist

A Certification Process

2011-2012

Oklahoma State Department of Education
Oklahoma State Regents for Higher Education
Oklahoma Commission for Teacher Preparation
Background

The Association of Mathematics Teacher Educators (AMTE)\(^1\), the Association of State Supervisors of Mathematics (ASSM)\(^2\), the National Council of Supervisors of Mathematics (NCSM)\(^3\), and the National Council of Teachers of Mathematics (NCTM)\(^4\) recommend the use of Elementary Mathematics Specialists (EMS) in PK–6 environments to enhance the teaching, learning, and assessing of mathematics in order to improve student achievement, and further advocate that every elementary school have access to an EMS. Districts, states/provinces, and higher education should work in collaboration to create: (1) advanced certification for EMS professionals; and (2) rigorous programs to prepare EMS professionals. EMS professionals need a deep and broad knowledge of mathematics content, expertise in using and helping others use effective instructional practices, and the ability to support efforts that help all PK–6 students learn important mathematics. Programs for EMS professionals should include mathematics content knowledge, pedagogical knowledge, and leadership knowledge and skills.

\(^1\) Association of Mathematics Teachers Educators (AMTE) is the largest professional organization devoted to the improvement of mathematics teacher education—it includes over 1000 members devoted to the pre-service education and professional development of K-12 teachers of mathematics, [http://www.amte.net/](http://www.amte.net/).

\(^2\) The Association of State Supervisors of Mathematics is an organization whose members provide supervising and/or consulting services in the area of mathematics as a staff member of the education agency of any state in the United States of America, the District of Columbia, possessions of the United States of America, territory of the United States, US Department of Defense, Canadian Province, or Bermuda, [http://www.assm.us/](http://www.assm.us/).

\(^3\) The National Council of Supervisors of Mathematics (NCSM) is a mathematics leadership organization for educational leaders that provides professional learning opportunities necessary to support and sustain improved student achievement, [http://www.mathedleadership.org/](http://www.mathedleadership.org/).

\(^4\) The National Council of Teachers of Mathematics is a public voice of mathematics education supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development and research, [http://www.nctm.org/](http://www.nctm.org/).
Oklahoma, like most states, experiences challenges in recruiting and developing EMS professionals. In response, the Oklahoma Elementary Mathematics Specialist (OEMS) certification program has been proposed to address this need. Program preparation will include both coursework and a certification examination. Contact Saeed Sarani, Oklahoma State Regents for Higher Education, ssarani@osrhe.edu, or Courtney Lockridge, Oklahoma State Department of Education, Courtney.Lockridge@sde.ok.gov for additional information.

**What is OEMS**

OEMS is a process that allows elementary and/or early childhood teachers to earn their elementary mathematics specialist certification in grades PK-5. OEMS professionals must know and understand elementary school mathematics as well as how mathematics concepts and skills develop through the secondary level. This includes specialized knowledge that teachers need in order to understand and support student learning of elementary mathematics. OEMS professionals also need to be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

**OEMS Program Prerequisites**

Prior to beginning coursework to become an Oklahoma Elementary Mathematics Specialist, the following prerequisites must be met:

1. Valid teacher certification in Elementary Education and/or Early Childhood Education;
2. Two years of full-time teaching experience in grades Pre-Kindergarten through Grade 5 at an accredited school under a valid state issued teacher credential.

In order to obtain certification in Oklahoma as an Elementary Mathematics Specialist, the following requirements must be fulfilled:

**OEMS Program Certification Requirements**

1. Valid teacher certification in Elementary Education and/or Early Childhood Education. The OEMS certification cannot be substituted for required certifications in either area. OEMS certification will correspond to the grade level of certification/s already held by the teacher in Early Childhood Education, Elementary Education, or both. For example, if a teacher only holds an Early Childhood certificate and completes the OEMS certification, the OEMS certification will only be issued at the Early Childhood Education grade level (prerequisite);
2. Two years of full-time teaching experience in grades Pre-Kindergarten through Grade 5 at an accredited school under a valid state issued teacher credential (prerequisite);
3. Eighteen hours of coursework as outlined below:

   - 60-70% Pedagogical Mathematics Content Knowledge: Coursework will focus on development of mathematical proficiency as characterized by conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition (National Research Council, 2001) in the following four domains. Pedagogical Mathematics content shall be consistent with the Common Core State Standards (CCSS).
• Number Concepts and Operations,
• Algebra and Functions,
• Geometry and Measurement,
• Data Analysis and Probability,

➢ 30-40% Mathematics Instructional Leadership: Coursework will focus on building
effective mathematics leaders who are skilled in planning, developing, and implementing,
high quality instruction in mathematics.

The OEMS certification examination will evaluate candidates on five domains as outlined below:

<table>
<thead>
<tr>
<th>Domain Number</th>
<th>Domain Title</th>
<th>Percent Coursework and Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Number Concepts and Operations</td>
<td>60-70%</td>
</tr>
<tr>
<td>II</td>
<td>Algebra and Functions</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Geometry and Measurement</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Data Analysis and Probability</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Mathematics Instructional Leadership</td>
<td>30-40%</td>
</tr>
<tr>
<td></td>
<td>Total (Credit Percent)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Total (Credit Hours)</td>
<td>18</td>
</tr>
</tbody>
</table>

4. Passing score on the Oklahoma Elementary Mathematics Specialist certification examination.
5. Application with the university’s recommendation for OEMS certification submitted to the
   Oklahoma State Department of Education.
6. $25 application fee to accompany the application to the Oklahoma State Department of
   Education.
National Reviewers:

- Dr. Francis (Skip) Fennell, L. Stanley Bowlsbey Professor of Education and Graduate and Professional Studies

- Dr. Maggie McGatha, AMTE, Associate Professor, Mathematics Education, Department of Middle & Secondary Education, College of Education & Human Development, University of Louisville

- Dr. Nicole Miller Rigelman, AMTE, Associate Professor of Mathematics Education Curriculum and Instruction, Portland State University

- Dr. Suzanne Mitchell, Executive Director, Arkansas Science, Technology, Engineering and Mathematics (STEM) Coalition, Arkansas Department of Higher Education
AGENDA ITEM #21-b (2):

Annual Reports.


RECOMMENDATION:

It is recommended that the State Regents accept the FY2011 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

BACKGROUND:

Oklahoma statutes (70 O.S. 2001, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the sixteenth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and include the authority to:

1. Employ and fix compensation of such personnel as deemed necessary...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ..retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher’s Retirement System (OTRS).
STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

As of June 30, 2011, 17 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee’s current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2011, is summarized in Attachment I of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2011 were developed in accordance with State Regents' policy and were identical to those used since FY1996. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2011, included 13 of 14 universities and constituents and five two-year colleges.

2. The present value of future pension obligations as of June 30, 2011, for those institutions reporting amounted a net of $1,623,849. The current reporting format shows that nine (9) institutions have negative obligations for the future, having put aside funds for their liability. Nine (9) institutions reported no obligations and eight (8) reporting obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

A new GASB Statement No. 45 became effective with the June 2008 reporting period. Thus, this year’s report reflects the impact to the institutions for the adoption of the new standards to their financial statements. The result of the new accounting pronouncement is that institutions are now required to report the normal yearly costs paid for post-employment benefits, other than pensions, for healthcare and life insurance as well as the annual required contribution, as calculated through an actuarial formula, for the unfunded liability.

Costs of post-employment benefits other than pensions were reported by 18 institutions in FY 2011 and amounted to $136,888,423. These costs covered medical and/or life insurance premiums for retirees and the future liability for currently covered employees. The figures are summarized in Attachment II of the report. Thirteen institutions reported FY2011 costs for medical insurance premiums for retirees amounting to $136,472,071, or 99.7 percent of the total expenses. Six institutions reported costs for life insurance premiums for retirees amounting to $416,352. One institution, the University of Oklahoma, accounted for approximately 52.5 percent of the total systemwide postemployment benefit costs, while the University of Oklahoma Health Sciences accounted for another 44.9 percent. These institutions are reporting the total unfunded liability associated with their current post-employment obligations.
AGENDA ITEM #21-b (3):

Annual Reports.

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2010-2011.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The report, *Financing Current Operating Costs of Higher Education in Oklahoma*, first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2010-2011 with comparisons to FY2009-2010 and FY2007-2008.

POLICY ISSUES:

This report is consistent with the State Regents” policy.

ANALYSIS:

This Income and Expenditure Report for FY2010-2011 details institutions’ total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.
Twenty-Five Colleges and Universities:

<table>
<thead>
<tr>
<th>Income:</th>
<th>FY2011</th>
<th>FY2010</th>
<th>$ Change</th>
<th>% Chg</th>
<th>FY2008</th>
<th>$ Change</th>
<th>% Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees</td>
<td>759,405,954</td>
<td>691,941,594</td>
<td>67,464,360</td>
<td>9.8%</td>
<td>574,311,381</td>
<td>185,094,573</td>
<td>32.2%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>619,785,961</td>
<td>619,436,533</td>
<td>349,428</td>
<td>0.1%</td>
<td>667,269,394</td>
<td>-47,483,433</td>
<td>-7.1%</td>
</tr>
<tr>
<td>Federal Stimulus</td>
<td>44,171,563</td>
<td>50,430,411</td>
<td>-6,258,878</td>
<td>-12.4%</td>
<td>0</td>
<td>44,171,563</td>
<td>100.0%</td>
</tr>
<tr>
<td>Gifts &amp; Grants</td>
<td>79,456,813</td>
<td>72,282,229</td>
<td>7,174,584</td>
<td>9.9%</td>
<td>62,256,195</td>
<td>17,200,618</td>
<td>27.6%</td>
</tr>
<tr>
<td>Other Sources</td>
<td>108,661,005</td>
<td>109,306,935</td>
<td>-645,930</td>
<td>-0.6%</td>
<td>103,986,092</td>
<td>4,674,913</td>
<td>4.5%</td>
</tr>
<tr>
<td>Total Income</td>
<td>1,611,481,296</td>
<td>1,543,397,732</td>
<td>68,083,564</td>
<td>4.4%</td>
<td>1,407,823,062</td>
<td>203,658,234</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

For the fiscal year ending on June 30, 2011, Educational and General – Part I income for the twenty-five colleges and universities was reported at $1,611,481,296, an increase of $68.1 million (4.4 percent) over fiscal year 2009-2010 and $203.7 million (14.5 percent) over fiscal year 2007-2008. In FY2011, total income was comprised of $759.4 million (47.2 percent) from tuition and student fees, $619,785,961 (38.5 percent) in state appropriations, $44,171,563 (2.7 percent) in federal stimulus, $79,456,813 (4.9 percent) in gifts and grants, and $108,661,005 (6.7 percent) from other income sources.

From FY2010 to FY2011, tuition and student fees, including tuition, increased $67.5 million (9.8 percent). State appropriations increased $349.4 thousand (0.1 percent), federal stimulus funds decreased $6.3 million (-12.4 percent), gifts and grants increased $7.2 million (9.9 percent) and other sources decreased $645.9 thousand (-0.6 percent).

From FY2008 to FY2011, tuition and student fees increased $185.1 million (32.2 percent), state appropriations decreased $47.5 million (-7.1 percent), gifts and grants increased $17.2 million (27.6 percent) and other sources of income increased $4.7 million (4.5 percent). There were no federal stimulus funds received in FY2008.

For the fiscal year ending on June 30, 2011, Educational and General Part I expenditures for the twenty-five institutions were reported at $1,540,917,863, an increase of $44.1 million (2.9 percent) over fiscal year 2009-2010 and $174,544,556 million (12.8 percent) increase over fiscal year 2007-2008. In FY2011, total expenditures were comprised of $693.1 million (45.0 percent) for instruction, $47.2 million (3.1 percent) for research, $27.8 million (1.8 percent) for public service, $190.2 million...
(12.3 percent) for academic support, $109.0 million (7.1 percent) for student services, $123.8 million
(8.0 percent) for institutional support, $193.4 million (12.6 percent) for physical plant, and $156.3
million (10.1 percent) for scholarships.

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>FY2011</th>
<th>FY2010</th>
<th>$ Change</th>
<th>% Chg</th>
<th>FY2008</th>
<th>$ Change</th>
<th>% Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Salaries</td>
<td>376,845,880</td>
<td>364,982,464</td>
<td>11,863,416</td>
<td>3.3%</td>
<td>347,349,390</td>
<td>29,496,490</td>
<td>8.5%</td>
</tr>
<tr>
<td>Professional Salaries</td>
<td>244,334,081</td>
<td>239,615,275</td>
<td>4,718,806</td>
<td>2.0%</td>
<td>216,890,410</td>
<td>27,443,671</td>
<td>12.7%</td>
</tr>
<tr>
<td>Other Salaries &amp; Wages</td>
<td>134,389,230</td>
<td>137,699,627</td>
<td>(3,310,397)</td>
<td>-2.4%</td>
<td>130,014,941</td>
<td>4,374,289</td>
<td>3.4%</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>262,245,559</td>
<td>249,771,458</td>
<td>12,474,101</td>
<td>5.0%</td>
<td>222,953,115</td>
<td>39,292,444</td>
<td>17.6%</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>1,017,814,750</strong></td>
<td><strong>992,068,824</strong></td>
<td><strong>25,745,926</strong></td>
<td><strong>2.6%</strong></td>
<td><strong>917,207,856</strong></td>
<td><strong>100,606,894</strong></td>
<td><strong>11.0%</strong></td>
</tr>
<tr>
<td>Professional Services</td>
<td>22,043,556</td>
<td>21,267,068</td>
<td>776,488</td>
<td>3.7%</td>
<td>17,993,911</td>
<td>4,049,645</td>
<td>22.5%</td>
</tr>
<tr>
<td>Travel</td>
<td>16,519,502</td>
<td>15,975,613</td>
<td>543,889</td>
<td>3.4%</td>
<td>16,681,804</td>
<td>-162,302</td>
<td>-1.0%</td>
</tr>
<tr>
<td>Utilities</td>
<td>59,027,405</td>
<td>51,692,153</td>
<td>7,335,252</td>
<td>14.2%</td>
<td>50,912,017</td>
<td>8,115,388</td>
<td>15.9%</td>
</tr>
<tr>
<td>Supplies &amp; Other Ope-</td>
<td>160,118,178</td>
<td>161,006,394</td>
<td>(888,216)</td>
<td>-0.6%</td>
<td>146,372,424</td>
<td>13,745,754</td>
<td>9.4%</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, Furniture &amp;</td>
<td>49,999,028</td>
<td>50,056,206</td>
<td>(57,178)</td>
<td>-0.1%</td>
<td>54,572,550</td>
<td>-5,573,522</td>
<td>-8.4%</td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Books &amp; Peri-</td>
<td>23,273,651</td>
<td>22,739,704</td>
<td>533,947</td>
<td>2.3%</td>
<td>21,339,376</td>
<td>1,934,275</td>
<td>9.1%</td>
</tr>
<tr>
<td>odicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships &amp; Other</td>
<td>158,298,439</td>
<td>136,074,934</td>
<td>22,223,505</td>
<td>16.3%</td>
<td>114,084,199</td>
<td>44,214,240</td>
<td>38.8%</td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers &amp; Other Di-</td>
<td>33,823,354</td>
<td>45,930,025</td>
<td>(12,106,671)</td>
<td>-26.4%</td>
<td>27,209,170</td>
<td>6,614,184</td>
<td>24.3%</td>
</tr>
<tr>
<td>sbursements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>523,103,113</strong></td>
<td><strong>504,742,097</strong></td>
<td><strong>18,361,016</strong></td>
<td><strong>3.6%</strong></td>
<td><strong>449,165,451</strong></td>
<td><strong>73,937,662</strong></td>
<td><strong>16.5%</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,540,917,863</strong></td>
<td><strong>1,496,810,921</strong></td>
<td><strong>44,106,942</strong></td>
<td><strong>2.9%</strong></td>
<td><strong>1,366,373,307</strong></td>
<td><strong>174,544,556</strong></td>
<td><strong>12.8%</strong></td>
</tr>
</tbody>
</table>

For FY2011, salaries and fringe benefits total $1,017,814,750, an increase of $25,745,926 (2.6 percent)
over FY2010 and $100,606,984 (11.0 percent) over FY2008. Other operating costs total $523,103,113, an
increase of $18,361,016 (3.6 percent) over FY2010 and $73,937,662 (16.5 percent) over FY2008. Scholarships, the largest increase in expenditures, totals $158,298,439, an increase of $22.2 million (16.3
percent) over FY2010 and an increase of $44.2 million (38.8 percent) over FY2008. Fringe benefits total
$262,245,559, an increase of $12.5 million (5.0 percent) over FY2010 and $39.3 million (17.6 percent)
over FY2008. Teaching salaries total $376,845,880, an increase of $11.9 million (3.3 percent) over
FY2010 and $29.5 million (8.5 percent) over FY2008. Property, the largest decrease in expenditures,
totals $50.0 million, a decrease of $57.2 thousand (-0.1 percent) from FY2010 and a decrease of $4.6
million (-8.4 percent) from FY2008.
Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

For the fiscal year ending on June 30, 2011, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled $3.86 billion, an increase of $265.7 million (7.4 percent) over fiscal year 2009-2010. Expenditures made in fiscal year 2010-2011 include $1.951 billion (50.5 percent) for Educational and General Part I, $496.3 million (12.9 percent) for Sponsored Research and Other Sponsored Programs, $407.8 million (10.6 percent) for Student Aid, $486.5 million (12.6 percent) for Auxiliary Enterprises, $419.2 (10.9 percent) for Hospitals and Clinics and $99.8 million (2.6 percent) for Agency Special.

From fiscal year 2009-2010 to fiscal year 2010-2011, total expenditures increased by $265,685,342 (7.4 percent). Expenditures for Educational and General Part I increased $43.2 (2.3 percent), Sponsored Research and Other Sponsored Programs increased $33.4 million (7.2 percent), Student Aid increased $59.4 million (17.1 percent), Auxiliary Enterprises increased $46.0 million (10.5 percent), Hospitals and Clinics increased $26.6 million (6.8 percent) and Agency Special increased $57.1 million (133.6 percent).

From fiscal year 2007-2008 to fiscal year 2010-2011, total expenditures increased $612,363,397 or 18.9 percent. Expenditures for Educational and General Part I increased $172.6 (9.7 percent), Sponsored Research and Other Sponsored Programs increased $44.4 million (9.8 percent), Student Aid increased $190.8 million (87.9 percent), Auxiliary Enterprises increased $60.5 million (14.2 percent, Hospitals and Clinics increased $71.3 million (20.5 percent) and Agency Special activities increased $72.9 million (270.8 percent).
AGENDA ITEM #21-b (4):

Annual Reports.


RECOMMENDATION:

This is an information item only.

BACKGROUND:

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

POLICY ISSUES:

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

FINDINGS:

- The headcount enrollment at Oklahoma public colleges and universities declined by 0.3 percent from 180,292 in spring 2011 to 179,728 in spring 2012. Research universities increased 2.7 percent from 50,902 to 52,300; regional universities decreased 1.0 percent from 55,066 to 54,496; and community colleges decreased 1.9 percent from 74,324 to 72,932 (Table 1).

- The semester FTE enrollment at public institutions decreased 1.5 percent from 132,939 in spring 2011 to 130,928 in spring 2012 (Table 2).

- The semester FTE enrollment at private institutions was 19,110 in spring 2012, up 2.5 percent from 18,644 in spring 2011 (Table 2).

- The number of first-time entering decreased 11.0 percent from 8,254 in spring 2011 to 7,350 in spring 2012 at Oklahoma public institutions. The research universities increased 32.4 percent from 105 to 139. The regional universities decreased 12.6 percent from 1,241 to 1,085. The community colleges also saw a decline in first-time entering, dropping 11.3 percent from 6,908 to 6,126 (Table 3).

- The number of first-time entering increased 10.9 percent from 238 to 264 at the private institutions (Table 3).
• Concurrent high school student enrollment in spring 2012 increased by 6.0 percent at Oklahoma public colleges and universities over the prior spring semester. The research universities increased by 1.9 percent from 155 in spring 2011 to 158 in spring 2012. Regional universities had a 3.8 percent decline from 1,405 to 1,352. Concurrent high school enrollment at the community colleges rose 9.2 percent, showing a strong increase from 4,620 in 2011 to 5,043 in spring 2012 (Table 4).

• The number of concurrent student semester credit hours increased 5.5 percent from 29,255 in spring 2011 to 30,865 in spring 2012. The average number of credit hours per concurrent student remained steady at 4.7 (Table 4).

The full report is provided as a supplement to the agenda.
MINUTES

Seven Hundred Fortieth Meeting

March 1, 2012
Minutes of the Seven Hundred Fortieth Meeting
March 1, 2012

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

Minutes of the Seven Hundred Fortieth Meeting
of the
Oklahoma State Regents for Higher Education
March 1, 2012

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 a special meeting at 9 a.m. on Thursday, March 1, 2012,
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 February 23, 2012.
A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

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

3. MINUTES OF THE PREVIOUS MEETING. Regent Massey made a motion,
seconded by Regent White, to approve the minutes of the State Regents’ meetings on January 25,
2012, and January 26, 2012. Voting for the motion were Regents White, Parker, Glass, Harrel,
Turpen, Massey, and Stricklin. Voting against the motion were none.

4. REPORTS.
   a. Report of the Chairman. Regent Glass stated that he had no report at that time.
      list of engagements he had attended on behalf of the State Regents. He also provided
      Regents with report on Higher Education Day at the Capitol, held on Tuesday, February
      21, 2012, and the presentation of a Distinguished Service Award to Representative Doug
      Cox from Grove, Oklahoma.
5. **HOST.** Regent Glass asked Dr. Larry Rice, President of Rogers State University, to provide Regents with an update on programs and initiatives at Rogers State University. President Rice thanked Regents for visiting the campus in Claremore, Oklahoma. He then introduced several of his administrative staff. President Rice discussed the new campus in Bartlesville, which is located in historic downtown Bartlesville. President Rice noted that the main campus of Roger State University hosts approximately 500 resident students, and that around 75 percent of all students at the university are first generation college students. He also noted that approximately 55 percent of the student population requires some form of remediation and that 77 percent of the student population are also working students.

6. **NEW PROGRAMS.**

   a. Regent Massey made a motion, seconded by Regent Parker, to approve the request from Southwestern Oklahoma State University to offer the Certificate in Hospitality, Restaurant, and Gaming Management. Voting for the motion were Regents Parker, Glass, Harrel, Turpen, Massey, Stricklin, and White. Voting against the motion were none.

   b. Regent Massey made a motion, seconded by Regent Turpen, to approve the request from Northeastern State University to offer the Certificate in Emergency Management and Planning. Voting for the motion were Regents Glass, Harrel, Turpen, Massey, Stricklin, White, and Parker. Voting against the motion were none.

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

   - Cameron University requested to delete the Bachelor of Science in Chemistry Education.
   - The University of Central Oklahoma requested to delete the Master of Education in Professional Health Occupations.
Voting for the motion were Regents Harrel, Turpen, Massey, Stricklin, White, Parker, and Glass. Voting against the motion were none.

8. COURSE EQUIVALENCY PROJECT. Regent Turpen made a motion, seconded by Regent Massey, to approve the Course Equivalency Project for the 2012-2013 academic year. Dr. Houston Davis, Vice Chancellor for Academic Affairs, noted that as of the 2011-2012 academic year, 46 disciplines were participating covering a total of 8,076 courses. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Parker, Glass, and Harrel. Voting against the motion were none.

9. ECONOMIC DEVELOPMENT COUNCIL. Regent Parker made a motion, seconded by Regent Massey, to approve changes to the bylaws for the Economic Development council in the State Regents’ policy for administrative rules of operating the council. Voting for the motion were Regents Massey, Stricklin, White, Parker, Glass, Harrel, and Turpen. Voting against the motion were none.

10. GRANT. Regent Parker made a motion, seconded by Regent Massey, to accept grant funds in the amount of $14,632 from the Oklahoma Women’s Foundation to support the Single Mothers Academic Resources Team (SMART). Chancellor Johnson advised Regents that his wife, Melinda Johnson, serves on the board of the Women’s Foundation of Oklahoma and that she abstained from voting on this grant to avoid any perceived conflict of interest. Voting for the motion were Regents Stricklin, White, Parker, Glass, Harrel, Turpen, and Massey. Voting against the motion were none.

11. E&G BUDGET. Regent Turpen made a motion, seconded by Regent White, to approve the allocation of $1,661,774.86 each to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from taxes placed on the sale of cigarettes and tobacco products. Voting for the motion were Regents White, Parker, Glass, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.
12. TUITION AND FEES.
   a. Regents reviewed the posting of legislative tuition and mandatory fee limits for
      resident and nonresident undergraduate, graduate, and professional programs for
      Fiscal Year 2013 and institutional requests for changes to academic services fees
      for Fiscal Year 2013. This item was for posting only and did not require State
      Regents action.
   
   b. Regent Glass announced that the State Regents would be holding a public
      hearing for the purpose of receiving views and comments on the subject of
      tuition, mandatory fees, and academic fees charged as a condition for enrolling at
      institutions in the Oklahoma State System of Higher Education. The hearing will
      be held in the State Regents’ offices on Thursday, April 19, 2012, at 9 a.m.

13. MASTER LEASE. Regent Turpen made a motion, seconded by Regent Massey, to
    approve the submission of the 2012A Equipment Master Lease Series for a total of
    approximately $23.3 million from six institutions. Voting for the motion were Regents
    Parker, Glass, Harrel, Turpen, Massey, Stricklin, and White. Voting against the motion
    were none.

14. CONTRACTS AND PURCHASES. Regent Turpen made a motion, seconded by
    Regent White, to approve the following purchase in excess of $100,000:

    • Indian Nations in the amount of $115,000 for upgrades of bandwidth for the
      OneNet Hub Site at Southeastern Oklahoma State University in Durant, Oklahoma and for several OneNet customers across Oklahoma. This is an increase, which will bring the total of the purchase order to $433,100.

    • Cox Communications in the amount of $230,100 for upgrades of bandwidth for
      the OneNet Hub Sites at the University of Oklahoma Health Science Center-Tulsa, Tulsa Community College, Northeastern State University, Rogers State University-Claremore, and an Educational Telecommunications Network (ETN)
Hub. This is an increase, which will bring the total of the purchase order to $1,204,100.

- NCO Financial Systems, Inc. in the amount of $515,000 for increased remittances of collections of defaulted student loans. This is an increase, which will bring the total of the purchase order to $1,730,788.

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

15. **DELETED ITEM.**

16. **DELETED ITEM.**

17. **POLICY.** Regents reviewed the changes to the Administrative Operations policy within the State Regents’ policy and procedures manual, which would establish the position of Higher Education Chief Information Officer. This item was for posting only and did not require State Regents’ action.

18. **COMMENDATIONS.** Regent Massey made a motion, seconded by Regent Parker, to recognize State Regents’ staff for state and national recognitions. Voting for the motion were Regents Harrel, Turpen, Massey, Stricklin, White, Parker, 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. **PERSONNEL.** Regent White made a motion, seconded by Regent Harrel, to ratify the change to the start date of the Project Direct for GEAR UP from February 1, 2012, to March 1, 2012. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Parker, Glass, and Harrel. Voting against the motion were none.

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

   a. **Programs.**
(1) Program Modifications. Approval of institutional requests.

(2) Program Reconciliation. Ratification of institutional request.

b. GEAR UP. Approval of a GEAR UP grant to students and teachers at Connors State College and Redlands Community College to support summer institutes in science, technology, engineering, and mathematics (STEM) disciplines.


d. Agency Operations. Ratification of purchases in excess of $25,000.

e. Non-Academic Degree. Approval of a posthumous degree request from Northeastern State University.

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

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

a. Programs. Status report on program requests.

b. Annual Reports.

  (1) Low Producing Programs. 2011 Annual Report.

  (2) Oklahoma College Savings Plan. Annual Program Update for 2011.

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

23. REPORT OF THE COMMITTEES.

a. Academic Affairs/Social Justice and Student Services Committees. Regent Parker reported that all of the committee’s items had been acted on.

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

c. Strategic Planning & Personnel and Technology Committee. Regent Harrel 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.

24. ANNOUNCEMENT OF NEXT REGULAR MEETINGS. Regent Glass announced that the State Regents’ next regular meetings would be held on Wednesday, April 18, 2012, at 10:30 a.m., and Thursday, April 19, 2012, at 10 a.m., at the State Regents’ offices in Oklahoma City, Oklahoma.

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 10 a.m. on Wednesday, February 29, 2012, on the campus of Rogers State University in Claremore, Oklahoma. Notice of the meeting was filed with the Secretary of State on February 23, 2012. 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, Jimmy Harrel, Mike Turpen, and John Massey. Secretary Jimmy Harrel called the meeting to order and presided.

3. **EXECUTIVE SESSION.** Regent Price made a motion, seconded by Regent Parker, to go into executive session for confidential communications concerning pending investigations, claims, or actions, and for discussion of the employment, resignation, and appointment of Vice Chancellor for Academic Affairs and the employment and Appointment of GEAR UP Project Director. Voting for the motion were Regents White, Price, Parker, Harrel, Turpen, Massey, and Stricklin. Voting against the motion were none.

   Following executive session discussions, Regents returned to open session.

4. **INVESTMENTS.** Ms. Beth Johnson and Mr. Dick Anderson, Mercer Investment Consultants, Inc., provided regents with an overview of current market condition and the State Regents endowment fund performance.

5. **REGENTS EDUCATION PROGRAM.** Mr. Drew Edmondson, former Attorney General for the State of Oklahoma, provided Regents with an update of the Open Meetings/Open Records Act.

6. **FUNDING FORMULA.** Chancellor Glen D. Johnson provided Regents with an update on the status of the Council of Presidents’ Funding Formula Task Force and task force recommendations. The Council of Presidents’ Funding Formula Task Force met from April 2011 through February 2012. The final report and recommendations of the task force were approved by the full Council of Presidents on February 21, 2012, with a vote of 22 to 3. Chancellor Johnson noted that the most significant change was a move from peer-based funding to performance-based funding. Regent Price asked how often the performance factors would be reviewed. Chancellor Johnson responded that there was no set time frame for review. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet, added that the Council of Presidents had requested an annual review of the performance component of the funding formula to ensure that any unintended consequences were discovered as soon as possible.
Regent Stricklin asked what the next steps for the State Regents would be regarding the recommendations for the funding formula. Chancellor Johnson indicated that following current discussions, the recommendations could come before the State Regents for approval as early as April 2012. Upon approval by the State Regents, the revised funding formula would then be presented to the legislature as an informational item. Regents agreed to consider the task force recommendations at their regular meeting in April.

7. OKLAHOMA COLLEGE ASSISTANCE PROGRAM. Mr. Rick Edington, Executive Director of the Oklahoma College Assistance Program (OCAP), provided Regents with an update on the status of the program’s change from a guarantee agency to a student financial assistance program. He also provided Regents with an analysis of a proposal by Great Lakes Higher Education Corporation and Affiliates, which would transfer Oklahoma’s guarantor responsibilities to Great Lakes. He noted that the net financial impact on Oklahoma would be a loss of $24.6 million. Chancellor Johnson added that OCAP was asked by Governor Mary Fallin and Secretary of State Glen Coffee to review and provide an analysis of the proposal.

8. FUNCTION POLICY. Dr. Houston Davis, Vice Chancellor for Academic Affairs, provided Regents with an overview of revisions to the State Regents policy on the functions of public institutions. He added that the revisions would be posted at the State Regents’ regular meeting in April, allowing State Regents’ action to take place prior to the end of the fiscal year.

9. COMPLETE COLLEGE AMERICA. Vice Chancellor Davis provided Regents with an update on the Complete College America program. He stated that State Regents’ staff had been working with the Council of Presidents and the Council on Instruction to address the goals of Complete College America. He indicated that the broad policy adopted by the State Regents’ would allow institutions to develop specific initiatives to help reach their individual goals for Complete College America. Regents discussed a possible request for supplemental funding to use for college completion initiatives.

10. GEAR UP. Ms. JoLynn Horn, Assistant Vice Chancellor for GEAR UP, provided Regents with an update on the GEAR UP program. She discussed the selection of summer academies to be funded through the third phase of the GEAR UP grant. She explained that the selection process was based on GEAR UP criteria, which included being a residential program for middle school or junior high school students at GEAR UP schools. Of the academies that were eligible for the GEAR UP grant funds, the two schools that agreed were Connors State College and Redlands Community College. These two academies were piloted in 2011 and are recommended to continue for 2012.

11. LEGISLATIVE UPDATE. Chancellor Johnson and Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with updates on pending legislation effecting higher education.

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

ATTEST: