NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 21, 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 June 21, 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.

FISCAL

5. E&G Allocation.
   a. Approval of FY13 Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Page 1.
   b. Approval of allocation from Cigarette and Tobacco Tax Revenue for OU and OSU. Page 3.


7. Tuition and Fees.


10. **Contracts and Purchases.**
   a. Approval of purchases over $100,000 for FY2012. Page 17.
   b. Approval of purchases over $100,000 for FY2013. Page 19.
   c. Approval of Memorandums of Understanding with respect to the State Regents serving as Fiscal Agent for the University Center at Ponca City. Page 21.

11. **Deleted Item.** Page 37.

**ACADEMIC**

12. **New Programs.**
   b. University of Oklahoma. Approval of request to offer the Bachelor of Arts in World Cultural Studies. Page 47.
   c. Connors State College. Approval of request to offer the Associate in Applied Science in Radiologic Technologist. Page 55.

13. **Program Deletions.** Approval of institutional requests for program deletions. Page 61.


15. **Academic Policy.**
   a. Approval of revisions to the *Functions of Public Institutions* policies. Page 67.
   b. Approval of revisions to the *Academic Program Approval* policies. Page 75.
   c. Approval of changes to the *University of Oklahoma’s Admissions Standards and Processes* policy. Page 89.


**EXECUTIVE**

17. **Legislative Update and Resolution.** Report on enacted legislation from the 2012 legislative session relating to higher education and approval of resolution. Page 103.
18. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 105.

19. **Executive Session.** Page 107.

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.

**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.
      
      


   d. Agency Operations.
      
      (1) Ratification of purchases in excess of $25,000. Page 127.
      
      (2) Approval of technical amendments to agency retirement plan. Page 129.

   e. Deleted Item. 137.

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

   a. Programs. Status report on program requests. (Supplement) Page 139.


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

   b. Budget and Audit Committee.

   c. Strategic Planning and Personnel Committee and Technology Committee.


25. 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."

26. Announcement of Next Regular Meeting — The next regular meetings are scheduled to be held on Wednesday, September 5, 2012 at 10:30 a.m. and Thursday, September 6, 2012 at 9 a.m. at the State Regents’ Office in Oklahoma City.

27. Adjournment.
AGENDA ITEM #5-a:

E&G Allocation.

This item will be available at the meeting.
AGENDA ITEM #5-b:

E&G Allocation.

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

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $2,314,588.05 to Oklahoma State University Center for Health Sciences (OSU CHS) and $2,314,588.05 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $4,629,176.10. This amount is sufficient for a transfer of $2,314,588.05 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold their funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to $44,506,323.05.
AGENDA ITEM #6:

Endowment Program.

SUBJECT: Allotment of funding to be used to match endowment accounts for the State System.

RECOMMENDATION:

It is recommended that the State Regents approve a process for allotment of the funds anticipated as state-matching funds to be used for the Endowed Chairs Program. Specific endowment accounts will be presented at future meetings.

BACKGROUND:

The 2012 Legislature appropriated state-matching funds through Senate Bill No. 1969. These funds are appropriated to address the backlog in the endowed chairs queue that currently totals over $280 million in private donations and represents 804 in increases and new accounts at 22 institutions in the state system. The last funding provided for this purpose was the use of bond proceeds in August 2010. It is expected that each institution represented in the queue will have at least one account funded as has been the past practice when accounts are presented for approval at a future meeting.

POLICY ISSUES:

This action is consistent with State Regents’ Policy.

ANALYSIS:

Senate Bill No. 1969 provides for the transfer of state EDGE Funds to the State Regents to be used for the purpose of matching endowment accounts in the backlog of private donations. Although this funding amount is not sufficient for 100 percent of the accounts to be matched, it does provide a significant amount of state-funding to reduce the waiting queue (backlog.)

It is recommended that the same percentages be applied evenly between the two components (two-year/regionals and research tiers) that comprise the total amount of the queue at the time of the May 2012 legislation ($280.4 million) as the basis of the allotment. The amount provided to the research tier will be divided equally between the two research tier systems, OU and OSU, to be applied to the accounts of their recommended priority. Upon receipt of final information from the State Treasurer and Investment Consultants on the flow of funds, specific individual accounts will be presented at subsequent meetings for approval.
AGENDA ITEM #7-a:

Tuition and Fees.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for Fiscal Year 2013.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for Fiscal Year 2013 as reported in the supplemental schedules.

BACKGROUND:

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

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

State Regents’ policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. Institutional requests for changes to academic services fees for Fiscal Year 2013 were posted at the State Regents’ meeting held March 1, 2012. A public hearing was held on Wednesday, April 19, 2012 at the State Regents’ office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees.

POLICY ISSUES:

This item is consistent with the State Regents’ policy and procedures relating to tuition and student fees.

ANALYSIS:

The supplemental schedule lists institutional requests for changes to academic services fees for Fiscal Year 2013. Institutions assess special fees for instruction and academic services as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by
the institution. Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Of the twenty-five public institutions and six constituent agencies in The State System, twenty-five requested changes in academic services fees for Fiscal Year 2013 and six institutions had no requests for changes in these fees. Thirteen institutions have requested 45 changes in Special Instruction Fees; five institutions have requested 22 changes in Facility/Equipment Utilization Fees; five institutions have requested 17 changes in Testing/Clinical Services Fees; Fifteen institutions have requested changes in 117 Classroom/Laboratory Supply and Material Fees; and fourteen institutions have requested 51 changes in various Other Special Fees.

A total of 252 changes have been requested to academic services fees for Fiscal Year 2013, a decrease of 477 requests (-66%) when compared to FY12 requests. Institutions estimate approximately $8.18 million in new revenue will result from these changes to fees. The requests are listed in the supplement.

It is recommended that the State Regents approved these institutional requests for changes to academic services fees for Fiscal Year 2013.

(Supplement)
AGENDA ITEM #7-b:

Tuition and Fees.

This item will be available at the meeting.
AGENDA ITEM #8:

Capital.


RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the five (5) fiscal years 2014-2018 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S., Section 901). Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next five years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next five years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has, in prior years, placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 811 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized below by funding source. The report categorizes the
institutions’ submitted project needs by the following funding categories: 1.) State Funds; 2.) Section 13 Offset Funds; 3.) General Obligation Bonds; 4.) Federal Funds; 5.) Revolving Funds; 6.) Gifts and Grants; 7.) Revenue Bond Funds; 8) Section 13 Funds, and 9.) Other Funds, including Oil Overcharge Funds and any other funding sources not listed.

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funds</td>
<td>$1,444,895,041</td>
</tr>
<tr>
<td>Section 13 Offset Funds</td>
<td>70,738,641</td>
</tr>
<tr>
<td>G.O. Bond Funds</td>
<td>83,607,317</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>182,172,144</td>
</tr>
<tr>
<td>Revolving Funds</td>
<td>137,271,188</td>
</tr>
<tr>
<td>Gifts and Grant Funds</td>
<td>457,067,841</td>
</tr>
<tr>
<td>Revenue Bond Funds</td>
<td>720,502,778</td>
</tr>
<tr>
<td>Section 13 Funds</td>
<td>117,997,095</td>
</tr>
<tr>
<td>Other Funds</td>
<td>2,374,479,862</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,948,731,907</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #9:

   Policy.

SUBJECT:  Posting of Amendments to the Master Lease Program Policy.

RECOMMENDATION:

   It is recommended that the State Regents post amendments to the Master Lease Program Policy to include updates as prescribed by current state statutes.

BACKGROUND:

   In the spring of 1997, work began on development of a system-wide Master Lease Purchase Program to provide a method of financing major personal property acquisitions by the State System institutions. The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish an equipment master lease program. In May 2005, the legislature expanded the authorization to include financing of the acquisition of or improvements to real property. Further updates to statues were incorporated in 2008, to require a legislative review process for projects submitted for funding through the real property program.

   The State Regents’ staff works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the State Council of Bond Oversight for final approval. The institutional projects require governing board approval prior to participation in an issuance submitted for consideration.

POLICY ISSUES:

   The proposed policy amendments are attached and require State Regents’ approval.

ANALYSIS:

   The recommended updates incorporate the statutory requirements for participation in the Master Lease Personal and Real Property programs. The legislature requires that all projects being considered as being financed through the Master Lease program be submitted to a 45-day review process. The State Regents’ office coordinates the submission of the institutional projects within the first seven days of each session, as required by statute. These recommendations are to bring our policy up to-date with current legislation.
4.17 Master Lease Program

4.17.1 Purpose

A. Equipment Program: The purpose of the State System Master Lease Purchase Equipment Program is to offer a method of financing the acquisition of major personal property that will provide cost efficiencies in both financing and administrative costs. As authorized in 70 O.S. Supp. 2005 § 3206.6, institutions may enter into lease agreements for values from a minimum of $50,000 up to values of $10 million. The lease terms will vary by the useful life of the equipment purchased, yet may have a useful life of no more than twenty (20) years. The total amount of personal property projects financed during a calendar year shall not exceed $50 million.

B. Real Property Program: The purpose of the State System Master Lease Purchase Real Property Program is to finance the acquisition of real property or improvements to real property in a cost effective manner. As authorized in 70 O.S. Supp. 2005 § 3206.6a, institutions may enter into lease agreements for values from a minimum of $50,000 up to values of $25 million. The lease terms that will vary by the useful life of each project, yet may not exceed thirty (30) years. Projects must be submitted for legislative review to be eligible to be included in a financing issuance.

4.17.2 Participation in and Process of the Program

A. Pursuant to a Master Lease Purchase Agreement, the Oklahoma State Regents (“Lessee”), on behalf of The State System of Higher Education, will enter into an agreement with a financial institution (the “Lessor”), or another similar entity such as the Oklahoma Development Finance Authority, to provide funding for individual purchases of personal property. Individual institutional lease-purchase agreements will be entered into under the Master Lease Agreement as needed for equipment purchases. The types of purchases authorized under this program may include, but will not be limited to:

1. computer equipment
2. agricultural equipment
3. telephone equipment
4. copiers
5. research and medical equipment
6. maintenance equipment.

Purchases for the acquisition of real property and improvements to real property and refinancing issuances are also authorized expenditures under the Master Lease Agreement for Real Property. These types of expenditures may include new construction or renovations to existing buildings as well as acquisition of land for campus expansion.
B. The State Regents’ fiscal and legal staff, in conjunction with the Oklahoma Development Finance Authority (ODFA), will administer the Master Lease Purchase Program. The Office of the Vice Chancellor for Budget and Finance will coordinate arrangements for the execution of the Master Lease Agreement and the Lease-Purchase Agreements with advisement from the General Counsel.

C. Institutional Lease-Purchase Agreements

Each lease-purchase agreement will establish interest rates, repayment schedules and prepayment terms applicable to the individual personal property acquisition. The financial rates will be based upon the daily rates at the time of issuance with all other provisions, including the duration of the agreement and redemption provisions being negotiated with the lessor for each agreement. Projects to be funded through this program must have institutional governing board approval.

D. Lease-Purchase Agreement Security

Institutional participation will be secured by lease payments received by the State Regents from the participatory institutions under the term of the Lease-Purchase Agreement. The debt service payments by the institutions should be made from existing capital and operating funds and will require no additional allocation from the State Regents. The State Regents, under the authority of Title 62, O.S. § 41.14(B) (2001), have the ability to reduce an institution’s allocation of funds in order to make debt service payments for leases financed through Master Lease Purchase Program. Title to the equipment financed through this program will remain with the Oklahoma Development Finance Authority until the time debt service is paid. Debt service schedules will be based on the useful life of the equipment financed.

E. Applications for Participation

1. Applications for participation are expected to be received three (3) times each fiscal year with the first issuance scheduled for mid-August of each fiscal year, the second issuance scheduled for mid-December, and the last issuance for a fiscal year in mid-May. If the number of participating institutions at any given interval does not provide sufficient project dollar amounts to achieve cost effectiveness, those institutions’ applications may be held until the next scheduled issuance.

2. As required by Oklahoma Statutes, the Council of Bond Oversight must approve all lease-purchase projects. Each block of projects to be financed by each financed series of bonds must be submitted to the Council of Bond Oversight under their requirements and approved by the board before sale of bonds may commence.

F. Bond Counsel

The bond counsel, selected by Request for Proposal, will provide advice and assistance with the development of the Master Lease Purchase
Program and will be expected to provide a full range of legal services required in connection with the successful authorization, offering, and delivery of each lease obligation under the program. The bond counsel will provide services to include program structure, required authorizations, advice on tax status and tax implications, development of legal documents, development of disclosure materials, transcripts, and review and comment on contracts and agreements. Legal counsel will also provide assistance with other legal matters relating to investment of proceeds, reserves, and compliance with federal arbitrage regulations.

G. Fees and Expenses

The State Regents will either allocate sufficient funds to cover the expenditures of the issuance of the bonds or alternatively will assess a cost-based fee to each participating institution. Institutions will submit debt service payments once a month into a system-wide designated fund for payment to the Trustee sinking fund as required by negotiation at the time bonds are issued.

AGENDA ITEM #10-a:

Contracts and Purchases.

SUBJECT: Approval of FY-2012 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.

Change Orders to Previously Ratified Purchases over $100,000

1) Premiere Credit of North America in the amount of $215,000.00. Collections have exceeded initial estimate due to the increased utilization of the collection agencies resulting in the needed to increase the purchase order for the remainder of fiscal year 2012. The new total on the purchase order will be $1,025,525.00. (Funded from 701-OCAP).

2) NCO Financial Systems Inc. in the amount of $175,000.00. Collections have exceeded initial estimate due to the increased utilization of the collection agencies resulting in the needed to increase the purchase order for the remainder of fiscal year 2012. The new total on the purchase order will be $1,905,788.00. (Funded from 701-OCAP).
AGENDA ITEM #10-b:

Contracts and Purchases.

SUBJECT: Approval of FY-2013 Purchases in excess of $100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2013 purchases for amounts that are in excess of $100,000 that need to be effective July 1, 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 requires State Regents’ approval of purchases in excess of $100,000.

ANALYSIS:
A number of agency purchases for equipment maintenance, network circuits, lease of office space, memberships, professional services, postage etc. must be in place on July 1st of each year due to vendor requirements for renewal or payments that must be made in July. Many of these purchases will be in excess of $100,000 and require State Regents’ approval prior to issuing a purchase order.

Purchases Over $100,000

Core
1) EBSCO Publishing in the amount of $310,000.00. For annual subscriptions to Business Source Premier and PsycINFO databases. (Funded from 210-Core).

2) Visual Image in the amount of $180,000.00. Visual Image will conduct a media campaign targeted at adult students in an effort to increase degree completion within the state. (Funded from 210-Core).

College Access
3) XAP Corporation in the amount of $450,000. To exercise our option to renew our agreement with XAP Corporation for the operation and maintenance of the Student Portal for a sixth year from May 1, 2012 to April 30, 2013. The contract amount shall be payable in quarterly installments of $112,500. (Funded from 430-College Access Grant).

OCAP
4) Staplegun in the amount of $290,000.00. Staplegun will implement a media campaign targeted at the parents of children who qualify for the OK Promise scholarship program to increase awareness of the program. (Funded from 701-OCAP).
5) Sallie Mae in the amount of $2,306,640.00. For use of an integrated software system and services for administering student loans. (Funded from 701-OCAP).

6) NCO Financial Systems in the amount of $265,000.00. for the collection and remitting of defaulted loans. (Funded from 701-OCAP).

7) Premiere Credit of North America, LLC for $163,000.00 for the collection and remitting of defaulted loans. (Funded from 701-OCAP).

8) US Postmaster in the amount of $159,000.00 for annual postage for fiscal year 2013. (Funded from 701-OCAP).

**Endowment Funds**

9) Mercer in the amount of $300,000.00 for investment consulting. This is paid in arrears on a monthly basis. (Funded from 707-Endowment Funds).

**OneNet**

10) Expenditure Request from OneNet in the amount of $1,500,000 to purchase equipment in support of the Broadband Telecommunications Opportunities Program (BTOP) - Oklahoma Community Anchor Network (OCAN). The equipment consists of sixteen standby electrical generators and supplemental air conditioning systems, also included in the amount are purchases for generator fueling systems, modifications to facility electrical systems, and installation services. This project will provide carrier class power systems for targeted OCAN Hub Sites. Vendors have not been selected for the project at this time. (Funded from 718-OneNet).

11) Expenditure Request for OneNet not to exceed the amount of $180,000 for the integration of the GlobalResearch Network Operations Center service software. This provides replacement of OneNet’s insufficient support ticketing system and provides proactive after hours coverage for handling network issues throughout the state and for activities related to Oklahoma Community Anchor Network (OCAN). (Funded from 718-OneNet).

12) Expenditure request for OneNet in the amount of $490,000 to refresh data storage equipment that provides data retention and long term data archiving for OneNet Customers. The new technology will provide 1 petabyte or 1-Quadrillion bytes of data storage with the expandable capabilities to over 7 petabytes. The existing equipment was purchased in December of 2003 and is nearing end of service life. Vendors have not been selected for the project at this time. (Funded from 718-OneNet).

13) Expenditure request for OneNet in the amount of $400,000 to purchase equipment for the Department of Health’s State Wide Network Project. The equipment incorporates MPLS protocol technology which will allow the Department Of Health greater flexibility in managing their IT Systems and data routing capabilities therefore reducing state cost. Vendors have not been selected for the project at this time. (Funded from 718-OneNet).

14) Expenditure request for $192,000 for OneNet technical call center. This reflects the call center’s support migration for the new demands required by OneNet’s subscribers. (Funded from 718-OneNet).
AGENDA ITEM #10-c:

Contracts and Purchases.

SUBJECT: Approval of two Memorandums of Understanding with respect to the State Regents serving as fiscal agent for the University Center at Ponca City

RECOMMENDATION:

It is recommended that the State Regents approve two Memorandums of Understanding with respect to the State Regents serving as fiscal agent for the University Center at Ponca City pursuant to HB 2443 (Title 70, Oklahoma Statutes, Section 3213.1).

BACKGROUND:

In 1998, the State Regents established a learning site to provide access to higher education programs and courses in Ponca City, Oklahoma. This site became known as the University Center at Ponca City (UCPC). The UCPC has functioned since its inception with Northern Oklahoma College (NOC) acting as its fiscal agent. The Legislature recently approved House Bill 2443 (Title 70, Oklahoma Statutes, Section 3213.1), which establishes the UCPC by statute, provides that the State Regents will be the fiscal agent for the UCPC, and creates a Board of Trustees for the UCPC. A copy of HB 2443 is attached to each of the attached Memorandums of Understanding.

POLICY ISSUES:

This action is consistent with current State Regents policy.

ANALYSIS:

The attached Memorandums of Understanding are intended to state the services that the State Regents will provide as fiscal agent to the UCPC pursuant to HB 2443, and to state that NOC will continue to provide payroll services on an interim basis.
Memorandum of Understanding

On this _______ day of ________________, 20__, the Board of Trustees for The University Center at Ponca City (BOT) and the Oklahoma State Regents for Higher Education (OSRHE) enter into this Memorandum of Understanding (MOU) for the purpose of stating how the OSRHE will transition into the role of fiscal agent for the University Center at Ponca City (UCPC), pursuant to HB 2443 (codified as Title 70, Oklahoma Statutes, Section 3213.1).

It is the mutual understanding of the BOT and the OSRHE that:

1) In 1998, OSRHE established a learning site which has come to be known as the UCPC;

2) by virtue of being established and operated as a learning site, the UCPC was and is authorized to offer higher education programs and courses;

3) HB 2443 establishes the UCPC by statute, provides that the OSRHE will be the fiscal agent for the UCPC, and creates the BOT. Attached to this MOU is a copy of HB 2443, which becomes effective on August 23, 2012.

4) since the establishment of the UCPC, the OSRHE has provided funding for the operation of the UCPC, at various times and in various amounts, by including that funding in the annual allocation to Northern Oklahoma College (NOC) as a budgeted line item with a separate budget sheet. Pursuant to HB 2443, such funding will, beginning with Fiscal Year 2013, be in the form of an annual allocation to the UCPC.

5) since the establishment of the UCPC, NOC has acted as the fiscal agent for the UCPC. Pursuant to HB 2443, the OSRHE will, beginning with Fiscal Year 2013, serve as the fiscal agent for the UCPC, provided, however, that NOC will provide payroll services from July 1, 2012 to August 31, 2012.

6) the BOT and the OSRHE agree that the following guidelines and processes will be followed with respect to the OSRHE serving as fiscal agent for the UCPC:

   a) **Information Technology, Telecommunications, OneNet and Related Services**

OSRHE will provide technical assistance to the University Center at Ponca City (UCPC) as they transition from a variety of systems and related support currently provided by Northern Oklahoma College (NOC). The following is a list of systems and services that will likely be involved:

- **Email**
  OSRHE will provide assistance with the transition from Northern Oklahoma College's email system to an alternate system. If the alternate email system used is OSRHE based, OSRHE will provide the necessary hosting and support. If the alternative email system is not OSRHE based, such as Google or Microsoft email, UCPC will be responsible for any initial or on-going costs associated with the service. UCPC will be responsible for all hardware costs. OSRHE will provide assistance as is possible.

- **IP allocation and addressing**
OSRHE will provide the necessary IP addresses and support needed to transition from NOC owned IP addresses. UCPC will provide on-site support to assist with necessary configuration changes and troubleshooting.

- Telephone and voicemail
OSRHE will provide assistance with the transition from an NOC based phone system to an alternate system or service. If the alternate phone system selected is OSRHE based, OSRHE will provide the necessary hosting and support. If the alternate phone system is not OSRHE based, UCPC will be responsible for any initial or on-going costs associated with the service. UCPC will be responsible for all hardware costs. OSRHE will provide assistance as is possible.

- Internet
OSRHE (OneNet) currently provides internet connectivity for UCPC and will continue to do so under the existing terms. UCPC would be responsible for any costs related to additional bandwidth and / or services not defined in this document.

- Networking and Help Desk support
UCPC will provide primary support for networking and help desk related issues. OSRHE will provide assistance for related items as is possible.

- Software
UCPC will provide primary support for desktop and server based software. OSRHE will provide assistance, guidance, and coordination for related items as possible. UCPC will be responsible for all software purchases and on-going licensing and upgrade costs.

- Web site hosting
OSRHE will provide assistance to transition the current web site from NOC servers to an alternate hosting system. If the alternate hosting system is OSRHE based, OSRHE will provide the necessary hosting service and support. If the alternate hosting system is not OSRHE based, UCPC will be responsible for related costs. OSRHE will provide assistance as is possible.

- Web site content management and design
UCPC currently uses a third-party to handle related web site design and content management. UCPC will responsible for all costs associated with this activity, including any charges from the third-party incurred due to the transition to a new hosting solution. OSRHE will provide assistance as is possible.

- Wireless networking
UCPC will provide support for the existing wireless networking system. No changes are anticipated, except those needed to accommodate IP addressing. UCPC will gather support information from the vendor related to this system. OSRHE will provide assistance as is possible.

- File backups
OSRHE will provide assistance with transition of an existing file backup location currently located at NOC to an alternate location or service. If the alternate location or service is OSRHE based, OSRHE will provide the necessary service and support. If the alternate hosting system is not OSRHE based, UCPC will be responsible for related costs. OSRHE will provide assistance as is possible.

- Video monitoring and recording system
UCPC will provide support for the existing video camera and recording system. No changes are anticipated, except those needed to accommodate IP addressing. UCPC will gather support information from the vendor related to this system. OSRHE will provide assistance as is possible.

- Uninterruptable power system (UPS)

UCPC will provide support for the existing UPS. No changes are anticipated. UCPC will gather support information from the vendor related to this system. OSRHE will provide assistance as is possible.

b) Payroll Services

The Payroll Department of the OSRHE will provide the following services:

- Process the UCPC employee payroll for regular and hourly employees on a monthly basis through the Office of State Finance.

- Track leave earned and taken by UCPC employees in the OSRHE leave system.

- Process and pay vendors for benefits (e.g., medical and dental insurance and retirement) provided to UCPC employees by the BOT.

- Track longevity for UCPC employees.

- Provide each UCPC employee with an earnings statement and leave report on each payday.

- Maintain in the State's system direct deposit information regarding the UCPC employee payroll

c) Purchasing Services

- Issue purchase orders from requisitions submitted to the OSRHE by the UCPC.

d) Business Office Services

The OSRHE Business Office will provide the following services:

- Provide UCPC with necessary reports for them to use in their budget preparation to be approved by the BOT.

- Receive Office of State Finance (OSF) daily interagency reports and determine if any electronic wires have been received for UCPC. This information will be posted to receivables or appropriate revenue accounts and then provided to UCPC. UCPC will be responsible for identifying receipts that OSRHE cannot identify. OSRHE will be responsible for posting all cash payments to the proper accounts and will prepare the Banner and PeopleSoft journal entries.
- Process accounts payable once per week. UCPC will be responsible for sending original invoices to OSRHE on a designated day of the week. UCPC will be responsible for approving the invoices and coding the proper purchase order numbers as applicable before mailing to OSRHE. OSRHE will input the invoices, process the payments, and forward to OSF for electronic payments and/or checks. OSRHE will make copies of the invoices for their file and will return the original invoices along with payment and invoice reports that are generated in the process. This will be completed every week.

- Prepare cash reconciliation reports for all UCPC cash accounts at the Oklahoma State Treasurer’s (OST) office. The reconciliations will be provided to UCPC on a monthly basis.

- Prepare all journal entries that may be required for accounts receivable, accounts payables, cash reconciliation, or general reporting.

- Prepare financial reports / operations reports including general ledgers, budget status reports, and cash basis revenue/expenditure reports. These will be provided on a monthly basis.

UCPC will provide the following services:

- Close all non-OST accounts and open accounts with OST.

- Provide OSRHE with an up-to-date customer listing, vendor listing, and general ledger account listing.

- Ensure that all original invoices and reports are imaged for their records and ensure that imaged or original documents will be available for their auditors.

Approved:

The Board of Trustees for the University Center at Ponca City

The Oklahoma State Regents for Higher Education
An Act

An Act relating to higher education; directing the Oklahoma State Regents for Higher Education to make educational resources available in Ponca City; naming the program the University Center at Ponca City; requiring the State Regents to set educational programs and standards; granting Northern Oklahoma College exclusive authority to offer certain courses and programs; providing for establishment of funds and accounts; requiring physical plant to be provided locally; creating a board of trustees; stating authority of the board; providing for membership; providing for election of officers; authorizing the board to provide and pay the costs of certain employee benefits; authorizing the board to establish accounts with the State Treasurer; making accounts revolving funds; providing for investment of funds; and providing for codification.

SUBJECT: University Center at Ponca City

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3213.1 of Title 79, unless there is created a duplication in numbering, reads as follows:

A. The Oklahoma State Regents for Higher Education shall make educational program resources at institutions in the Oklahoma State System of Higher Education available to the people in the Ponca City
area. This program shall be known as the University Center at Ponca City.

B. The State Regents shall draw upon the educational programs of institutions best suited to provide the kind of educational programs needed and shall, in pursuance of Article XIII-A of the Constitution of Oklahoma and appropriate statutes, set the standards of education as they relate to the programs operated to assure that credits earned by students will be fully accepted at institutions of higher education to which the students may transfer the credit to apply toward an educational study objective. Northern Oklahoma College shall have exclusive authority to offer all lower division courses and programs at the University Center at Ponca City as listed in the current college catalog of Northern Oklahoma College.

C. The State Regents may establish appropriate funds and accounts, including a revolving fund, in the Office of State Finance for servicing the fiscal operations of the University Center at Ponca City. The funds and accounts shall be subject to the direct supervision, management, and control of the board of trustees created by subsection D of this section. The people locally shall provide suitable physical plant accommodations for the University Center at Ponca City.

D. There is hereby created a board of nine (9) trustees to be appointed by the Governor by and with the consent of the Senate to serve as the administrative agency for the University Center at Ponca City. The board shall be a body corporate and shall adopt and use an official seal. The board so created shall have the authority to submit a budget annually to the Oklahoma State Regents for Higher Education, administer monies budgeted by the State Regents, provide educational facilities, recommend courses and programs to be offered by participating institutions, select a chief executive officer whose duties include the general coordination of approved programs and services and the selection of other appropriate nonteaching personnel. The board of trustees is authorized to expend all monies allocated to the University Center at Ponca City as may be necessary to perform the duties and responsibilities imposed upon the board by this section. For purposes of acquiring and taking title to real and personal property from sources other than state appropriations, the board is authorized to enter into contracts and to adopt rules and regulations pertaining to such actions. The initial nine (9) members shall serve their terms for the period to which originally appointed, in numbered positions having dates of expiration identical to the dates of expiration of the original appointments:
Position No. 1. The term of office of one member shall expire on June 30, 2013, and each nine (9) years thereafter;

Position No. 2. The term of office of one member shall expire on June 30, 2014, and each nine (9) years thereafter;

Position No. 3. The term of office of one member shall expire on June 30, 2015, and each nine (9) years thereafter;

Position No. 4. The term of office of one member shall expire on June 30, 2016, and each nine (9) years thereafter;

Position No. 5. The term of office of one member shall expire on June 30, 2017, and each nine (9) years thereafter;

Position No. 6. The term of office of one member shall expire on June 30, 2018, and each nine (9) years thereafter;

Position No. 7. The term of office of one member shall expire on June 30, 2019, and each nine (9) years thereafter;

Position No. 8. The term of office of one member shall expire on June 30, 2020, and each nine (9) years thereafter; and

Position No. 9. The term of office of one member shall expire on June 30, 2021, and each nine (9) years thereafter.

The board shall organize and elect a chair, vice chair and secretary annually.

E. The board of trustees may establish and maintain plans for tenure and retirement of its employees and for payment of deferred compensation of employees and may provide hospital and medical benefits, accident, health and life insurance and annuity contracts for employees and pay for all or part of the cost with funds available for payment of its operating expenses.

F. The board may establish with the State Treasurer any accounts as are necessary to operate retirement, deferred compensation or benefits plans for its employees. The accounts shall be revolving funds not subject to fiscal year limitations. Funds deposited in the accounts may be invested in any of the types of instruments in which the State Treasurer is authorized by law to invest.
Passed the House of Representatives the 5th day of March, 2012.

Passed the Senate the 28th day of March, 2012.

OFFICE OF THE GOVERNOR
Received by the Governor this 20th day of March, 2012, at 1:57 P.M.

By: Jessica R. Payne
Approved by the Governor of the State of Oklahoma the 2nd day of April, 2012, at 4:56 P.M.

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE
Received by the Secretary of State this 2nd day of April, 2012, at 5:28 P.M.

By: Michelle L. Davis
Memorandum of Understanding

On this _________ day of __________________, 20__, the Board of Regents of Northern Oklahoma College (NOC) and the Oklahoma State Regents for Higher Education (OSRHE) enter into this Memorandum of Understanding (MOU) for the purpose of stating how NOC will transition out of, and the OSRHE will transition into, the role of fiscal agent for the University Center at Ponca City (UCPC), pursuant to HB 2443 (codified as Title 70, Oklahoma Statutes, Section 3213.1).

It is the mutual understanding of the NOC and the OSRHE that:

1) In 1998, OSRHE established a learning site which has come to be known as the UCPC;

2) by virtue of being established and operated as a learning site, the UCPC was and is authorized to offer higher education programs and courses;

3) HB 2443 establishes the UCPC by statute, provides that the OSRHE will be the fiscal agent for the UCPC, and creates a Board of Trustees for the UCPC. Attached to this MOU is a copy of HB 2443, which becomes effective on August 23, 2012.

4) since the establishment of the UCPC, the OSRHE has provided funding for the operation of the UCPC, at various times and in various amounts, by including that funding in the annual allocation to Northern Oklahoma College (NOC) as a budgeted line item with a separate budget sheet. Pursuant to HB 2443, such funding will, beginning with Fiscal Year 2013, be in the form of an annual allocation to the UCPC.

5) since the establishment of the UCPC, NOC has acted as the fiscal agent for the UCPC. Pursuant to HB 2443, the OSRHE will, beginning with Fiscal Year 2013, serve as the fiscal agent for the UCPC, provided, however, that NOC will provide payroll services from July 1, 2012 to August 31, 2012.

Approved:

_________________________________________________
The Board of Regents for Northern Oklahoma College

_________________________________________________
The Oklahoma State Regents for Higher Education
An Act

ENROLLED HOUSE
BILL NO. 2443

By: DeWitt and Vaughan of the House
and Fields of the Senate

An Act relating to higher education; directing the Oklahoma State Regents for Higher Education to make educational resources available in Ponca City; naming the program the University Center at Ponca City; requiring the State Regents to set educational programs and standards; granting Northern Oklahoma College exclusive authority to offer certain courses and programs; providing for establishment of funds and accounts; requiring physical plant to be provided locally; creating a board of trustees; stating authority of the board; providing for membership; providing for election of officers; authorizing the board to provide and pay the costs of certain employee benefits; authorizing the board to establish accounts with the State Treasurer; making accounts revolving funds; providing for investment of funds; and providing for codification.

SUBJECT: University Center at Ponca City

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 3213.1 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. The Oklahoma State Regents for Higher Education shall make educational program resources at institutions in the Oklahoma State System of Higher Education available to the people in the Ponca City
area. This program shall be known as the University Center at Ponca City.

B. The State Regents shall draw upon the educational programs of institutions best suited to provide the kind of educational programs needed and shall, in pursuance of Article XIII-A of the Constitution of Oklahoma and appropriate statutes, set the standards of education as they relate to the programs operated to assure that credits earned by students will be fully accepted at institutions of higher education to which the students may transfer the credit to apply toward an educational study objective. Northern Oklahoma College shall have exclusive authority to offer all lower division courses and programs at the University Center at Ponca City as listed in the current college catalog of Northern Oklahoma College.

C. The State Regents may establish appropriate funds and accounts, including a revolving fund, in the Office of State Finance for servicing the fiscal operations of the University Center at Ponca City. The funds and accounts shall be subject to the direct supervision, management and control of the board of trustees created by subsection D of this section. The people locally shall provide suitable physical plant accommodations for the University Center at Ponca City.

D. There is hereby created a board of nine (9) trustees to be appointed by the Governor by and with the consent of the Senate to serve as the administrative agency for the University Center at Ponca City. The board shall be a body corporate and shall adopt and use an official seal. The board so created shall have the authority to submit a budget annually to the Oklahoma State Regents for Higher Education, administer monies budgeted by the State Regents, provide educational facilities, recommend courses and programs to be offered by participating institutions, select a chief executive officer whose duties include the general coordination of approved programs and services and the selection of other appropriate nonteaching personnel. The board of trustees is authorized to expend all monies allocated to the University Center at Ponca City as may be necessary to perform the duties and responsibilities imposed upon the board by this section. For purposes of acquiring and taking title to real and personal property from sources other than state appropriations, the board is authorized to enter into contracts and to adopt rules and regulations pertaining to such actions. The initial nine (9) members shall serve their terms for the period to which originally appointed, in numbered positions having dates of expiration identical to the dates of expiration of the original appointments:
Position No. 1. The term of office of one member shall expire on June 30, 2013, and each nine (9) years thereafter;

Position No. 2. The term of office of one member shall expire on June 30, 2014, and each nine (9) years thereafter;

Position No. 3. The term of office of one member shall expire on June 30, 2015, and each nine (9) years thereafter;

Position No. 4. The term of office of one member shall expire on June 30, 2016, and each nine (9) years thereafter;

Position No. 5. The term of office of one member shall expire on June 30, 2017, and each nine (9) years thereafter;

Position No. 6. The term of office of one member shall expire on June 30, 2018, and each nine (9) years thereafter;

Position No. 7. The term of office of one member shall expire on June 30, 2019, and each nine (9) years thereafter;

Position No. 8. The term of office of one member shall expire on June 30, 2020, and each nine (9) years thereafter; and

Position No. 9. The term of office of one member shall expire on June 30, 2021, and each nine (9) years thereafter.

The board shall organize and elect a chair, vice chair and secretary annually.

E. The board of trustees may establish and maintain plans for tenure and retirement of its employees and for payment of deferred compensation of employees and may provide hospital and medical benefits, accident, health and life insurance and annuity contracts for employees and pay for all or part of the cost with funds available for payment of its operating expenses.

F. The board may establish with the State Treasurer any accounts as are necessary to operate retirement, deferred compensation or benefits plans for its employees. The accounts shall be revolving funds not subject to fiscal year limitations. Funds deposited in the accounts may be invested in any of the types of instruments in which the State Treasurer is authorized by law to invest.
Passed the House of Representatives the 5th day of March, 2012.

[Signature]

Presiding Officer of the House of Representatives

Passed the Senate the 28th day of March, 2012.

[Signature]

Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Governor this ___ day of March, 2012, at 1:57 P.M.

By:  [Signature]

Approved by the Governor of the State of Oklahoma the ___ day of April, 2012, at 4:56 P.M.

[Signature]

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Secretary of State this ___ day of April, 2012, at 5:28 P.M.

By:  [Signature]

ENR. H. B. NO. 2443

Page 4
AGENDA ITEM #11:

Deleted Item.
AGENDA ITEM #12-a:

New Programs.

SUBJECT: Oklahoma State University. Approval of requests to offer the Certificate in Grassland Management and the Certificate in International Competency.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma State University request to offer the Graduate Certificate in Grassland Management via online delivery and the Certificate in International Competency 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.

- **Graduate Certificate in Grassland Management.** Continuation beyond Fall 2016 will depend upon:
  - Majors enrolled: a minimum of 20 students in Fall 2015; and
  - Graduates: a minimum of 10 students in 2015-2016.

- **Certificate in International Competency.** Continuation beyond Fall 2017 will depend upon:
  - Majors enrolled: a minimum of 13 students in Fall 2016; and

BACKGROUND:

Academic Plan

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

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

APRA Implementation

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

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>Degrees and/or certificate programs deleted</td>
</tr>
<tr>
<td>70</td>
<td>Degrees and/or certificate programs added</td>
</tr>
</tbody>
</table>

**Program Review**

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

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Count</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>93</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>71</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 was reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Graduate Certificate in Grassland Management at the January 20, 2012 meeting and the Certificate in International Competency at the February 24, 2012 meeting. OSU requests authorization to offer these certificates, as outlined below.

OSU is currently approved to offer the following certificates and degrees via online delivery:

- Graduate Certificate in Biobased Products and Bioenergy
- Graduate Certificate in Business Data Mining
- Graduate Certificate in Family Financial Planning
- Master of General Agriculture
- Master of Science in Agriculture Education
- Master of Science in Control Systems Engineering
- Master of Science in Engineering and Technology Management
- Master of Science in Entrepreneurship
- Master of Science in Human Environmental Science
- Master of Science in Industrial Engineering and Management
- Master of Science in Management Information Systems

**POLICY ISSUES:**

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

**Graduate Certificate in Grassland Management**

**Program purpose.** The purpose of this multi-disciplinary graduate certificate is to provide current and future grassland professionals the knowledge and skills necessary to develop and sustain grassland ecosystems and products.

**Program rationale and background.** This graduate certificate program will be a multi-institutional, interdisciplinary program that will contribute to OSU’s comprehensive land-grant mission by providing a post-baccalaureate opportunity that bridges multiple disciplines, stimulates economic development and directly leads to new technological advances in grassland ecosystem and product development. Curriculum development was funded through a United States Department of Agriculture (USDA) Higher Education Challenge Grant and is the result of collaboration with four other well established colleges (Iowa State University, South Dakota State University, Kansas State University, and the University of Nebraska-Lincoln). Courses will be offered at each of the participating institutions utilizing distance delivery methods through the Ag*IDEA consortium, which is comprised of regionally accredited institutions working together to promote academic programs for graduate students. By sharing courses, participating institutions are able to offer higher quality curricula, which will include both core and advanced courses that will provide students with a solid foundation for emerging careers in grassland management.

**Employment opportunities.** Many of the individuals interested in this certificate are employed in various careers within agriculture, government, and education. The proposed certificate will provide these individuals with additional knowledge needed to advance in their careers. Career opportunities are expected to be good over the next decade, particularly in food science and technology and in agronomy. Job growth will stem primarily from efforts to increase the quantity and quality of food produced for a growing population. Additionally, an increasing awareness about the health effects of certain types of foods and the effects of food production on the environment will give rise to research into the best methods of food production. A USDA study of employment opportunities for 2005-2010 for college graduates in the food and agricultural sciences listed 52,000 annual job openings with only 49,300 qualified graduates. In Oklahoma, the Oklahoma Employment Security Commission indicates an 8 percent growth between 2008 and 2018 for careers as food scientists and technologists. Similarly, during the same ten-year period, careers in related fields, such as conservation scientists and agricultural managers, are expected to increase approximately 5 to 8 percent respectively. OSU is confident graduates with this certificate will find employment within the discipline.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>20</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>10</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>
Duplication and impact on existing programs. There are no Graduate Certificate in Grassland Management programs offered in Oklahoma. A system wide letter of intent was communicated by email March 12, 2012. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate certificate program will consist of 12 total credit hours as shown in the following table. Six new courses 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>7</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>5</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. The proposed program will also share faculty resources with Kansas State University, South Dakota State University, and North Dakota State University, and the University of Nebraska-Lincoln.

Delivery method and support services. The program will be offered in an online format using a variety of software suites and OSU will meet academic standards outlined in policy required to ensure the quality of the degree program. Academic standards include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites necessary to support the 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 Graduate Certificate in Grassland Management 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>1&lt;sup&gt;st&lt;/sup&gt; Year</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</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>$0</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

Narrative/Explanation and Calculations: Through the Ag*IDEA consortium, the current common tuition price is $445.00 per graduate credit hour and is determined on an annual basis as determined through the Ag*IDEA business plan. The tuition is shared between the consortium institution members as follows: Seventy-five percent goes to the teaching institution, 12.5 percent to the enrolling institution, and 12.5 percent to Ag*IDEA. Only one course will be taught by OSU faculty and will be offered in fall semesters of odd years. The tuition calculation above reflects the percentage of tuition received from the other consortium institution members in Years 1, 3, and 5. The amounts provided for Years 2 and 4 reflect the amount of tuition received during the years OSU teaches a course.
## Certificate in International Competency

### Program purpose
The purpose of this certificate is to document a specific competency in international study and experiences that compliments a student’s degree and major requirements. The proposed certificate uses existing courses from the College of Arts and Sciences and the Spears School of Business to create a focus on a specific culture that meets the demand indicated by industry partners.

### Program rationale and background
Increasingly, corporations are expecting more global awareness of their employees and have indicated a desire for new employees to have multiple years of international exposure early in their career. OSU has an ambitious goal of providing 100 percent of their undergraduate students with significant international exposure and currently offers students a variety of opportunities to explore theory and empirical observations of other cultures. A need exists, however, to
provide a cohesive path for students that allows them to focus study on a specific geography and culture to build some level of competency that can be leveraged during their career. This certificate focuses on the strengths of all participating colleges on the OSU campus to achieve that objective.

**Employment opportunities.** The proposed certificate is intended to compliment the student’s undergraduate education and increase their employability after graduation. Based on feedback from corporate recruiters and the Accounting Advisory Board, OSU expects students with this certificate to be more heavily sought after than their counterparts with the same degree and major.

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

<table>
<thead>
<tr>
<th>Productivity Category</th>
<th>Criteria</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Enrollment of majors in the program</td>
<td>13</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>7</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** There are no Certificate in International Competency programs offered in Oklahoma. A system wide letter of intent was communicated by email March 20, 2012. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 15-30 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 Core</td>
<td>6</td>
</tr>
<tr>
<td>Guided Electives</td>
<td>9-24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15-30</strong></td>
</tr>
</tbody>
</table>

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

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

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

**Program resource requirements.** Program resource requirements for the Certificate in International Competency 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>
</tbody>
</table>
### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</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>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and Reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$21,000</td>
<td>$24,000</td>
<td>$27,000</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** OSU views this certificate as a cohort program with students completing courses during the Years 1 and 2 that will count toward their degree requirements but pertain to their region of international interest. Since the courses students will complete in Years 1 and 2 will either be part of their general education or major requirements, no tuition revenue for the program is expected. In Years 3, 4, and 5 of the program students will take a credit-bearing student abroad course. Tuition generated in Years 3-5 is calculated based on a total cost of $3,000 per student for a short-term study abroad course. OSU anticipates 7, 8, and 9 students participating in the study abroad course.

| TOTAL | $0 | $0 | $21,000 | $24,000 | $27,000 |

### B. Breakdown of Budget Expenses/Requirements

<table>
<thead>
<tr>
<th>Year of Program</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>$0</td>
<td>$0</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

**Narrative/Explanation:** Direct staff support for outreach for study abroad course.

| Faculty | $0 | $0 | $3,500 | $3,500 | $3,500 |

**Narrative/Explanation:** Amount reflects costs associated with faculty stipend for travel course.

| Graduate Assistants | $0 | $0 | $0 | $0 | $0 |
| Student Employees | $0 | $0 | $0 | $0 | $0 |
| 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 | $400 | $450 | $475 |

**Narrative/Explanation:** Miscellaneous materials

| Printing | $0 | $0 | $300 | $350 | $375 |

**Narrative/Explanation:** Amount reflects costs associated with printing materials.

| Telecommunications | $0 | $0 | $0 | $0 | $0 |
| Travel | $0 | $0 | $13,800 | $16,700 | $17,650 |

**Narrative/Explanation:** Faculty and student travel.

| Awards and Grants | $0 | $0 | $0 | $0 | $0 |
| TOTAL | $0 | $0 | $21,000 | $24,000 | $25,000 |

**Attachment**
**ATTACHMENT A**

**OKLAHOMA STATE UNIVERSITY**
**GRADUATE CERTIFICATE IN GRASSLAND MANAGEMENT**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>7</td>
</tr>
<tr>
<td>*NREM 5713 Grassland Fire Ecology</td>
<td>3</td>
</tr>
<tr>
<td>*NREM 5692 Grassland Monitoring and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>*NREM 5682 Grassland Plant Identification</td>
<td>2</td>
</tr>
<tr>
<td><strong>Guided Electives (Choose 2 courses)</strong></td>
<td>5</td>
</tr>
<tr>
<td>*NREM 5693 Principles of Forage Quality and Evaluation for Ruminants</td>
<td>3</td>
</tr>
<tr>
<td>*NREM 5673 Watershed Management</td>
<td>3</td>
</tr>
<tr>
<td>*NREM 5033 Ecology of Invasive Species</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

*Asterisks denote new courses

---

**ATTACHMENT B**

**OKLAHOMA STATE UNIVERSITY**
**CERTIFICATE IN INTERNATIONAL COMPETENCY**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Core</strong></td>
<td>6</td>
</tr>
<tr>
<td>One approved upper-division course with an international focus</td>
<td>3</td>
</tr>
<tr>
<td>One approved credit-bearing study abroad experience</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Electives</strong></td>
<td>9-24</td>
</tr>
</tbody>
</table>

**Arts and Sciences Requirement**

Nine credit hours are to be selected and approved from the Humanities and Social and Behavioral Sciences designations within the major General Education requirements.

**Language Proficiency Requirement**

The student must indicate proficiency in the approved foreign language by a) fifteen credit hours of a single foreign language with a minimum grade of ‘C’ in each course; b) five hours of intermediate or advanced foreign language with a minimum grade of ‘C’ in each course; or c) passing an approved OSU examination.

| Total                                     | 15-30        |
AGENDA ITEM #12-b:

New Programs.

SUBJECT: University of Oklahoma. Approval of request to offer the Bachelor of Arts in World Cultural Studies.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma’s request to offer the Bachelor of Arts in World Cultural Studies via online delivery with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- Bachelor of Arts in World Cultural Studies. Continuation beyond Fall 2018 will depend upon:
  - Majors enrolled: a minimum of 30 students in Fall 2017; and

BACKGROUND:

Academic Plan

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

- The University of Oklahoma seeks to become a leading public research university recognized for the quality of bachelor’s degree recipients and ability to enhance the public good through economic development of research and by providing through faculty and alumni, an impact on public policy within strategic areas of research excellence. With the strong economic climate within the country and within the state, OU can move forward aggressively on all components of its strategic plan during the coming year.
- OU’s six-year graduation rate is 56.2 percent based on the entering cohort of Fall 1999 freshmen and it is estimated that 60 percent will be reached within the next five years based on the academic preparedness of subsequent freshman cohorts and their first and second year retention rates. Six-year graduation rates of students, the quality of their writing (as assessed by general education assessment), and their satisfaction with their academic majors (as assessed in capstone courses will be measured by general student satisfaction assessment and by assessment of the academic majors. The number of graduating students who have had internationally oriented courses, direct experience with international students at OU and study abroad experiences will be assessed.
- OU seeks to continue and stabilize capabilities to provide training regionally and nationally, and provide alternative avenues for nontraditional students to obtain college degrees through the College
of Continuing Education (CCE). OU would like to maintain the level of research expenditures being generated through CCE.

- As the competition to provide educational opportunities to nontraditional students increases and to obtain contracts to provide training to public and private agencies gets even stiffer, OU seeks to maintain and grow this services to the state, region and nation, which will also generate revenues that support the entire Norman campus.
- OU seeks to streamline centralized services through updated technology and to continue embedding the best practices of technology within curriculum across all academic disciplines.
- The Office of Information Technology continues to increase wireless access to the Internet throughout campus and new buildings on campus will capitalize wireless access where appropriate. The Office of Information Technology works to ensure a very robust redundant system of high band width internet access for the growing research campus.
- Finally, all colleges are working with their instructional faculty to embed best practices technology into their curriculum.

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

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

| Degrees and/or certificate programs deleted | 80 |
| Degrees and/or certificate programs added | 63 |

**Program Review**
OU offers 259 degree and/or certificate programs as follows:

| Certificates | 10 |
| Associate of Arts or Sciences Degrees | 0 |
| Associate of Applied Science Degrees | 0 |
| Baccalaureate Degrees | 111 |
| Master’s Degrees | 85 |
| Doctoral Degrees | 53 |
| First Professional Degrees | 0 |

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

**Program Development Process**
OU’s faculty developed the proposal, which was reviewed and approved by institutional officials. OU’s governing board approved delivery of the Bachelor of Arts in World Cultural Studies at the May 13, 2011 meeting. OU requests authorization to offer this degree, as outlined below.

OU is currently approved to offer the following degree programs via electronic media:
• Bachelor of Arts in Administrative Leadership (375);
• Bachelor of Arts in Information Studies (343);
• Bachelor of Arts in Liberal Studies (231);
• Bachelor of Science in Criminal Justice (356);
• Certificate in Human Resource Diversity and Development (340);
• Master of Arts in Administrative Leadership (373);
• Master of Arts in Liberal Studies (232);
• Master of Environmental Science (076);
• Master of Library and Information Studies (151);
• Master of Prevention Science (374);
• Master of Science in Civil Engineering (038);
• Master of Science in Construction Administration in Construction Administration (243); and
• Master of Science in Knowledge Management (347).

POLICY ISSUES:

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

Bachelor of Arts in World Cultural Studies

Program purpose. The purpose of this certificate program is to enhance the knowledge, professionalism, and effectiveness of service members and other interested individuals preparing for Foreign Service and diplomatic careers, as well as careers in which a world cultural studies background would be beneficial. While military service members are expected to be the primary student interested in the proposed program, OU anticipates the program to appeal to individuals with an interest in careers with businesses which have dealings in other countries.

Program rationale and background. The global community is such that events in one country or region can have a dramatic affect in other areas of the world. The proposed program was developed in order to meet the increasing demand for international understanding and in response to expressed interest from military, business and industry leaders. OU has a long history of providing educational opportunities to military service members through the College of Liberal Studies and University Outreach. Through discussion with voluntary military education service chiefs, base education service officers, and corporate and organizational leaders it was determined there was a need for a functional and applied degree program that will offer undergraduate students with a broad, liberal studies approach to understanding cultures beyond our borders, enabling them to work effectively in cross-cultural environments. The curriculum will enhance and further the professionalism of service members and other individuals by providing a global perspective from which to approach cultural issues and concerns. To assure the program was developed in alignment with the requests, OU sought the advice and support of several military officials, business leaders, leadership faculty, and current and prospective students. OU also obtained letters of support from Former Governor Brad Henry, General Myles Deering, and Former Secretary of Commerce and Tourism Natalie Shirley.
**Employment opportunities.** The proposed certificate program is intended to serve students who are geographically dispersed and was designed in direct response to expressions of need from military, business, and industry leaders. To validate employer need for the program, OU commissioned a market study with EduVentures, a market research collaborative focused on assessing higher education needs and opportunities. Key trends emerging from that research show that the need for globally prepared individuals is significant and that individuals with global expertise are in high demand across all sectors of industry. Leaders anticipate a significant increase in hiring of individuals with global expertise over the next five years. Additionally, current military service members will benefit from the degree as they continue to be deployed or stationed in other countries. OU is confident that graduates of this program will find employment utilizing 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>30</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>15</td>
<td>2017-2018</td>
</tr>
</tbody>
</table>

**Duplication and impact on existing programs.** There are no Bachelor of Arts in World Cultural Studies degree programs offered in Oklahoma. A system wide letter of intent was communicated by email September 21, 2011. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 120 total credit hours as shown in the following table. Six 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>40</td>
</tr>
<tr>
<td>Program Core</td>
<td>30</td>
</tr>
<tr>
<td>Major Electives</td>
<td>9</td>
</tr>
<tr>
<td>General Electives</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</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.

**Delivery method and support services.** The program will be offered in an online format using a variety of software suites and individual course websites. OU will meet academic standards outlined in policy required to ensure the quality of the degree program. Academic standards include faculty training, student services, and other support services including library, facilities and computing equipment containing a variety of software suites necessary to support the program.

**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 requirement.** Program resource requirements for the Bachelor of Arts in World Cultural Studies are shown in the following tables.

### A. Funding Sources

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Resources Available from Federal Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Resources Available from Other Non-State Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Existing State Resources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>State Resources Available through Internal Allocation and Reallocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$23,250</td>
<td>$69,750</td>
<td>$93,000</td>
<td>$116,250</td>
<td>$139,500</td>
</tr>
</tbody>
</table>

**Narrative/Explanation and Calculations:** Tuition is calculated based on an estimated tuition of $155 per credit hour and student enrollment of 5, 15, 20, 25, and 30 students in Years 1 through 5. OU anticipates each student completing 30 credit hours each academic year.

### 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>$6,250</td>
<td>$20,000</td>
<td>$30,000</td>
<td>$40,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Faculty</td>
<td>$15,000</td>
<td>$30,000</td>
<td>$45,000</td>
<td>$55,000</td>
<td>$70,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$1,000</td>
<td>$2,000</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Travel</td>
<td>$0</td>
<td>$2,000</td>
<td>$3,000</td>
<td>$4,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Awards and Grants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$23,250</strong></td>
<td><strong>$69,750</strong></td>
<td><strong>$93,000</strong></td>
<td><strong>$116,250</strong></td>
<td><strong>$139,500</strong></td>
</tr>
</tbody>
</table>

**Narrative/Explanation:**
- Administrative/Other Professional Staff: The amounts will be used to underwrite a portion of staff salary to cover paper processing for applicants, record keeping, and prospective student services.
- Faculty: Faculty salaries are based on the estimated number of courses taught and utilizing designated pay rates per course.
- Telecommunications: Since the Bachelor of Arts in World Cultural Studies will be offered via electronic media, the amounts reflect costs needed to upgrade computer systems as needed.
- Travel: The amounts reflect costs needed to support staff travel to conferences, travel for recruitment and possible travel to military bases.

Attachment
### UNIVERSITY OF OKLAHOMA
### BACHELOR OF ARTS IN WORLD CULTURAL STUDIES

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>ENGL 1113 Principles of English Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 Principles of English Composition OR EXPO 1213 Expository Writing OR LSTD Equivalent course in LSTD</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1113 Principles of Communication OR COMM 2613 Public Speaking OR PHIL 1113 Introduction to Logic OR Elective Approved General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSC 1113 American Federal Government OR LSTD 1323 Governing Ourselves</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483 United States 1492 to 1865 OR HIS 1493 United States 1865 to Present OR LSTD 1223 A History of the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Once course from Understanding Artistic Forms. Must be Upper Division.</td>
<td>3</td>
</tr>
<tr>
<td>Once course from Western Civilization and Culture. Must be Upper Division.</td>
<td>3</td>
</tr>
<tr>
<td>Once course from Non-Western Culture. Must be Upper Division.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1473 Mathematics for Critical Thinking OR LSTD 1413 Mathematics in Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>Two natural science courses from different disciplines. One must include a laboratory component</td>
<td>7</td>
</tr>
<tr>
<td>LSTD 4953 Study in Depth (Capstone)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Program Requirements</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>*LSCS 3113 Introduction to World Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3253 Foundation of Ethics in Liberal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3503 Interdisciplinary Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3953 Study in Depth Prospectus</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>LSTD 4953</td>
<td>Study in Depth</td>
</tr>
<tr>
<td>*LSCS 3203</td>
<td>Contemporary Chinese Political Thought</td>
</tr>
<tr>
<td>*LSCS 3223</td>
<td>Cultural Geography of China</td>
</tr>
<tr>
<td>*LSCS 3243</td>
<td>Chinese Military</td>
</tr>
<tr>
<td>*LSCS 3263</td>
<td>Chinese Cultural and Civilization</td>
</tr>
<tr>
<td>*LSCS 3283</td>
<td>Conversational Chinese</td>
</tr>
</tbody>
</table>

**Major Electives (select 9 hours from the following)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSTD 2313</td>
<td>The Human Experience: The Role of Culture in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 2700</td>
<td>People and Difference: Closing the Gap</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3263</td>
<td>Special Topics in Humanities in the Non-Western World</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3623</td>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3343</td>
<td>Challenges in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 3653</td>
<td>Global Strategies</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 4273</td>
<td>Jazz and the Global Community</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 4313</td>
<td>Global Security and Justice</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 4700/4800</td>
<td>Advanced Topics/Investigative Studies: Global Studies: Middle East-Culture, Countries, Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 4700/4800</td>
<td>Advanced Topics/Investigative Studies: Music of the World’s Peoples</td>
<td>3</td>
</tr>
<tr>
<td>LSTD 4700/4800</td>
<td>Advanced Topics/Investigative Studies: Post-socialist Neighbors in the Global Village</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Electives</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives to bring total credit hours to 120

**Total**

| Total     | 120 |
AGENDA ITEM #12-c:

New Programs.

SUBJECT: Connors State College. Approval of request to offer the Associate in Applied Science in Radiologic Technologist, including a cooperative agreement with Indian Capital Technology Center.

RECOMMENDATION:

It is recommended that the State Regents approve Connors State College’s request to offer the Associate in Applied Science in Radiologic Technologist, including a cooperative agreement with Indian Capital Technology Center, 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 Radiologic Technologist.** Continuation beyond Fall 2014 will depend upon:
  - Majors enrolled: a minimum of 12 students in Fall 2013; and

BACKGROUND:

Academic Plan

Connors State College (CSC)’s Academic Plan lists the following institutional priorities and new funding initiatives:

- Emphasis on quality of instruction and academic support services;
- Focus on global education and value of diversity in curriculum and curriculum support activities;
- Exploration and coordination of academic programs with four-year colleges and universities and technical schools to expand program offerings that reflect workplace needs;
- Expansion of distance education offerings and integration of technological resources throughout curriculum;
- Emphasis on student retention—identifying existent and new retention strategies; and
- Expansion of program and course offerings.

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, CSC 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>45</td>
</tr>
<tr>
<td>Degrees and/or certificate programs added</td>
<td>9</td>
</tr>
</tbody>
</table>

**Program Review**

CSC offers 25 degree and/or certificate programs as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>3</td>
</tr>
<tr>
<td>Associate in Arts or Sciences Degrees</td>
<td>17</td>
</tr>
<tr>
<td>Associate in Applied Science Degrees</td>
<td>5</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 CSC’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**

CSC’s faculty developed the proposal, which was reviewed and approved by institutional officials. CSC’s governing board approved delivery of the Associate in Applied Science (AAS) in Radiologic Technologist at the December 2, 2011 meeting. CSC requests authorization to offer this degree, as outlined below.

**POLICY ISSUES:**

This action is consistent with the State Regents’ *Academic Program Approval* policy and *Cooperative Agreements Between Higher Education Institutions and Career Technology Centers* policy. The productivity number is below State Regents’ minimum requirement of 17 students for an AAS as stated in the *Academic Program Review* policy. However, external accreditation standards through the Joint Review Committee on Education in Radiologic Technology (JCERT), allows CSC to accept only 12 students each academic year and warrants an exception to the policy.

**ANALYSIS:**

**Associate in Applied Science in Radiologic Technologist**

**Program purpose.** The purpose of the proposed program is to prepare students for the American Registry of Radiologic Technologists licensure testing.

**Program rationale and background.** The proposed program is currently offered through a Cooperative Agreement with Indian Capital Technology Center (ICTC) under the Associate of Applied Science in Applied Technology (085). However, according to the American Registry of Radiologic Technologists (ARRT), beginning January 1, 2015, all candidates seeking primary pathway certification in radiography must have earned an Associate or higher degree from an institution that is accredited by a mechanism acceptable to ARRT. Therefore, CSC and ICTC collaborated to develop the proposed Associate in Applied Science (AAS) degree program to meet accreditation standards.
**Employment opportunities.** According to the Oklahoma Employment Security Commission, employment opportunities for Radiologic Technologists and Technicians are expected to grow 23 percent from 2008-2018. A report published September 23, 2010 by the Oklahoma Health Care Workforce Center and submitted to the Eastern Regional Health Care Workforce Summit also indicated that in 14 counties in the Eastern part of Oklahoma, job openings in this career field is expected to grow approximately 20 percent. Additionally, ICTC’s Director of Allied Health Programs indicates that the job placement rate for their students is 90 percent. CSC is confident graduates of this degree will find employment within the 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>12*</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Minimum Graduates from the program</td>
<td>5</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

*Due to the Joint Review Committee on Education in Radiologic Technology (JCERT) standards, CSC is allowed to accept only 12 students each academic year. Although this number is below State Regents’ minimum requirement of 17 students for an AAS as stated in the Academic Program Review policy, the external accreditation standards warrant an exception to the policy.

**Duplication and impact on existing programs.** The proposed program is currently offered through a Cooperative Agreement with ICTC under the AAS in Applied Technology (085). The proposed degree program would duplicate the following existing program:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Existing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>Associate in Applied Science in Radiologic Technician (122)</td>
</tr>
<tr>
<td>Oklahoma State University – Oklahoma City</td>
<td>Associate in Applied Science in Radiologic Technology (099)</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>Associate in Applied Science in Radiologic Technology (058)</td>
</tr>
<tr>
<td>Rose State College</td>
<td>Associate in Applied Science in Radiologic Technology (043)</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Associate in Applied Science in Radiography (079)</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Associate in Applied Science in Radiology (045)</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Associate in Applied Science in Radiography (070)</td>
</tr>
</tbody>
</table>

A system wide letter of intent was communicated by email February 10, 2012. None of the State System institutions requested a copy of the program or notified the State Regents’ office of a protest. Due to the licensure requirements, distance between institutions, continued workforce opportunities and student demand, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program will consist of 63 total credit hours as shown in the following table. Eleven new courses will be added (Attachment A).
Cooperative Agreement. The proposed degree program will be offered as a cooperative agreement with ICTC. General education will be offered by CSC and up to 33 credit hours in specialized technical courses will be offered by ICTC. High school students will not be eligible for the proposed program. An oversight and evaluation committee consisting of CSC officials and ICTC staff will meet at least annually to review course content, relevance, and instructional methods as these items relate to the established courses and program competencies for the cooperative agreement.

Faculty and staff. Existing faculty at CSC will teach the general education courses. Faculty at ICTC will teach the technical courses required in 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 AAS in Radiologic Technologist are shown in the following tables. The program’s technical courses will be funded by ICTC with CSC providing only courses needed for general education. There will be no additional costs for the general education courses as they are already funded through other programs.

<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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Tuition</td>
<td>$1,334</td>
<td>$2,870</td>
<td>$2,870</td>
<td>$2,870</td>
<td>$2,870</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,334</td>
<td>$2,870</td>
<td>$2,870</td>
<td>$2,870</td>
<td>$2,870</td>
</tr>
</tbody>
</table>

Narrative/Explanation and Calculations: Tuition for the technical courses in the program will be collected by ICTC. CSC will collect $8 per credit hour Academic Service Fee to transcript classes. Year 1 figures above were calculated as follows: $8 per credit hour X 14 credit hours X 12 students. Years 2, 3, 4, and 5 were calculated using figures that were calculated for the first year students plus the Academic Service Fee Collected from an additional 12 students completing 16 credit hours ($8 X 16 X 12).
<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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Employees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Equipment and Instructional Materials</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Library</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Commodities</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Printing</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>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
</tr>
</tbody>
</table>

Attachment
### Degree Requirements

<table>
<thead>
<tr>
<th>General Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>OR SPCH 1113 Introduction into Oral Communications</td>
<td></td>
</tr>
<tr>
<td>HIST 1483 U.S. History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>OR HIST 1493 U.S. History since 1865</td>
<td></td>
</tr>
<tr>
<td>PSYC 1113 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2313 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513 College Algebra (or a higher level math)</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>COMS 1133 Fundamentals of Computer Usage</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1314 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>OR BIOL 1324 Human Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>NURS 1013 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>OR *RADT 1003 Introduction to Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>TEC 1012 Safety</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>*RADT 2112 Introduction to Radiology Technology</td>
<td>2</td>
</tr>
<tr>
<td>*RADT 2122 Patient Care for Radiographers</td>
<td>2</td>
</tr>
<tr>
<td>*RADT 2113 Film-Screen Image Acquisition and Processing</td>
<td>3</td>
</tr>
<tr>
<td>*RADT 2133 Radiologic Positioning and Lab</td>
<td>3</td>
</tr>
<tr>
<td>*RADT 2144 Radiographic Clinical Application I</td>
<td>4</td>
</tr>
<tr>
<td>*RADT 2253 Radiographic Clinical Application II</td>
<td>3</td>
</tr>
<tr>
<td>*RADT 2163 Radiation Physics</td>
<td>3</td>
</tr>
<tr>
<td>*RADT 2173 Radiation Protection and Biology</td>
<td>3</td>
</tr>
<tr>
<td>*RADT 2185 Comprehensive Program Review for Radiography</td>
<td>5</td>
</tr>
<tr>
<td>*RADT 2192 Advanced Imaging</td>
<td>2</td>
</tr>
</tbody>
</table>

| Total | 63 |

*Asterisks denote new courses*
AGENDA ITEM #13:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Northeastern State University (NSU) requests authorization to delete the program listed below.

- Certificate in Education in School Counseling (017)

Rose State College (RSC) requests authorization to delete the programs listed below.

- Associate in Applied Science in Computer Game Development and Simulation (130)
- Certificate in Library Technical Assistant (102)

POLICY ISSUES:

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

ANALYSIS:

NSU requests authorization to delete the Certificate in Education in School Counseling (017). This program was approved prior to the 1991-1992 academic year. Reasons for requesting the deletion include:

- This 39 hour graduate “certificate only” program is only 10 hours less than the Master of Education in School Counseling (018).
- Only two students in the past five years have participated in the certificate only program.
- No courses will be deleted.
- No funds for reallocation are anticipated.
- There are no students currently enrolled in the program.

RSC requests authorization to delete the Associate in Applied Science in Computer Game Development and Simulation (130). This program was approved at the June 29, 2006 State Regents’ meeting. Reasons for requesting the deletion include:

- The program has continued low graduation rate. Evidence indicates that students are seeking the information within the program’s courses and not the degree.
- There are currently 40 students enrolled with an expected graduation date of Fall 2012.
• No courses will be deleted as they may be used to develop an option or certificate within other existing programs.
• No funds are available for reallocation.

RSC requests authorization to delete the Certificate in Library Technical Assistant (102). This program was approved prior to the 1991-1992 academic year. Reasons for requesting the deletion include:
• There have been no graduates of this program in the last two years.
• RSC competes with a Public Librarian Certificate offered through the Oklahoma Department of Libraries and is free to people working in public libraries.
• There are currently no students enrolled in the program.
• No courses will be deleted as they are used to support the Associate in Applied Science in Library Technical Assistant (055) program.
• No funds are available for reallocation.
AGENDA ITEM #14:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents approve the English Language Institute at Oklahoma State University in Stillwater, Oklahoma for five years.

BACKGROUND:

English language centers have been reviewed through the State Regents’ Intensive English Program Approval and Review policy, since 1980 (formerly Policy Statement on Admissions of Students for Whom English is a Second Language). Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

In Fall 1996, an English Language Institute committee was convened to work with State Regents’ staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997. The policy was reviewed again and updated in 2009.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, three or four years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center’s staff has the opportunity to provide a written response to the evaluators’ report.

POLICY ISSUES:

Consistent with State Regents’ Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.0 for undergraduate and 5.5 for graduate students) who have earned an IELTS score of at least 4.5 for undergraduate or 5.0 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

IEP’s are evaluated on criteria for the language program, administration, faculty, student services, finances and physical facilities, following the standards in the Intensive English Program Approval and Review policy. Embedded in these broad categories are standards for the curriculum, recruitment,
assessment and contact hours of the program, standards for the faculty and administrators of the program and standards for advising and orientation services offered to students enrolled in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the IEP and a summary of the two-person evaluation teams’ credentials is provided followed by an outline of the recommendations for the IEP reviewed.

The English Language Institute (ELI) at Oklahoma State University (OSU) in Stillwater, Oklahoma was reviewed by the following evaluators:

- **Dr. Jim Hamrick**, Director, English Language Institute, University of Tennessee, Knoxville, Tennessee.
  
  **Credentials:** Doctor of Philosophy in Higher Education from the University of Michigan, Ann Arbor, Michigan; Master of Arts in Teaching in Teaching English as a Second Language from Georgetown University, Washington D.C.; Bachelor of Arts with Honors in English from the University of North Carolina at Chapel Hill, Chapel Hill, North Carolina.

- **Dr. Franklin Bacheller**, Associate Professor, Intensive English Language Institute, Utah State University, Logan, Utah.
  
  **Credentials:** Doctor of Philosophy in Instructional Technology from Utah State University, Logan Utah; Master of Arts in English as a Second/Foreign Language from Southern Illinois University, Carbondale, Illinois, Bachelor of Arts in Journalism from the University of Wisconsin-Madison, Madison, Wisconsin.

<table>
<thead>
<tr>
<th>English Language Institute (ELI) at Oklahoma State University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Visit:</strong> March 15-16, 2012</td>
</tr>
</tbody>
</table>

**Summary of Evaluators’ Report:**

- The evaluation team finds that the ELI has several areas of strength:
  1. Senior campus officials, ELI administration, and ELI faculty understand the Institute’s role in preparing students to enroll in OSU degree programs. There appears to be an implicit understanding that other ELI functions, such as International Teaching Assistant preparation and short contract programs, while useful to the University’s international education efforts, are to remain secondary to the Institute’s primary purpose.
  2. Faculty members are dedicated to the Institute, its mission, and its students.
  3. The Institute has an outstanding orientation program and offers unique student activities.
  4. The Institute has outstanding facilities. Office and classroom space offer a positive environment for learning and work. Students who live in campus housing reported very positive experiences.

- While the review team found that the Institute meets all Regents’ standards, there are several opportunities for improvement that the Institute must address if it is to remain a strong program:
  1. Use of technology. The reviewers found little evidence, both in the self study and on site, of use of current instructional technologies. Not only
would greater use of such technologies enhance instruction, it would also
enhance student preparation for technology that will be encountered in
degree programs.

(2) Curriculum, with particular reference to student learning outcomes.
Since the last review, the Institute has developed a set of written student
learning outcomes. The reviewers found that, at best, these outcomes are
only beginning to inform curriculum development, classroom
instruction, and student assessment. Best practice in the field involves
using student learning outcomes as the foundation for curriculum
development, instruction, and student assessment.

(3) Strategic focus. The reviewers are concerned that OSU and ELI have
not given attention to the Institute’s strategic direction. In the near term,
this may lead to a lack of clarity regarding fiscal and personnel
decisions. Failure to develop a strategic plan will have long-term
implications for program enrollments, development of curriculum, and
decisions regarding professional development and work assignments for
Institute faculty.

<table>
<thead>
<tr>
<th>Center’s Staff Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI accepted the evaluators’ report; however, provided factual correction regarding the Primary Designated School Official.</td>
</tr>
</tbody>
</table>

State Regents’ staff concurs with these recommendations.
AGENDA ITEM #15-a:

Academic Policy.

SUBJECT: Approval of the revised *Function of Public Institutions* policy.

RECOMMENDATION:

It is recommended that the State Regents approve the revised *Functions of Public Institutions* policy, as described below.

BACKGROUND:

Over the past three years, program requests from technical and community colleges to offer baccalaureate degrees and expansion of both associate and doctoral degrees by the regional universities were forwarded to the State Regents for consideration. Due to concerns about severe budget constraints and limited resources, the State Regents declared a moratorium at the March 11, 2010 meeting to defer consideration of any requests for changes or exceptions to community college and university functions through the 2010-2011 year and indicated further study was needed. However, Oklahoma State Regents for Higher Education (OSRHE) stipulated that institutions could request a program if the following was documented (in addition to current requirements in the *Academic Program Approval* policy): significant demand for the program (i.e., beyond typical state and national labor statistics), the program is outside the capacity and expertise of colleges and universities within the same service area; joint or consortial approaches are not feasible, and full funding resources are procured and documented.

Subsequently, OSRHE staff engaged in discussions with presidents and chief academic officers. The Council of Presidents Academic and Systems Initiatives Committee and the Council on Instruction (COI) reviewed and discussed the governance, institutional, quality assurance, financial resources, and State System implications of changes to the function policy. Materials from other states related to associate degree granting institutions offering baccalaureate degrees, baccalaureate institutions offering associate degrees, expansion of doctoral or professional programs, and development of joint degrees were provided to deepen the discussion. Additionally, topics related to the role of joint degrees; the importance of meeting economic development needs; the role of certificate programs; the differentiation of applied baccalaureate degrees from traditional degrees; and the differentiation of Associate in Applied Science degrees from Associate in Arts/Associate in Science degrees; and concerns for institutional capacity and quality assurance were discussed.

At the June 2011 State Regents’ meeting, the State Regents reiterated concerns about budget constraints and stressed the importance of limiting further expansion of institutional functions without careful consideration. The moratorium was lifted and State Regents’ staff was directed to draft changes to the *Function of Public Institutions* policy to incorporate State Regents’ intent as outlined in the June 2011 agenda item.
Proposed changes to the Function of Public Institutions policy are outlined and described below. To incorporate the intent of the OSRHE, definitions and policy language have been added to the Academic Program Approval policy (separate agenda item) as described below.

POLICY ISSUES:

Article XIII-A of the Constitution of the State of Oklahoma states the OSRHE, “shall constitute a coordinating board of control for all State institutions described in Section 1 hereof, with the following specific powers: (1) it shall prescribe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed...” The Functions of Public Institutions policy outlines and describes the functions set by the OSRHE within the constitutional authority noted above. Institutional functions designate the level at which an institution operates; the spectrum of educational offerings; the geographic area of institutional responsibility; and the extent to which the institution is engaged in research, public service and extension activities. The policy was last revised in June 2006. Changes were not substantive and included reformatting the policy numbering scheme and moving procedural information to the procedures manual.

During the function policy discussion and moratorium, the COI Academic Programs Committee was working on the Academic Program Approval policy to incorporate changes from a related revised policy (Academic Program Review). Criteria for requesting programs outside an institution’s programmatic function were recommended to formalize the process according to OSRHE intent. The COI approved the Academic Program Approval policy draft that includes the function-related changes at the April 12, 2012 meeting. The Presidents Council Academic Initiatives and Systems Initiatives Committee approved the same policy draft at the May 2, 2012 meeting.

A related policy, Institutional Admission and Retention lists regional universities currently authorized by the State Regents to offer two-year degree programs. Those regional universities currently include Oklahoma Panhandle State University, Cameron University, Rogers State University, Langston University, Southwestern Oklahoma State University and the University of Central Oklahoma. Some of these authorizations are historic from the evolution of the institution from a two-year college into a university and some authorizations have been more recent to meet needs of the institution and the area served.

ANALYSIS:

Proposed policy changes include deletion of general language regarding programmatic responsibilities in the regional and community college sections, the addition of a reference to the Academic Program Approval policy, and an editorial change to the community college section regarding remedial and developmental education. A summary of proposed changes is provided below. The draft policy that includes strikeouts for deleted language and underscores for added language is attached.

3.2.4 – Regional Universities
A statement referring institutions to criteria in the Academic Program Approval policy for program requests outside an institution’s programmatic function was added.

3.2.5 – Community Colleges
An editorial change was added to the statement regarding remedial and developmental education and a statement referring institutions to criteria in the Academic Program Approval policy was added for
Certain changes to the Academic Program Approval policy are related to the Functions of Public Institutions policy revision and are designed to implement OSRHE intent (section 3.4.5 – New Program Request Criteria – Centrality of the Proposed Program to the Institution’s Mission and Approved Function). The rationale for the revised policy language is to ensure that during times of severe fiscal and budget constraints, programs requested outside an institutions’ programmatic function meet particular criteria and requirements to justify offering programs outside the approved function. These criteria are similar to the current new program approval process, but require more detailed documentation related to demand; evidence that collaboration with institutions with related programs to meet the demand are not feasible; community colleges and technical branches must address capacity and infrastructure if requesting a baccalaureate degree; and full and sustained funding resources must be demonstrated and documented.

It is recommended that the State Regents approve the proposed policy revisions to the Functions of Public Institutions policy.

Attachment
3.1 FUNCTIONS OF PUBLIC INSTITUTIONS

3.1.1 Purpose

The Constitution of Oklahoma (Article XIII-A, Section 2) directs the State Regents to determine the functions and courses of study in each of the institutions of the State System. There are currently 25 institutions in the State System, including 2 research universities, 11 regional universities, and 12 community colleges.

3.1.2 Definitions

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

“Course of Study” is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate.

“Function” is the allocation of responsibility which commits an institution or agency over a broad sphere of activity for a considerable length of time. Functions encompass such objects as (1) the level at which an institution shall operate, (2) the broad kinds of educational programs to be undertaken, (3) the geographic area for which the institution is to be responsible, and the extent to which it is to engage in (4) research, (5) public service, (6) extension activities, etc.

“Remedial/Developmental Courses” are zero-level courses that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

3.1.3 Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

The function of the two research universities include:

A. Both lower-division and upper-division undergraduate study in a number of fields leading to the baccalaureate or first-professional degree.

B. Graduate study in several fields of advanced learning leading to the master's degree.

C. Graduate study in selected fields leading toward the doctor's degree.

D. Organized basic and applied research.
E. Statewide programs of extension study and public service.

F. Statewide programs designed to promote the economic development of Oklahoma.

G. To the extent resources are available, to carry out limited programs and projects on a national and international scale.

H. Among the specific areas of responsibility to be undertaken by OU is the provision of quality programs in the fields of fine and performing arts, whereas OSU has a unique responsibility in the fields of agriculture and technical education.

3.1.4 Regional Universities

Cameron University (CU)
East Central University (ECU)
Langston University (LU)
Northeastern State University (NSU)
Northwestern Oklahoma State University (NWOSU)
Oklahoma Panhandle State University (OPSU)
Rogers State University (RSU)
Southeastern Oklahoma State University (SEOSU)
Southwestern Oklahoma State University (SWOSU)
University of Central Oklahoma (UCO)
University of Science and Arts of Oklahoma (USAO)

The functions of the 11 regional universities include:

A. Both lower-division and upper-division undergraduate study in several fields leading to the baccalaureate degree.

B. A limited number of programs leading toward the first-professional degree when appropriate to an institution's strengths and the needs of the state.

C. Graduate study below the doctor's level, primarily in teacher education but moving toward limited comprehensiveness in fields related to Oklahoma's manpower needs.

D. Extension and public service responsibilities in the geographic regions in which they are located.

E. Responsibility for institutional and applied research in those areas related closely to their program assignments.

F. Responsibility for regional programs of economic development.

G. Associate and certificate programs as authorized. Perform other functional or programmatic responsibilities as authorized by the State
Regents. Criteria for consideration of programs outside of the function described herein are outlined in the *Academic Program Approval* policy.

Three regional institutions currently offer programs leading to the first-professional degree: SWOSU offers a Doctor of Pharmacy (Pharm.D.); NSU offers a Doctor of Optometry (O.D.); and LU offers a Doctor of Physical Therapy (D.P.T.).

USAO has the special function as the state’s public liberal arts and sciences college.

### 3.1.5 Community Colleges

- Carl Albert State College (CASC)
- Connors State College (CSC)
- Eastern Oklahoma State College (EOSC)
- Murray State College (MSC)
- Northeastern Oklahoma A&M College (NEOAMC)
- Northern Oklahoma College (NOC)
- Oklahoma City Community College (OCCC)
- Redlands Community College (RCC)
- Rose State College (RSC)
- Seminole State College (SSC)
- Tulsa Community College (TCC)
- Western Oklahoma State College (WOSC)

The function of the 12 public community colleges include:

A. Provide general education for all students.

B. Provide education in several basic fields of study for those students who plan to transfer to a university and complete a baccalaureate degree.

C. Provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market.

D. Provide programs of remedial and developmental education for those whose previous education may not have prepared them for college students who lack required high school academic requirements for college admission or competency in the basic academic skills areas, consistent with the remediation policy.

E. Provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity.

F. Carry out programs of institutional research designed to improve the institutions' efficiency and effectiveness of operation.
G.  Participate in programs of economic development independently or with universities to meet the needs of each institution's geographic service area.

H.  Perform other special or programmatic responsibilities as authorized by the State Regents. Criteria for consideration of programs outside of the function described herein are outlined in the Academic Program Approval policy.

3.1.6 Constituent Agencies

OU Health Sciences Center
OU Law Center
OU Geological Survey
OU Tulsa
OSU College of Veterinary Medicine
OSU Agricultural Experiment Station
OSU Agricultural Extension Division
OSU Technical Branch, Institute of Technology - Okmulgee
OSU Oklahoma City
OSU Center for Health Sciences

In addition to the statements of functions set forth by the State Regents for the 25 institutions of the State System, each constituent agency also has been authorized by law and by State Regents' action to carry out certain programs and projects. Copies of these statements may be found in the official files of OU and OSU, under whose administrative jurisdictions the constituent agencies operate.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 21, 2012

AGENDA ITEM #15-b:

Academic Policy.

SUBJECT: Approval of the revised Academic Program Approval policy.

RECOMMENDATION:

It is recommended that the State Regents’ approve the revised Academic Program Approval policy, as described below.

BACKGROUND:

Revisions to the Academic Program Approval policy adopted by the State Regents in previous years are summarized below:

- September 5, 1997 – Revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication.
- January 29, 1999 – Revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend an academic program be placed on suspension, but be reinstated with State Regents’ re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.
- June 29, 2006 – Moved some procedural information to the Procedures Handbook.
- February 7, 2008 – Revisions included increased guidance to better inform State System institutions and provide consistent practices relative to comments, questions, protests regarding new programs, and sequence of steps were specified with timelines. These efforts provided appropriate time and process for institutions to voice and resolve issues prior to the consideration of a new program by the State Regents.

In Fall 2011 a committee of internal staff crafted the first draft of the Academic Program Approval policy to incorporate necessary changes due to the June 2011 changes to the related Academic Program Review policy. Subsequently, the Council on Instruction (COI) Academic Programs Committee continued work on revisions to the policy over the following months.

The Academic Program Approval policy was approved by the COI at the April 2012 meeting.

POLICY ISSUES:

The primary purpose of the Academic Program Approval policy is to provide guidance to State System institutions when submitting and evaluating requests for new program as well as providing guidance in linking academic planning with resource allocation. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts. Specific changes to the policy are summarized below.

75
ANALYSIS:

It is important to note that policy changes include updating, restructuring, and expanding sections of policy to align with recent changes made to the Academic Program Review policy.

Summary of proposed changes:

3.4.1 – Purpose
Non-substantive editorial changes.

3.4.2 – Definitions
Definitions for academic plan, consortial agreement, dual degree program, joint degree program, reverse transfer, and substantive change were added to provide guidance for institutions seeking to establish collaborative efforts regarding alternative forms of program delivery.

3.4.3 – Instructional Programs and Courses
Non-substantive editorial revisions and language regarding certificates were added to provide greater guidance to State System institutions regarding levels of instructional programs when submitting new program requests.

3.4.4 – Program Request Procedures
Non-substantive editorial revisions and language regarding an institution’s letter of intent (LOI) were added. The new LOI language provides institutions with 45 days from the date of the systemwide LOI to request a copy of the new program request for review.

3.4.5 – New Program Request Criteria
Revisions to this section of policy represent substantive changes. Language was added to strengthen criteria and provide guidance for State System institutions when submitting new program requests that are outside their current programmatic function.

Since the policy was posted in May 2012, it was determined that the section under 3.4.5 – New Program Request Criteria for regional institutions needed to be broadened beyond associate degree programs to include degree programs above the master’s level. This reflects OSRHE intent as discussed during the review of institutional and programmatic functions. The COI was informed of this change and no concerns were expressed. It is recommended that the State Regents approve the proposed policy revisions to the Academic Program Approval policy.

Attachment

3.2 Academic Program Approval Policy

3.2.1 Purpose
Policies regulating the criteria and procedures for program approval detail the State Regents’ and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional
responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty are the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request, as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are applied consistently applied.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy include:

A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B. To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C. To provide to citizens a variety of high-quality opportunities for intellectual growth.

D. To make programs reasonably accessible to academically qualified citizens of the state.

E. To utilize the state's and the institutions' resources effectively and efficiently.

F. To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.
3.2.2 Definitions

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

“Academic Plan” is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution’s accomplishments, priorities, and aspirations about current and future plans including, but not limited to, academic efficiencies and priorities, learning sites, strategic plan, enrollment projections, and technology.

“Consortial Agreement” is an agreement between two or more institutions enabling a student to take coursework simultaneously at a “host institution” and have those courses count toward a certificate or the academic degree program at the “home institution” for the purpose of completing a degree. For the purpose of this policy, the student’s home institution is the institution that will grant the student’s certificate or degree and the host institution is the institution that offers coursework toward an academic program in an agreement with another institution, but will not award the certificate or degree.

“Course of Study” is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

“Dual Degree Program” is a program in which a student is enrolled in two or more institutions and is awarded separate degrees bearing the names, seals, and signatures of each individual institution.

“Joint Degree Program” is a program in which a student may study at two or more institutions and is awarded a single academic degree bearing the names, seals, and signatures of each of the participating institutions.

“Program” is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

“Reverse Transfer” is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents’ policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

“Substantive Change” is a modification to academic certificate or degree program requirements from those that were last approved by the State Regents, which will change the requirements for a student to complete the program of study. Substantive changes include, but are not limited to, changes in total number of required credit hours for the program, changes in required courses for the program, and changes in admission standards for the program.
3.2.3 Addition, Modification, and Deletion of Instructional Programs and Courses

The addition, modification, and deletion of instructional programs require State Regents’ approval for any program of instruction of study that results in a certificate or degree, and any designated pattern of courses within an existing major, including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors are defined as a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, will be and are exempted for purposes of from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of course aggregation:

A. Levels of Instructional Programs

1. Level I

Aggregations of courses referenced in State Regents’ policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

2. Level II

Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science in General Technology, and Doctor of Engineering.

3. Level III

Aggregations of courses with an institutional-unique instructional program code, as listed in the State Regents’ inventory of degree programs. The nomenclature includes the discipline area. Examples include: Certificate in Horticulture, Bachelor of Arts in English, Associate in Science in Physical Science, Graduate Certificate in Cybersecurity Technology, Master of Education in Secondary Education, and Doctor of Philosophy in Engineering.

4. Level IV

Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline and will
usually share a common core (approximately 50 percent) of course requirements, as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV courses of study: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow concentrations in Literature, Creative Writing, and English Education.

All four levels of courses of study require State Regents’ approval. Substantive changes in programs, including deletion, require approval of the State Regents. Nonsubstantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged. Guidelines for proposing consortial, dual, or joint degree programs are provided in the State Regents’ Academic Affairs Procedures Handbook.

3.4.3 B. Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents’ policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.

Upon request, institutions will submit a current listings of courses offered.

3.4.4 C. Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of student’s credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

1. The first digit will denote the course level.
2. The second and third digits will be used to identify the course within a department.
3. The fourth digit will denote the number of semester hours credit of the course.
All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents’ action.

3.4.73.4.4 Program Request Procedures

The following procedures will be followed by the submitting institution and the State Regents for the State Regents to consideration of a new academic program:

A. Letter of Intent

The institutional president must submit a "letter of intent" to initiate a new program to the Chancellor. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as, requests for copies of the proposals new program when received. Institutions will have 45 days from the date of the systemwide “letter of intent” to request a copy of the new program request for review. The "letter of intent" does not entail a commitment on the part of an institution to establish the program nor on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The “letter of intent” must indicate the locations or campuses where the program will be offered and the delivery method. The institution's program request must be received during the one-year time period following the receipt of the intent letter, or a new "letter of intent" must be initiated.

B. Academic Plan

Demonstrate consistency with institution’s academic plan.

C. Governing Board Approval

The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.

D. Submission of a New Program Request

Upon the Chancellor’s receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

E. Content of the New Program Request Submission

The submission will include a description of the Institution's Program Development Process, and will individually address each of the nine criteria for evaluation detailed in the New Program Request Criteria for Evaluation section of this policy with include supporting data provided as appropriate and documentation.
For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request Form in the State Regents’ Academic Affairs Procedures Handbook and the Academic Program Request Form which are available online.

F. State System State Regents’ Staff Review of the Program Request

The process of the State System staff review is outlined in the Academic Affairs Procedures Handbook. The State Regents’ staff will review the institution’s program request and following, the Chancellor will submit a recommendation to the State Regents’ action. The State Regents may take one of four actions:

1. Disapprove the program with a written explanation to the institution of the reasons for this action;

2. Defer the program request until the institution meets specified criteria or provides additional information;

3. Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or

4. Approve the program without qualification.

Should an institution's request for a program be approved provisionally approved by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

Detailed procedures forms for program requests and reviews are available in the State Regents’ Academic Affairs Procedures Handbook and are available upon request online.

3.4.6 3.4.5 New Program Request Criteria for Evaluation

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, and academic plan, and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission.
There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the *Functions of Public Institutions* policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in this section along with the remaining criteria.

1. **Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.**

2. **Regional institutions requesting new or additional degrees outside of the institution’s programmatic function must address the areas as indicated in this section. Program requests above the master’s level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding new associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.**

3. **Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.**

4. **For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.**

**B. Curriculum**

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing the relationship between the
overall curriculum or the major curricular components and the program objectives. The proposed program must meet the State Regents’ minimum curricular standards, including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements. The curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal new program request. Where appropriate, the proposal new program request will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the proposal new program request must describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

C. Academic Standards

The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents’ policy requirements, and should be designed to encourage high quality.

D. Faculty

Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution’s mission, approved function and the character of the program to be developed. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program.

E. Support Resources

Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution’s mission approved function, and the character of the program, and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Books, periodicals, microfilms, microfiche, monographs, and other collections will be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.
The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information, as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the proposal new program request will include a description of how instructional and information technology resources are incorporated into this program.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal new program request must address the availability of classroom, laboratory, and office space, as well as any equipment needs.

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1. Student Demand

Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity.

2. Employer Demand

3. Evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area in relation to existing production of graduates for that area should be provided. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.

G. Complement Existing Programs

The proposed program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.
H. Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs, which meet special manpower needs. The institution submitting the proposal new program request has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

   Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

   a. Student Demand

      Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

   b. Employer Demand

      Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

   a. Demand for Services or Intellectual Property of the Program

      Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community
service) or the intellectual property (e.g., inventions and creative works) that would be produced by the students and faculty of the program and the degree to which this demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial or, Dual, or Joint Degree Programs

The proposal new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the proposal new program request should address the feasibility of joint or consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize resources.

I. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support and sustain a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may include, but not be limited to:

1. Reallocation of Existing Resources

The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. Tuition and Fees from Students New to the Institution

The institution must provide evidence of a projected increase in total student enrollments to the campus.

3. Discontinuance or Downsizing of an Existing Program or Organizational Unit

The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.
J. Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes level student assessment requirements as established by State Regents' policies should be detailed. Program review procedures will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

AGENDA ITEM #15-c:

Academic Policy.

SUBJECT: Approval of the revised University of Oklahoma admissions process for first-time entering freshman.

RECOMMENDATION:

It is recommended that the State Regents approve the revised University of Oklahoma admissions process for first-time entering freshman who graduate from high schools in the United States, as described below.

BACKGROUND:

In 1987-1988, entering freshmen at Oklahoma’s two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. As a result, in 1988, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive and regional universities. By 1998, the University of Oklahoma (OU) and Oklahoma State University (OSU) had significantly improved student performance rates in these three categories.

Revisions to OU’s admission’s standards adopted by the State Regents in recent years are summarized below:

- October 1998 – Revisions included increasing performance admission standards effective with the Fall 2000 freshman class. The revisions raised the minimum ACT score to 24 and class rank to the top 30 percent, which is higher than the State Regents’ minimum standard of an ACT score of 22 and class rank of the top 33.3 percent.
- December 2000 – Revisions added a minimum ACT score of 22 to the 15-unit core curriculum 3.0 grade point average (GPA) admission option. This revision exceeded State Regents’ minimum requirements for the standardized test, high school rank option, and the 15-unit core curriculum GPA.
- February 2001 – Revisions established new admission standards for non-resident applicants. These changes included raising the ACT score required of non-residents from 24 to 26 or requiring a 3.5 GPA and top 25 percent class rank for non-resident student admission.
- October 2001 – Revisions raised admission standards for transfer students. This change raised the GPA standard for admission from 1.7 for students with 7 to 30 credit hours and 2.0 for students with more than 30 hours to 2.5 for all students with less than 60 hours.
- May 2002 – Revisions raised the class rank requirement from 30 percent to 25 percent for automatic admission, established the 3.0 GPA and 26-30 percent class rank OR 3.0 core curriculum GPA and 22 ACT/1020 SAT requirement.

These increases in admission standards have been accompanied by steady, long-term increases in enrollment, retention and graduation rates. OU's Spring 2011 six-year graduation rate was 68 percent, which represents a significant improvement over previous years.
While these admission standards impacted increased retention and graduation rates, OU set a goal to increase its retention rate to 72 percent. In 2004, President Boren empanelled a Graduation and Retention Rate Task Force (Task Force) to identify ways to increase retention and graduate rates. The Task Force reviewed relevant literature, best practices, and retention and graduation trends at the university and across the nation. OU proposes the adoption of a more “holistic” admissions process for all first-time entering freshman who graduate from high schools in the United States. Further details and analysis are provided below. The OU Board of Regents approved the holistic admissions standards and process at the March 29, 2012 meeting.

Current performance admission standards for resident and non-resident first-time entering freshman are provided below:

<table>
<thead>
<tr>
<th>University of Oklahoma</th>
<th><strong>Option 1</strong> Minimum ACT/SAT</th>
<th><strong>Option 2</strong> Minimum GPA and Class Rank</th>
<th><strong>Option 3</strong> Minimum GPA in the 15-Unit Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident: 24/1090 AND 3.0 GPA or top 50%</td>
<td>Resident: 3.0 GPA AND top 25%</td>
<td>Resident: 3.0 GPA AND ACT 22 or SAT 1020</td>
<td></td>
</tr>
<tr>
<td>Nonresident: 26/1170 AND 3.0 GPA or top 50%</td>
<td>Nonresident: 3.5 GPA AND top 25%</td>
<td>Nonresident: 3.0 GPA AND ACT 22 or SAT 1020</td>
<td></td>
</tr>
</tbody>
</table>

**POLICY ISSUES:**

This request is consistent with State Regents' Institutional Admission and Retention policy that establishes admission requirements and principles for institutions. Revisions are made with State Regents’ approval and current standards for all State System institutions are published annually and made available to the public through the Oklahoma State Regents for Higher Education (OSRHE) web page, publications, and the State Superintendent of Instruction and State System institutions. This request is consistent with OSRHE goals to increase the number of Oklahoma residents earning a college degree by promoting academic success and improving the probability of degree completion.

This new holistic admissions process applies to United States high school graduates only. International students will continue to be admitted based on the academic quality of their work that includes a similar performance-based process as noted in 3.9.4. Students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time freshman or by transfer from another non-system college or university through the methods outlined in policy.

**ANALYSIS:**

OU’s research and study indicates that when compared to standardized test scores, high school engagement and other factors are stronger predictors of retention. Additionally, internal research further indicates some OU students who meet current admission standards exhibit characteristics and retention outcomes that suggest they are "at-risk," indicating the current automatic qualifying matrix alone is an inadequate predictor of academic success.

Institutions across the nation are pioneering a new kind of holistic admission process (e.g., The Common Application) for first-time entering freshman applicants. This process has been implemented by 456 institutions in 46 states. In addition to standardized test scores and high school GPA, the holistic review process includes consideration of multiple characteristics of applicants, including excellence in...
intellectual pursuits and creative endeavors, an understanding of and respect for intellectual, social and cultural diversity, commitment to citizenship through public service, community involvement, school activities, leadership and/or family, integrity and maturity, and recognition of the benefits of a culturally and intellectually diverse academic community.

Proposed Changes

The significant and pivotal change outlined in this proposal is the integrated holistic admission process that includes consideration of multiple student characteristics and performance indicators that are designed to better predict student success.

OU will continue to use OSRHE minimum requirements performance-based admission standards, with the exception of Option 3 (see attached policy excerpt with strikeout and underscored sections for added text). OU does not consider Option 3 a viable predictor of success; therefore proposes to eliminate it effective Fall 2013. OU will continue to follow all OSRHE policy requirements related to admission as outlined in the Institutional Admission and Retention policy. Additionally, students will be admitted consistent with State Regents’ Assessment and Remediation policies.

It is important to note OU will not exceed alternative admission limits outlined in 3.9.6.B (8 percent of the number of previous year’s first-time freshman or 50 students, whichever is greater).

Holistic Components and Review Process

- The application evaluation system is based on the admission standards and academic credentials and includes an integrated analysis and use of a point system noted below:
  - Academic Preparation and Performance (65 percent)
    - High school curriculum, GPA, and class rank
    - Standardized test scores
  - High School and Community Engagement, Leadership, and Other Factors (25 percent)
    - Responses to application essay and questions
    - Recommendations from teacher and high school counselors
    - Alumni relationships
    - Extracurricular activities
    - Work experience
    - Exceptional talents
    - Writing and Self-expression (10 percent)
    - Application Essay
    - Additional writing samples
- Applicants will answer a series of questions designed to assess the cognitive and non-cognitive factors leading to academic success and persistence.
- Using a validated and reliable scoring template, trained personnel will review the applications and score the cognitive and non-cognitive success factors.

OU recognizes implementation of this new process requires technology upgrades and additional support personnel. Therefore, OU has committed the following resources to implement the holistic admissions process: four admission officers ($190,000), one system specialist ($62,000), one holistic training coordinator ($40,000), readers/scorers ($40,000), other staffing needs ($90,000), Public Communication ($70,000), and academic coaching ($200,000) for a total estimated cost of $692,000. The source of the
funding noted in OU’s proposal is increased tuition revenue generated by increasing retention. Therefore, no additional state funding will be required to implement this proposal.

**Effective Date**

Effective in the Fall 2013 semester, out-of-state high school graduates will be admitted through the OSRHE admissions standards and holistic admission’s outlined above.

To allow time to communicate the proposed changes to Oklahoma constituents, the effective date for Oklahoma high school graduates is Fall 2016 (students entering high school in Fall 2012). It is important to note that OU will require some Oklahoma high school graduates to participate in the Sooner Success Program effective in Fall 2013 if they meet current performance admissions standards. Sooner Success is an academic coaching program for students who need additional support services. This program has demonstrated success by increasing first-year retention rates for identified and participating students.

**Communications Plan**

OU will implement a comprehensive outreach plan to communicate and explain the holistic admissions process to internal and external audiences designed to increase understanding and transparency. These audiences include in-state and out-of-state high school students and their parents, high school counselors, the general public and State System institutions. To guide prospective students considering application, OU will publish an entering class profile from the previous year that displays applicant’s demographic and high school academic performance.

**Tracking, Reporting, and Evaluation**

- Students will be tracked and retention data, grades, and supplemental information will be collected and analyzed to assess the effectiveness of the holistic admissions process and these data will be used to determine any need for modification.
- OU will provide progress reports on the academic performance and success of students admitted through the holistic admissions process compared to the population of students admitted via the current performance admissions standards (i.e., Options 1, 2, and 3) with the first progress report due **September 19, 2014** and annually thereafter with a final comprehensive report due **September 15, 2018**.
- Effectiveness of the holistic admissions process will be determined by assessment of student outcomes as follows:
  - In what ways and at what levels did the holistic admissions process impact enrollment?
  - What was the impact on the overall student profile?
  - Demographic breakdown of students and their success rates.
  - Overall GPA, retention (as compared to 68 percent), and graduation rates compared to previous classes with as compared with previous first-time freshman test scores and performance.

It is recommended that the State Regents approve the revised University of Oklahoma admissions process for first-time entering freshman as outlined above.
First-time entering students must also meet entry-level assessment requirements before enrolling in college-level courses. See the State Regents’ Assessment Policy for more information.

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.10.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

<table>
<thead>
<tr>
<th>Minimum Performance-Based Admission Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1: Standardized Tests</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Option 2: High School Performance A</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Option 3*: High School Performance B</td>
</tr>
</tbody>
</table>

*Effective Fall 2013 for out-of-state first-time-freshman and Fall 2016 for in-state first-time freshman, OU will not use Option 3 in the admission process.
The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents’ approval and current standards are published annually by OSRHE and available from each institution or the State Regents. OU is authorized to require a minimum high school GPA or class rank to correspond with standardized test scores. Effective in the Fall 2013 semester for out-of-state students and Fall 2016 for Oklahoma high school graduates, OU will implement a comprehensive new admissions process known as “holistic” admission that includes the use of standardized test scores and high school GPA and class rank (Option 1 and 2) and evaluation through a variety of processes. Additional details regarding the process may be found in the Academic Affairs Procedures Handbook.
AGENDA ITEM #15-d:

Policy.

SUBJECT: Posting of changes to the Student Financial Aid policy.

RECOMMENDATION:

It is recommended that the State Regents post the attached changes to the Student Financial Aid policy within the State Regents’ Policy and Procedures Manual as it relates to the Brad Henry International Scholarship Program.

BACKGROUND:

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education in 2008 in honor of Governor Brad Henry as a special program to provide undergraduate students attending the Oklahoma regional universities with an opportunity to experience a semester of study abroad. The Oklahoma State Regents for Higher Education and the Oklahoma regional universities have partnered with the University of Wales in Swansea, Wales (Swansea University) to establish this study abroad program.

POLICY ISSUES:

Changes to the State Regents Policy and Procedures Manual will permanently reflect the establishment of the Brad Henry International Scholarship Program and provide new policy regarding the requirements for student eligibility, the process for selection, and distribution of program awards.

ANALYSIS:

The Oklahoma State Regents for Higher Education policy for the Brad Henry International Scholarship Program is submitted for posting. Recipients of this award must be Oklahoma residents, be enrolled full-time, be in good academic standing with their institution, and have completed at least 30 hours of college coursework. Nominations for the Brad Henry International Scholarship Program will be submitted from the Oklahoma regional university president prior to the academic year in which the student will participate. The number and amount of the scholarship awards will be determined by the amount of funds allocated to the program each year.

Attachment
5.18 BRAD HENRY INTERNATIONAL SCHOLARSHIP PROGRAM

5.18.1 Purpose

The purpose of the Brad Henry International Scholarship Program is to provide an opportunity to undergraduate students from Oklahoma regional universities to participate in a semester of study abroad at the University of Wales in Swansea (Swansea University). The scholarship may be used to cover the cost of tuition, fees, room and board, books, materials, and travel expenses relating to the study abroad program.

5.18.2 General Provisions

A. Each regional university will have an opportunity to nominate one student each academic year for participation in the Brad Henry International Scholarship Program. Nominations must be made by the university president.

B. Recipients will be selected from the available nominations by a committee of State Regents’ staff. Recipients selected for this award will have shown:

1. excellent academic performance
2. outstanding writing and communication skills
3. exemplary character
4. exceptional leadership, maturity and judgment

C. Academic credit for courses taken as a part of the Brad Henry International Scholarship Program will be awarded as resident credit by the Oklahoma regional university. Credit for this program must be coordinated with the Oklahoma regional university prior to the beginning of the semester of study abroad.

5.18.3 Eligibility Requirements

A. Brad Henry International Scholar shall meet the following criteria:

1. an undergraduate student from an Oklahoma regional university
2. an Oklahoma resident
3. be enrolled full-time
4. be in good academic standing
5. have completed at least 30 hours of college coursework/credits

5.18.4 Fiscal Aspects of the Program

A. Funds made available to the student as part of the Brad Henry International Scholarship Program shall be paid directly to the regional university in which the student is enrolled, in trust for the student and on behalf of the student. Swansea University will invoice the regional university for the cost of tuition, fees, room and board, to be paid from the recipient’s award amount. Upon payment of these costs, the regional university will distribute the remainder of the award to the recipient.

B. The program shall provide recipients a scholarship in an amount not to exceed the average costs of Swansea University tuition, fees, room and board, required textbooks and materials, and travel expenses relating to the study abroad program.

C. The number and amount of scholarship awards will be determined by the amount of funds allocated to the program each year.

______________________________
Adopted September 6, 2012
AGENDA ITEM #16:

Grant.

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

RECOMMENDATION:

It is recommended that the State Regents accept grant funds in the amount of $734,753.00.

BACKGROUND:

The Elementary and Secondary Education Act of 1965 (ESEA) as amended by No Child Left Behind Act (NCLB) P.L. 107-110, Title II, Part A, Subpart 3, authorizes the Improving Teacher Quality State Grants, of which 2.5 percent of the total annual funds available to the state are given to the state agency of higher education (SAHE). Such funds are then awarded through sub-grants to eligible partnerships. Eligible partnerships must consist of at least one from each of the following: (1) an institution of higher education that has a division that prepares teachers and principals, (2) a school of arts and sciences, and (3) a high-need local educational agency (LEA). A high-need LEA is defined by the United States Department of Education as:

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

AND

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

Eligible partnerships also may include additional institutions of higher education (IHE) - either two-year or four-year; additional local education agencies (LEA), public or private, whether they are high-need or not; public charter schools; individual elementary or secondary schools; educational service agencies; nonprofit educational organizations; nonprofit cultural organizations; entities carrying out a pre-kindergarten program; teacher organizations; principal organizations; or businesses. The partnerships use the funds to conduct professional development activities in core subject areas specifically in mathematics; science; and reading and language arts, in addition to workshops on effective instructional leadership. The goal is to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) instructional leaders (i.e.; principals and superintendents) have pedagogical content knowledge in the academic subjects they teach, including computer-related technology, to enhance instruction. SAHEs should demonstrate leadership in identifying for grantees and prospective applicants scientifically-based professional development that improves teaching and learning effectiveness and impacts student academic outcomes.
ISSUES:

The Title II-A Improving Teacher Quality State Grant Program was created by the ESEA of 1965 as amended by the NCLB P.L. 107-110. It is designed to provide effective professional development for Oklahoma teachers and is consistent with the State Regents’ Teacher Education policy.

ANALYSIS:

During Summer 2012, and in the coming year, 251 teachers will participate in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve over 5,000 students during the current school year. The following map indicates the PK-12 districts served by the sub-grant awardees.

The goal of the program is to ensure that all students have highly effective teachers - teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma’s Title II SAHE grants program will meet these priorities by funding professional development activities that will:

- **Provide** high quality and sustainable professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals, and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
- **Enhance** teacher pedagogical content knowledge in Mathematics, Science and Language Arts;
- **Offer** challenging curriculum that aligns with Oklahoma’s REAC3H Standards Initiative to ensure students’ success for the state and national assessment;
• **Present** teachers with challenging curriculum that aligns with the ACT standards for transition and The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment to increase students’ success in higher education and to decrease the remediation rate;

• **Include** participation of appropriate higher-education faculty to promote the inclusion of proven methods and knowledge within teacher-education programs; and

• **Incorporate** scientifically research-based curriculum and practices.

A technical meeting is planned for July 2012 for those who are interested in writing an Improving Teacher Quality sub-grant for the upcoming year. As part of the 2013 grants, applicants must focus on Oklahoma Standards, PARCC assessment, and continuing professional education growth to high-need schools.
AGENDA ITEM #17:

Legislative Update and Resolution.

This item will be available at the meeting.
AGENDA ITEM #18:

Commendations.

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Dr. Debbie Blanke**, associate vice chancellor of Academic Affairs and **Adrienne Proffer**, coordinator of Academic Affairs Projects, attended the Military Child Education Coalition Dinner in Oklahoma City.

- **Dr. Debbie Blanke**, associate vice chancellor of Academic Affairs, **Adrienne Proffer**, coordinator of Academic Affairs Projects, **Bryce Fair**, associate vice chancellor for Scholarships and Grants and **Jarrod Cordova**, coordinator for Economic and Workforce Development attended the Military Child Education Coalition Conference luncheon featuring Governor Mary Fallin in Oklahoma City.

- **Dr. Lisa Holder**, director of Teacher Education and the Oklahoma Teacher Connection, has been invited by the National Council for the Accreditation of Teacher Education (NCATE) as an honored guest to attend Board of Examiners (BOE) Chair training.

- **Dr. Lisa Holder**, director of Teacher Education and the Oklahoma Teacher Connection; **Saeed Sarani**, curriculum advisor of the Oklahoma Teacher Connection; and **Adrienne Proffer**, coordinator of Academic Affairs Projects, hosted a delegation of five education leaders from China who were visiting Oklahoma State University IT to learn about Oklahoma’s education system. The Oklahoma State Regents group provided a PowerPoint prepared by **Dr. Debbie Blanke**, associate vice chancellor of Academic Affairs, which detailed the structure of higher education in Oklahoma to the visiting team. After viewing and discussing the PowerPoint, a lively question and answer session followed.

- **Chancellor Glen D. Johnson**, met with Alex Pettit, Oklahoma chief information officer, in Oklahoma City, to discuss higher education issues; met with President Don Betz, University of Central Oklahoma at the State Regents’ offices to discuss higher education issues; attended the Military Children’s Coalition Dinner in Oklahoma City; attended the Military Children’s Coalition Conference luncheon featuring Governor Mary Fallin in Oklahoma City; met with Langston University President Kent Smith, Jr. to discuss higher education issues; met with Secretary of State Glenn Coffee to discuss higher education issues; met with President Cunningham, Northwestern Oklahoma State University and President Randy Beutler, Southwestern Oklahoma State University to discuss higher education issues; spoke at Governor
Mary Fallin’s bill signing event for Higher Education’s Endowed Chairs Program at the Capitol; spoke at the Vera Legislative Breakfast; addressed the Bartlesville Financial Forum in Bartlesville; was interviewed on KWON in Bartlesville on higher education issues; met with State Chamber of Commerce leaders to discuss higher education issues; spoke at the Economic Development Training Workshop sponsored by the Oklahoma State Regents in Oklahoma City.

- **Bailee Milner**, scholarship assistant with the Scholars for Excellence in Child Care program, graduated with honors from Rose State College with an Associate of Arts in Liberal Studies. She is also a member of the Phi Theta Kappa Honor Society.
AGENDA ITEM #19:

Executive Session

SUBJECT: Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions.
AGENDA ITEM #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)
1 degree program name change
1 degree program option deletion
2 degree program option name changes
7 degree program requirement changes
(including degree requirement changes for all undergraduate programs in the College of Atmospheric and Geographic Sciences)

Oklahoma State University (OSU)
1 degree program option deletion

Cameron University (CU)
2 degree program requirement changes

Northeastern State University (NSU)
1 degree program name change
2 degree program option name changes
11 degree program option deletions
5 degree program option additions
9 degree program requirement changes

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

Southwestern Oklahoma State University (SWOSU)
1 degree program requirement change

Oklahoma State University Institute of Technology (OSUIT)
1 degree program option deletion

Rose State College (RSC)
7 degree program requirement changes
2 degree program option name changes
6 degree program option additions
1 degree program option deletion

POLICY ISSUES:

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

ANALYSIS:

OU – Doctor of Philosophy in Meteorology (167)
Degree program requirement change
• Remove the maximum number of credit hours allowed for dissertation research.
• Remove the “Qualifying Exam” requirement.
• The proposed changes to required dissertation credit hours will allow students more flexibility in fulfilling their degree requirements and brings the program in accordance with common practice of other doctoral programs at OU.
• The proposed changes also reflect a revision in the School of Meteorology’s General Examination to include assessment of student mastery in a number of related fields and, therefore, eliminating the need for the Qualifying Examination.
• 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.

OU – Doctor of Philosophy in Ecology and Evolutionary Biology (355)
Degree program option name change
• Change “Zoology” option name to “Biology.”
• The proposed name change is needed to mirror the changes in the name of the department and other graduate programs from Zoology to Biology.
• 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.

OU – Master of Science in Construction Administration (243)
Degree program name change, degree program option deletion, degree program requirement changes, and degree program option name change
• Change program name to “Construction Management.”
  • The proposed name change will better represent the degree and curriculum.
• Delete the “Project Report” option.
  • There are 15 students enrolled in the option.
  • Students will be accommodated by course substitutions.
• For the “Coursework Only” option:
  • Change option name to “Special Studies.”
  • The proposed name change more accurately reflects the focus of the option, which allows students the flexibility in course selection.
• Change admission criteria to the following:
  • Complete an approved, accredited Bachelor’s degree in construction or related discipline and successfully complete the Associate Constructor Exam.
  • Have completed a minimum of 3 years significant construction experience.
• Have a combined minimum score of 1100 on the Graduate Record Examination.
• Remove CNS 5513, CNS 5523, CNS 5613, CNS 5623, CNS 5813, and CNS 5823 from “Required Core Courses” and add CNS 5023, CNS 5113, CNS 5103, CNS 5203, CNS 5303, CNS 5313, CNS 5403, and CNS 5413.
• Add 3 credit hours of an elective.
• Remove the following graduation requirements:
  o Completion of a comprehensive final exam.
  o At least 51 percent of the total courses are letter graded.
  o No more than six credit hours of CNS 5960, CNS 5993, CNS 5940, or CNS 5970.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degree will change from 35 to 32.
• No funds are requested from the State Regents.

OU – Bachelor of Science in Mechanical Engineering in Mechanical Engineering (158)
Degree program requirement change
• Increase credit hours of AME 2401 from 1 to 2 (2402).
• The proposed change will provide students with a more in depth coverage of topics needed to satisfactorily perform programming throughout the remainder of the curriculum.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degree will change from 122 to 123.
• No funds are requested from the State Regents.

OU – Bachelor of Architecture in Architecture (011)
Degree program requirement changes
• Add ARCH 1112, ARCH 3543, ARCH 4333, ARCH 4723, ARCH 3555, and ARCH 4823.
• Change credit hour requirement for ARCH 1142 from 2 to 1 and change course number (1121).
• Remove ARCH 3554, ARCH 4733, and ARCH Elective.
• Change credit hour requirement for ARCH 3654 from 4 to 5 (3655), for ARCH 4754 from 4 to 5 (4755), and for ARCH 4854 from 4 to 5 (4855).
• Change credit hour requirement for ARCH 5163 from 3 to 2 and change course number (5922).
• Change credit hour requirement for ARCH 5263 from 3 to 2 and change course number (5022).
• Reduce credit hours for “Open Elective” from 30 to 21.
• The proposed changes are the result of a program review and responds to the needs of the students, the established standards of accreditation, the educational standards of OU, and the academic and professional expectations of the practice of architecture.
• Six 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 Science in Industrial Engineering in Industrial Engineering (129)
Degree program requirement change
• Remove IE 4363 and Add IE 4833.
• The proposed change will better educate students in the methods, tools, and skills of systems engineering.
• One new course will be added and one course will be deleted.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

OU – Bachelor of Arts in Art History (267)
Degree program requirement changes
• Change credit hours required for “Foreign Language” from 15 to 12-16 and require a minimum of four courses from the same language.
• Change credit hour requirement for “General Education and Other Requirements” from 61 to 67.
• Change credit hour requirement for “Free Electives” from 14-15 to 14-18.
• Change credit hour requirement for “Requirements Outside the School of Art” from 24 to 18.
• The proposed changes will update the foreign language requirements to better prepare students for careers and graduate programs.
• The proposed changes will also ensure students receive a broader scope and distribution of courses within the field of Art History.
• 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.

OU – Bachelor of Arts in Professional Studies (237)
Degree program requirement changes
• For the “Aviation” option:
  o For the “Air Traffic Management” track:
    ▪ Add AVIA 1111 to “Basic Aviation” and increase credit hours from 12 to 13.
    ▪ Remove MGT 3513 and SCM 3523 from “Business Requirements” and reduce credit hours required from 18 to 12.
    ▪ Remove AVIA 3000/4000 level elective from “Aviation Requirements,” add AVIA 3013, AVIA 4004, and AVIA 4423 and increase credit hour requirement from 20 to 27.
    ▪ Change credit hour requirement for “Free Electives” from 4-13 to 1-11.
  o For the “Aviation Management” track:
    ▪ Add AVIA 1111 to “Basic Aviation” and increase credit hours from 13 to 14.
    ▪ Change credit hour requirement for “Upper Division Elective” from 3 to 2.
  o For the “Aviation Management – Non-Flying” track:
    ▪ Add AVIA 1111 to “Basic Aviation” and increase credit hours from 19 to 10.
    ▪ Change credit hour requirement for “Free Electives” from 5-15 to 4-14.
  o For the “Professional Pilot” track:
    ▪ Add AVIA 1111 to “Basic Aviation” and increase credit hours from 13 to 14.
    ▪ Change credit hour requirement for “Free Electives” from 2-12 to 1-11.
• The proposed changes fulfill an identified need recommended by industry professionals, departmental faculty, staff, and student advisory boards and will provide students with a better-rounded curriculum.
• 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.

OU – All Undergraduate Degree Programs in the College of Atmospheric and Geographic Sciences
Degree program requirement changes
• Decrease minimum overall credit hours required for bachelor’s degrees from 124 to 120.
• Decrease the minimum upper division credit hours required for a bachelor’s degree from 48 to 40.
• The proposed changes will align the requirements for all the degree programs within the College and also with other Colleges at OU.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degrees with change as noted above.
• No funds are requested from the State Regents.

OSU – Bachelor of Science in Human Sciences in Human Development/Family Science (094)
Degree program option deletion
• Delete option “Gerontology.”
• There are currently 5 students enrolled in the option.
• Students will be transferred to the “Child and Family Services” option without a loss of credit hours.
• The proposed changes reflect a revision in the “Child and Family Services” option, which now includes a specialization with courses previously required in the “Gerontology” option.
• 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.

CU – Bachelor of Arts in Mathematics Education (155)
Degree program requirement change
• Add STAT 3113 as an alternative option to STAT 3013.
• Increase credit hours required for “Math Electives” from 10 to 12.
• The proposed changes will increase the mathematical rigor of the program and are based on feedback from the Graduate and Advisory Council.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the major will increase from 39 to 41.
• Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

CU – Bachelor of Science in Information Technology (414)
Degree program requirement change
• For the “Cyber Security and Information Assurance” option:
  o Remove IAS 2013 and add IAS 2333.
  o The proposed change will provide students with content that is vital to professionals in the Information Assurance industry.
  o No new courses will be added and no courses will be deleted.
  o Total credit hours for the degree will not change.
• No funds are requested from the State Regents.

NSU – Master of Science in Substance Abuse Counseling (146)
Degree program requirement change
• Add COUN 5673 to “Required Courses.”
• The proposed change will increase the practicum requirement and better prepare students for professional practice.
• One new course will be added and no courses will be deleted.
• Total credit hours for the degree will change from 44 to 47.
• No funds are requested from the State Regents.
NSU – Master of Science in Health and Kinesiology (142)
Degree program requirement change
• Remove PED 5013 and PED 5803 from “Professional Core” and add PED 5233 and PED 5563.
• The proposed changes will better prepare students for careers in the field.
• Two 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.

NSU – Master of Arts in English (131)
Degree program requirement change
• In “Required Core Courses” remove ENGL 5203, ENGL 5838, and ENGL 5823, increase credit hour requirement for ENGL 5993 (Thesis) from 3 to 6, and add requirement of 6 credit hours of “Electives from concentration not chosen”
• Increase credit hour requirement for “Required Core Courses” from 12 to 18.
• The proposed changes are the result of a 2010 program review and will allow students to take more hours in the area of concentration and to better focus their study on their areas of research interest.
• No new courses will be added and no courses will be deleted.
• Total credit hours for the degree will increase from 33 to 36.
• No funds are requested from the State Regents.

NSU – Master of Education in Teaching (124)
Degree program option additions, degree program option deletions, and degree program option name changes
  o There are no students enrolled in these options.
  o The options will be combined into the current “Professional Enhancement” option and will provide students with more flexibility to select courses that will enhance their teaching.
• Change the option names for “Special Learning Populations” to “Visually Impaired Certification Cognate” and for “Professional Enhancement” to “Professional Enhancement Cognate.”
  o The proposed changes will better clarify the intent of the option.
• Add options “National Board Cognate” and “Alternative Placement Cognate.”
  o The proposed options will provide curriculum that will assist students seeking National Board Certification or certification through Alternative Placement.
• 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.

NSU – Master of Science in Counseling Psychology (019)
Degree program name change
• Change program name to “Counseling.”
• The proposed name change will meet the criteria for accreditation through the Council for Accreditation of Counseling and Related Educational 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.

NSU – Bachelor of Arts in Mass Communication (050)
Degree program name change and program requirement changes
- Change program name to “Media Studies.”
  - The proposed name change reflects the many changes in the area of study and workforce
    and will better reflect the development of media in the industry.
- Remove COMM 3043, COMM 4543, and COMM 4423 from “Common Core
  Requirements.” And add MS 2453, MS 3513, MS 4553, MS 4983, and ART 1173.
- For the “Public Relations” option:
  - Remove MC 4043, MC 4553, and MC 4983 and add MS 4653, MS 4533, COMM 3213,
    and COMM 3453.
- For the “Advertising” option:
  - Remove MC 4983 and add COMM 3403 and COMM 3453
- For the “Journalism/Broadcasting” option:
  - Remove MC 4043, MC 4833, and MC 4983 and add COMM 3803, MS 4653 or MS
    4533, THTR 3263, and MS 3523.
- The proposed changes will allow students to receive more specialized applied instruction,
  which will make them more marketable in a dynamic professional media environment.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 45 to 54.
- No funds are requested from the State Regents.

NSU – Bachelor of Arts in Music (060)
Degree program option name change and degree program requirement change
- For the “Music Business” option:
  - Change option name to “Music (Business).”
  - The proposed change is required by the National Association of Schools of Music.
- For the “Jazz Studies” option:
  - Remove HUM 2443 from “Required Courses” and add MUS 2941.
  - Decrease credit hours required for “Required Courses” from 48 to 46.
  - Increase credit hours required for “Music Electives” from 3 to 5.
  - The proposed changes will increase the knowledge and use of jazz theory and removes
    course content already covered in another course.
- 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.

NSU – Bachelor of Arts in Communication Studies (090)
Degree program option additions, degree program option deletion, and degree program
requirement change
- Add options “Theory and Research,” “Communication in Relationships,” and “Applied
  Performance and Delivery.”
- For all options:
  - Remove MC 1103 and MC 4843 from “Core Courses” and add COMM 2213, COMM
    2453, and COMM 3403.
- For the “Corporate Communications” option:
  - Reduce credit hours required for “Electives” from 6 to 3 and add MS 3113.
  - Restrict “Electives” to upper-division courses from COMM.
- Delete option “Communication Processes.”
  - The College of Liberal Arts determined that students would be better served by one of the new options.
  - There are currently 14 students enrolled and will be accommodated in completing their degree requirements or allowed to pursue one of the new options.
- The proposed changes structure the curriculum to better serve the needs of majors in the workforce and in graduate education.
- Four new courses will be added and no courses will be deleted.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Computer Science (100)
Degree program requirement change
- Increase credit hour requirement for CS 2013 from 3 to 4 (2014).
- Remove MATH 3023 from “Required Courses.”
- Increase credit hour requirement for “Electives” from 12 to 14.
- The proposed changes will provide students with more content course work in the introductory course and with additional selections for electives.
- 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.

NSU – Bachelor of Arts in Visual Communication (144)
Degree program option deletion and degree program requirement change
- Delete options “Multimedia/Web Design” and “Photography.”
  - The current options no longer reflect the intent of the program.
  - There are currently 17 students enrolled in the “Multimedia/Web Design” option and 30 students enrolled in the “Photography” option.
  - Students will be allowed to complete their degree requirements or change to the updated curriculum.
  - No courses will be deleted as they will be used as electives.
  - No funds are available for reallocation.
- Remove ART 1233, ART 2013, ART 2333, ART 4903, ART 4913, and MC 4983 from “Visual Communications Core” and add VCOM 1173, VCOM 3403, and VCOM 3103.
- Decrease credit hours required for “Visual Communications Core” from 28 to 25.
- Add 18 credit hours of “Visual Communications Electives.”
- The proposed curriculum changes will better provide students with the skills relative to their individual job paths.
- Four 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.

NSU – Bachelor of Science in Medical Laboratory Science (147)
Degree program requirement change
- For the “3+1” and “2+2” options:
  - Remove MEDT 4214, MEDT 4354, MEDT 3123, MEDT 4164, MEDT 3113, and MEDT 4133 from “Required Courses.”
- For the “2+2” option only:
  - Remove MEDT 4246, MEDT 4117, and MEDT 4351.
Add MLS 4613, MLS 4812, MLS 4133, MLS 4466, MLS 4566, MLS 4226, MLS 4822, MLS 4013, and MLS 4124

- The proposed changes were requested by the National Accreditation Agency of Clinical Laboratory Sciences.
- 9 new courses will be added and six courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**SEOSU – Master of Education in Mathematics Specialist (108)**

- Degree program requirement change
  - Remove EDAD 5323 from “Required Professional Education” courses and add EDUC 5673.
  - The proposed changes align the curriculum with the new state competencies for certificate as an Elementary Mathematics Specialist.
  - 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 Occupational Safety and Health (058)**

- Degree program requirement change
  - Change requirement for “Major Elective” from “2 credit hours” to “Select one course from the following.”
  - Increase credit hour requirement for the major from 40 to 41.
  - All courses in the “Major Elective” section are a minimum of 3 credit hours. The proposed increase in credit hours for the major will align current practice with curriculum requirements.
  - 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 Chemistry (010)**

- Degree program option additions and degree program requirement change
  - Add options “Professional Chemist” and “Biochemical Technology.”
  - For all options:
    - Add 15 credit hours of “Core Courses” and include CHEM 1415, CHEM 3053, CHEM 3062, and CHEM 3425.
  - For the “Medical Sciences (Interdisciplinary)” option:
    - Remove CHEM 1415, CHEM 3053, CHEM 3062, and CHEM 3425.
    - Reduce credit hours required for “Chemistry Component” from 38 to 23.
    - Total credit hours for the option will change from 76 to 61.
  - The proposed changes will provide students with additional options focused on their career goals and incorporate the curriculum from the deleted Bachelor of Science in Technology (104).
  - No new courses will be added and no courses will be deleted.
  - Total credit hours for the major will change from 60 to 40-76.
  - Total credit hours for the degree will not change.
  - No funds are requested from the State Regents.
SWOSU – Bachelor of Science in Nursing (087)
Degree program requirement change
- Remove NURS 3183 Lab from “Professional Requirements.”
- Increase credit hour requirement for NURS 4162 from 2 to 3 (4163).
- The proposed credit hour change is the result of student and faculty course evaluations regarding course content.
- The proposed changes are a result of streamlining the teaching of skills and eliminate the need for a Pharmacology lab.
- 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.

OSUIT – Associate in Applied Science in Engineering Technologies (080)
Degree program option deletion
- Delete option “Nano Scientific Instrumentation.”
  - There are currently 6 students enrolled in the option with an expected graduation date of Fall 2012.
  - Students not completing their degree requirements by Fall 2012 will have an opportunity to complete their degree requirements through course substitutions.
  - The proposed deletion is a result of low interest in the option and few career opportunities in the field.
  - Six courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

RSC – Associate in Science in Health and Sports Sciences (107)
Degree program option name change and degree program requirement changes
- For the “Wellness” option:
  - Change option name to “Exercise/Fitness Management.”
  - Add HPER 1112, HPER 2633, and HPER 2612 to “Program Requirements” and remove HPER 1102 and HPER 2422.
  - Add 3 credit hours of “General Education” elective.
  - Change credit hour requirement for “Program Requirements” from 17 to 19.
  - Change credit hour requirement for “Support and Related” courses from 10 to 6.
- For the “Health, Physical Education and Recreation” option:
  - Add HPER 1311 or 1321, HPER 2702, HPER 1502, HES 2323, HPER 1222 and HPER 1112 to “Program Requirements” and remove HPER 2422, HPER 1102, and 6 credit hours of HPER activity.
  - Change credit hour requirement for “Program Requirements” from 15 to 19.
  - Change credit hour requirement for “Support and Related” courses from 8 to 6.
  - Change credit hours allowed for “General Education” elective from 5-7 to 3.
  - Increase credit hours required for “General Education” from 35 to 37.
- The proposed changes are needed to align the curriculum to the changing field of Health, Physical Education, and Recreations.
- The proposed changes will also allow RSC to enter into articulation agreements with the University of Central Oklahoma.
- 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.
RSC – Associate in Science in Pre-Nursing (034)
Degree program requirement change
- Add CHEM 1114 as an alternative course to CHEM 1135.
- The proposed change will allow students more flexibility and aligns the program with current practice at four-year institutions.
- 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.

RSC – Associate in Science in Chemistry (037)
Degree program requirement change
- Add PHYS 2424 as an alternative course to PHYS 2444.
- The proposed change will allow students more flexibility in course selection.
- 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.

RSC – Associate in Science in Engineering (039)
Degree program option additions
- Add options “General,” “Mechanical/Aerospace,” and “Electrical/Computer.”
- The proposed options will better serve Engineering students by providing additional course selection for students choosing to pursue bachelor’s degrees in these areas.
- 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.

RSC – Associate in Science in Business (007)
Degree program requirement change
- Require students to take ECON 2103 as their Liberal Arts elective.
- The proposed change will provide students with financial literacy content needed by business majors.
- 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.

RSC – Associate in Science in Pre-Professional Health Care (040)
Degree program option addition
- Add option “Baccalaureate Track-Allied Health.”
- The proposed option will provide students the necessary course work needed to transfer to similar programs at a four-year institution.
- 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.

RSC – Associate in Arts in Sociology (124)
Degree program requirement change
- For the “Counseling/Social Work” option:
  - Add PSYC 2103 as an alternative to PSYC 2313.
The proposed change will strengthen the program by providing students with more options.
- 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.

RSC – Associate in Science in Geosciences (126)
Degree program option additions
- Add options “Earth Science” and “Atmospheric Science.”
- The proposed options will provide students with the undergraduate course work necessary to transfer to a similar program at a four-year institution.
- 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.

RSC – Associate in Applied Science in Multimedia Communication (113)
Degree program requirement changes
- Add MULT 1103 to “Program Requirement” and remove MULT 2093.
- For the “Graphic Design” option:
  - Add CIT 2203 and remove CIT 1513.
- For the “Multimedia Authoring/Web Design” option:
  - Add CIT 1613 or CIT 1713, CIT 2013, MULT 1953, and MULT 2003 and remove WEB 2653, MULT 1153, and WEB 2153.
  - Increase credit hour requirement from 12 to 15.
- The proposed changes better reflect changes in the industry and will better prepare students for career opportunities.
- 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.

RSC – Associate in Applied Science in Business Administration (008)
Degree program option name change, degree program option deletion, and degree program requirement changes
- For the “Marketing” option:
  - Change option name to “Marketing/Social Media.”
  - The proposed name change is more applicable given today’s focus on social media tools for marketing.
- Delete option “E-Commerce.”
  - RSC indicates the option has had continued low enrollment and graduates.
  - There are currently no students enrolled.
  - No courses will be deleted as they will continue to be offered for other programs or as electives.
- For all options:
  - Add MGMT 2313 to “Program Requirements” and remove BA 1103.
  - The proposed change adds curricular content that is more applicable to Business Administration majors.
  - 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.
AGENDA ITEM #20-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

Tulsa Community College (TCC) requested authorization to suspend the program listed below.

- Associate in Applied Science in Technology (247)

Southwestern Oklahoma State University (SWOSU) requested authorization to suspend the program listed below.

- Bachelor of Social Work in Social Work (134)

POLICY ISSUES:

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

ANALYSIS:

TCC requested authorization to suspend the Associate in Applied Science in Technology (247).

- This program was on the low productivity report for the 2010-2011 academic year.
- A suspension is requested to determine if there is employer and/or student demand for a general technology degree.
- The requested action will not change curriculum.
- TCC will reinstate or delete the program by March 24, 2015.

SWOSU requested authorization to suspend the Bachelor of Social Work in Social Work (134).

- A suspension is requested due to low enrollment.
- The requested action will not change curriculum.
- SWOSU will reinstate or delete the program by May 10, 2015.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.
AGENDA ITEM #20-b:

Electronic Media.

SUBJECT: Northeastern State University. Approval of request to offer an existing degree program via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Northeastern State University’s request to offer the existing Master of Education in Reading (075) via electronic media.

BACKGROUND:

Northeastern State University (NSU) is currently approved to offer the following degree programs via electronic media:

- Bachelor of Science in Human and Family Science – Early Care
- Bachelor of Science in Nursing
- Master of Education in Science Education

NSU’s governing board approved electronic delivery of the Master of Education in Reading degree at the April 2012 meeting and NSU requests authorization to offer this program, as outlined below.

POLICY ISSUES:

This action is consistent with the Electronically Delivered and Traditional Off-Campus Courses and Programs policy. This 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:

NSU satisfactorily addressed the requirements in the Electronically Delivered and Traditional Off-Campus Courses and Programs policy as summarized below.

Master of Education in Reading

Demand. Through the College Cost Reduction and Access Act of 2007, congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary
school in high-need fields such as bilingual education and English language acquisition, foreign language, mathematics, reading specialist, science, and special education.

The Oklahoma Employment Security Commission (OESC) and the Bureau of Labor Statistics (BLS) indicate job prospects in instructional coordinators (i.e., reading specialist) look favorable with a faster than average growth rate for instructional coordinators occupations. The OESC projects a 13.28 percent increase in instructional coordinators occupations through 2018 and the BLS 2012-2013 *Occupational Outlook Handbook* indicates a 14 percent growth through 2020.

NSU’s adult students have time management issues based upon the need to balance work, home, family and completing their higher education degree. By offering the degree through the online format, NSU will help alleviate the local and national critical shortage of reading specialists.

**Delivery method.** NSU will utilize the Blackboard learning management system, which is a complete web-based suite of easy-to-use teaching and learning tools for course development, delivery and management. Additionally, NSU will utilize synchronous audio and video capabilities for scheduled class meetings.

**Funding.** No new funding will be required to deliver the degree program electronically. The program will be funded through existing allocations, program fees and tuition.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve NSU’s request to offer the existing Master of Education in Reading via electronic media online delivery as described above.
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 May 5, 2012, through June 4, 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 May 5, 2012, through June 4, 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 $8,865,000 representing $1,835,000 in State funding and $7,030,000 in Section 13/New College Funds.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>600-Section 13</td>
<td>Major Repair &amp; Renovation</td>
<td>5/17/2012</td>
<td>30,000</td>
<td>0</td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td></td>
<td>30,000</td>
<td>0</td>
<td>30,000</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>295-State</td>
<td>Nursing Renovation Project</td>
<td>5/8/2012</td>
<td>2,000,000</td>
<td>5,000,000</td>
<td>7,000,000</td>
</tr>
<tr>
<td></td>
<td>295-State</td>
<td>Event Center</td>
<td>5/8/2012</td>
<td>5,000,000</td>
<td></td>
<td>7,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td></td>
<td>0</td>
<td></td>
<td>7,000,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>600-Section 13</td>
<td>Renovations/Equipment</td>
<td>5/7/2012</td>
<td>76,600</td>
<td>273,400</td>
<td>350,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Renovations/Equipment</td>
<td>5/7/2012</td>
<td>273,400</td>
<td></td>
<td>350,000</td>
</tr>
<tr>
<td></td>
<td>600-Section 13</td>
<td>Renovations/Equipment</td>
<td>5/7/2012</td>
<td>150,000</td>
<td></td>
<td>350,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td></td>
<td>500,000</td>
<td>0</td>
<td>500,000</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>650-New College</td>
<td>Physical Plant Equipment</td>
<td>3/9/2012</td>
<td>45,000</td>
<td>0</td>
<td>45,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Instructional Equipment</td>
<td>3/9/2012</td>
<td>20,000</td>
<td>0</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Roof Replacement</td>
<td>5/25/2012</td>
<td>90,000</td>
<td></td>
<td>90,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Physical Plant Equipment</td>
<td>5/25/2012</td>
<td>220,000</td>
<td>0</td>
<td>220,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Computer Software and Licenses</td>
<td>5/25/2012</td>
<td>25,000</td>
<td>0</td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Dorm Repairs</td>
<td>5/29/2012</td>
<td>30,000</td>
<td>0</td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Dining Hall Equipment</td>
<td>5/29/2012</td>
<td>85,000</td>
<td>0</td>
<td>85,000</td>
</tr>
<tr>
<td></td>
<td>600-Section 13</td>
<td>Physical Plant Equipment</td>
<td>5/29/2012</td>
<td>620,000</td>
<td>0</td>
<td>620,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Physical Plant Equipment</td>
<td>5/29/2012</td>
<td>95,000</td>
<td>0</td>
<td>95,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Computer Software and Licenses</td>
<td>5/29/2012</td>
<td>20,000</td>
<td>0</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Instructional Equipment</td>
<td>5/29/2012</td>
<td>50,000</td>
<td>0</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>650-New College</td>
<td>Computer Networking Equipment</td>
<td>5/29/2012</td>
<td>5,000</td>
<td>0</td>
<td>5,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td></td>
<td>1,305,000</td>
<td>0</td>
<td>1,305,000</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>295-State</td>
<td>Land Improvements</td>
<td>5/9/2012</td>
<td>30,000</td>
<td>0</td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td></td>
<td>0</td>
<td>30,000</td>
<td>30,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>System Totals</td>
<td></td>
<td>1,835,000</td>
<td>7,030,000</td>
<td>8,865,000</td>
</tr>
</tbody>
</table>
AGENDA ITEM #20-d (1):

Agency Operations.

SUBJECT: Ratification of Purchases.

RECOMMENDATION:

It is recommended that the State Regents ratify purchases in amounts in excess of $25,000 but not in excess of $100,000 between April 27, 2012, and May 30, 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 April 27, 2012 and May 30, 2012, there were four (4) purchases in excess of $25,000 but not in excess of $100,000.

Purchases Between $25,000.00 and $99,999.99

OneNet

1) Chickasaw Telecom in the amount of $29,719.00 for hardware required to implement the pilot program for the Department of Health state network upgrade. (Funded from 718-OneNet).

2) IBM in the amount of $39,927.85 for support renewal for N5300 series storage. The hardware disk array and software provide primary and secondary storage service to OneNet and OneNet customers. (Funded 718-OneNet).
Change Orders to Purchase Orders that are now in excess of $25,000.00 but not in excess of $100,000

OCAP

3) Livevox Inc. in the amount of $7,000.00. The Hosted Predictive Auto Dialer Services is an automated service that will place calls to pre-defaulted and defaulted student loan borrowers and will either transfer borrower to a OCAP employee defaulted loan specialist for assistance or will leave a message for the borrower to call OCAP for assistance. OCAP has exceeded the initial estimated charges for this fiscal year; an increase in the purchase order is needed to pay for the remaining charges. The new total for this purchase order is now $47,320.00. (Funded from 701-OCAP).

OneNet

4) Cross Telephone in the amount of $7,000.00. Additional T1 Circuits needed for new customer, Department of Health in Tulsa, which was added in December 2011. The new total for this purchase order is now $32,950.00. (Funded 718-OneNet).
AGENDA ITEM #20-d (2):

Agency Operations.

SUBJECT: Approval of technical amendments to agency retirement plan.

RECOMMENDATION:

It is recommended that the State Regents approve technical amendments to an agency retirement plan made necessary by changes in applicable federal tax laws and regulations.

BACKGROUND:

The State Regents have several tax-qualified retirement plans for agency employees. As federal tax laws and regulations change, the plan documents for these retirement plans must be changed in order for the retirement plans to maintain their tax-qualified status. Outside tax counsel has advised that the plan document for one of the retirement plans must be amended at this time to take into account the Pension Protection Act and the Heroes Earnings and Assistance Relief Tax Act. Outside tax counsel has also advised that the amendments are technical only, and do not affect the amount of benefits available under the retirement plan.

POLICY ISSUES:

This action is consistent with State Regents' policy.

ANALYSIS:

On the advice of outside tax counsel, it is recommended that the attached technical amendments be approved, so that the agency's retirement plan can maintain its tax-qualified status.
SUPPLEMENTAL RETIREMENT PLAN FOR
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
AMENDMENT FOR
PENSION PROTECTION ACT, HEART ACT, WORKER, RETIREE, AND
EMPLOYER RECOVERY ACT, AND OTHER LAW CHANGES

ARTICLE I
PREAMBLE

1.1 Adoption and effective date of Amendment. The Oklahoma State Regents for Higher Education adopts this Amendment to the Plan to reflect recent law changes. This Amendment is effective as indicated below for the respective provisions.

1.2 Superseding of inconsistent provisions. This Amendment supersedes the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this Amendment.

1.3 Construction. Except as otherwise provided in this Amendment, any reference to “Section” in this Amendment refers only to sections within this Amendment, and is not a reference to the Plan. The Article and Section numbering in this Amendment is solely for purposes of this Amendment, and does not relate to any Plan article, section or other numbering designations.

ARTICLE II
PENSION FUNDING EQUITY ACT OF 2004 AS
MODIFIED BY SUBSEQUENT LEGISLATION

2.1 General Rule. This Article applies to the determination of the Code Section 415 limits.

2.1.1 Effective date. The Employer adopts this Article II to reflect certain provisions of the Pension Funding Equity Act of 2004 (PFEA), as modified by the Pension Protection Act of 2006 and the Worker, Retiree and Employer Recovery Act of 2008. Except as otherwise provided herein, effective for distributions in Plan Years beginning after December 31, 2003, the required determination of actuarial equivalence of forms of benefit other than a straight life annuity shall be made in accordance with this Article. However, this Article does not supersede any prior election to apply the transition rule of section 101(d)(3) of PFEA as described in Notice 2004-78.

2.1.2 Definition of “Applicable Mortality Table.” Effective for annuity starting dates in a Plan Year beginning on or after January 1, 2008, for purposes of this Article, the “applicable mortality table” means the applicable mortality table within the meaning of Code Section 417(e)(3)(B) as described in Revenue Ruling 2007-67.

2.2 Benefit Forms Not Subject to the Present Value Rules of Code Section 417(e)(3).

2.2.1 Form of benefit. The straight life annuity that is actuarially equivalent to the Participant’s form of benefit shall be determined under this Section 2.2 if the form of the Participant’s benefit is either:

(a) A nondecreasing annuity (other than a straight life annuity) payable for a period of not less than the life of the Participant (or, in the case of a qualified pre-retirement survivor annuity, the life of the surviving spouse), or

(b) An annuity that decreases during the life of the Participant merely because of:

(1) The death of the survivor annuitant (but only if the reduction is not below 50% of the benefit payable before the death of the survivor annuitant), or
(2) The cessation or reduction of Social Security supplements or qualified disability payments (as defined in Code Section 401(a)(11)).

2.2.2 Limitation Years beginning before July 1, 2007. For Limitation Years beginning before July 1, 2007, the actuarially equivalent straight life annuity is equal to the annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit computed using whichever of the following produces the greater annual amount:

(a) the interest rate and the mortality table (or other tabular factor) specified in the Plan for adjusting benefits in the same form; and

(b) a 5 percent interest rate assumption and the “applicable mortality table” defined in the Plan for that annuity starting date.

2.2.3 Limitation Years beginning on or after July 1, 2007. For Limitation Years beginning on or after July 1, 2007, the actuarially equivalent straight life annuity is equal to the greater of:

(a) The annual amount of the straight life annuity (if any) payable to the Participant under the Plan commencing at the same annuity starting date as the Participant’s form of benefit; and

(b) The annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using a 5 percent interest rate assumption and the applicable mortality table defined in the Plan for that annuity starting date.

2.3 Benefit Forms Subject to the Present Value Rules of Code Section 417(e)(3).

2.3.1 Form of Benefit. The straight life annuity that is actuarially equivalent to the Participant’s form of benefit shall be determined as indicated under this Section 2.3 if the form of the Participant’s benefit is other than a benefit form described in Section 2.2.1.

2.3.2 Annuity Starting Date in Plan Years Beginning in 2009 and later. Notwithstanding anything in this Amendment to the contrary, if the annuity starting date of the Participant’s form of benefit is in a Plan Year beginning in or after 2009, and if the Plan is maintained by an eligible employer as defined Code Section 408(p)(2)(C)(i), the actuarially equivalent straight life annuity is equal to the annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using whichever of the following produces the greater annual amount:

(a) The interest rate and the mortality table (or other tabular factor) specified in the Plan for adjusting benefits in the same form; and

(b) A 5.5 percent interest rate assumption and the applicable mortality table described in Section 2.1.2.

2.3.3 Annuity Starting Date in Plan Years Beginning After 2005. Except as provided in Section 2.3.2, if the annuity starting date of the Participant’s form of benefit is in a Plan Year beginning after December 31, 2005, the actuarially equivalent straight life annuity is equal to the greater of:

(a) The annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using the
interest rate and the mortality table (or other tabular factor) specified in the Plan for adjusting benefits in the same form;

(b) The annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using a 5.5 percent interest rate assumption and the applicable mortality table for the distribution under Regulations Section 1.417(e)-1(d)(2) (determined in accordance with Section 2.1.2 for Plan Years after the effective date specified below); and

(c) The annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using the applicable interest rate for the distribution under Regulations Section 1.417(e)-1(d)(2) (determined in accordance with Section 2.1.2 for Plan Years on or after January 1, 2008 and the applicable mortality table for the distribution under Regulations Section 1.417(e)-1(d)(2) (determined in accordance with Section 2.1.2 for Plan Years after the effective date specified below), divided by 1.05.

The effective date of the applicable mortality table above is for years beginning after December 31, 2008.

2.3.4 Annuity Starting Date in Plan Years Beginning in 2004 or 2005. If the annuity starting date of the Participant’s form of benefit is in a Plan Year beginning in 2004 or 2005, the actuarially equivalent straight life annuity is equal to the annual amount of the straight life annuity commencing at the same annuity starting date that has the same actuarial present value as the Participant’s form of benefit, computed using whichever of the following produces the greater annual amount:

(a) The interest rate and the mortality table (or other tabular factor) specified in the Plan for adjusting benefits in the same form; and

(b) A 5.5 percent interest rate assumption and the applicable mortality table for the distribution under Regulations Section 1.417(e)-1(d)(2).

However, this Section does not supersede any prior election to apply the transition rule of section 101(d)(3) of PFEA as described in Notice 2004-78.

2.3.5 Applicable interest rate. For purposes of the Plan’s provisions relating to the calculation of the present value of a benefit payment that is subject to Code Section 417(c), as well as any other Plan provision referring directly or indirectly to the “applicable interest rate” or “applicable mortality table” used for purposes of Code Section 417(e), any provision prescribing the use of the annual rate of interest on 30-year U.S. Treasury securities shall be implemented by instead using the rate of interest determined by applicable interest rate described by Code Section 417(e) after its amendment by PPA. Specifically, the applicable interest rate shall be the adjusted first, second, and third segment rates applied under the rules similar to the rules of Code Section 430(h)(2)(C) for the calendar month (lookback month) before the first day of the Plan Year in which the annuity starting date occurs (stability period). For this purpose, the first, second, and third segment rates are the first, second, and third segment rates which would be determined under Code Section 430(h)(2)(C) if:

(a) Code Section 430(h)(2)(D) were applied by substituting the average yields for the month described in the preceding paragraph for the average yields for the 24-month period described in such section, and

(b) Code Section 430(h)(2)(G)(ii)(II) were applied by substituting “Section 417(e)(3)(A)(ii)(II)” for “Section 412(b)(5)(B)(ii)(II),” and
(c) The applicable percentage under Code Section 430(b)(2)(G) is treated as being 20% in 2008, 40% in 2009, 60% in 2010, and 80% in 2011.

ARTICLE III
DIRECT ROLLOVER OF NON-SPOUSAL DISTRIBUTION

3.1 Non-spouse beneficiary rollover right. For distributions after December 31, 2006, a non-spouse beneficiary who is a “designated beneficiary” under Code Section 401(a)(9)(E) and the Regulations thereunder, by a direct trustee-to-trustee transfer (“direct rollover”), may roll over all or any portion of his or her distribution to an Individual Retirement Account (IRA) the beneficiary establishes for purposes of receiving the distribution. In order to be able to roll over the distribution, the distribution otherwise must satisfy the definition of an “eligible rollover distribution” under Code Section 401(a)(31).

3.2 Certain requirements not applicable. Although a non-spouse beneficiary may roll over directly a distribution as provided in Section 3.1 of this Amendment, the distribution, if made prior to January 1, 2010, is not subject to the direct rollover requirements of Code Section 401(a)(31) (including Code Section 401(a)(31)(B)), the notice requirements of Code Section 402(f) or the mandatory withholding requirements of Code Section 3405(c). If a non-spouse beneficiary receives a distribution from the Plan, the distribution is not eligible for a 60-day (non-direct) rollover.

3.3 Trust beneficiary. If the Participant’s named beneficiary is a trust, the Plan may make a direct rollover to an IRA on behalf of the trust, provided the trust satisfies the requirements to be a designated beneficiary within the meaning of Code Section 401(a)(9)(E).

3.4 Required minimum distributions not eligible for rollover. A non-spouse beneficiary may not roll over an amount that is a required minimum distribution, as determined under applicable Regulations and other Internal Revenue Service guidance. If the Participant dies before his or her required beginning date and the non-spouse beneficiary rolls over to an IRA the maximum amount eligible for rollover, the beneficiary may elect to use either the 5-year rule or the life expectancy rule, pursuant to Regulations Section 1.401(a)(9)-3, A-4(c), in determining the required minimum distributions from the IRA that receives the non-spouse beneficiary’s distribution.

ARTICLE IV
ROLLOVER OF AFTER-TAX AMOUNTS

4.1 Direct rollover to qualified plan/403(b) plan. For taxable years beginning after December 31, 2006, a Participant may elect to transfer employee after-tax contributions by means of a direct rollover to a qualified plan or to a 403(b) plan that agrees to account separately for amounts so transferred (including interest thereon), including accounting separately for the portion of such distribution which is includible in gross income and the portion of such distribution which is not includible in gross income.

ARTICLE V
PARTICIPANT DISTRIBUTION NOTIFICATION

5.1 180-day notification period. For any distribution notice issued in Plan Years beginning after December 31, 2006, any reference to the 90-day maximum notice period requirements of Code Sections 402(f) (the rollover notice) is changed to 180 days.

ARTICLE VI
QUALIFIED DOMESTIC RELATIONS ORDERS

6.1 Permissible QDROs. Effective on or after April 6, 2007, a domestic relations order that otherwise satisfies the requirements for a qualified domestic relations order (QDRO) will not fail to be a QDRO:
(i) solely because the order is issued after, or revises, another domestic relations order or QDRO; or
(ii) solely because of the time at which the order is issued, including issuance after the annuity starting
date or after the Participant's death.

6.2 Other QDRO requirements apply. A domestic relations order described in Section 6.1 is subject to the
same requirements and protections that apply to QDROs.

ARTICLE VII
DIRECT ROLLOVER TO ROTH IRA

7.1 Roth IRA rollover. For distributions made after December 31, 2007, a Participant or beneficiary may
elect to rollover directly an "eligible rollover distribution" to a Roth IRA described in Code Section
408A(b). For this purpose, the term "eligible rollover distribution" includes a rollover distribution
described in Article IV, if applicable.

ARTICLE VIII
HEART ACT PROVISIONS

8.1 Death benefits. In the case of a death or disability occurring on or after January 1, 2007, if a participant
dies while performing qualified military service (as defined in Code Section 414(u)), the survivors of the
Participant are entitled to any additional benefits (other than benefit accruals relating to the period of
qualified military service) provided under the Plan as if the participant had resumed and then terminated
employment on account of death.

8.2 Differential wage payments. For years beginning after December 31, 2008, (i) an individual receiving a
differential wage payment, as defined by Code Section 3401(h)(2), shall be treated as an Employee of the
Employer making the payment, (ii) the differential wage payment shall be treated as compensation, and
(iii) the Plan shall not be treated as failing to meet the requirements of any provision described in Code
Section 414(u)(1)(C) by reason of any contribution or benefit which is based on the differential wage
payment.
*****

Except as otherwise provided in this Amendment to the Supplemental Retirement Plan for Oklahoma State Regents for Higher Education, the Plan is hereby ratified and confirmed in all respects.

EXECUTED as of the ____ day of __________, 2012.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

By: __________________________

Julie K. Carson, Chair
AGENDA ITEM #20-e:

Deleted Item.
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:

Annual Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

It is recommended that the State Regents accept the fourteenth Teacher Education Annual Report on Systemwide Review.

Research shows that good teaching matters. College going rates are influenced by knowledgeable teachers who know the art of teaching and use it to motivate students. Since 2001, Oklahoma consistently has ranked in the top fifteen in Improving Teacher Quality in the Education Week Quality Counts Report. However, in the 2012 report, in The Teaching Profession category, Oklahoma dropped to 24th in the nation with a grade of C-. This decline is primarily the result of the moratorium on Oklahoma’s Residency Year program for the past two years. It should be noted that SB1797 was signed by the Governor on May 10, 2012, to again extend the moratorium until July 2014. The induction of beginning teachers is a factor in the scoring in the Quality Counts survey.

BACKGROUND:

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

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

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

In April 2010, the need for question 4, “grade inflation in the field of education,” was discussed with the Academic Affairs Committee of the State Regents. It was noted that one of the criteria for being admitted to a teacher education program is a GPA of 3.0 in liberal arts courses (the other options for admittance include a passing score on the Oklahoma General Education Test (OGET) or a passing score on the Pre-
Professional Skills Test (PPST). Additionally, Oklahoma public institutions with teacher education programs require that teacher candidates have, among other requirements, a minimum 2.5 GPA in all their coursework (including upper division courses) before successfully exiting a teacher education program. Because of these requirements, it was determined that any apparent grade ‘inflation’ was more the result of these criteria than from any other source. Thus, the report now answers 6 questions instead of 7 (omitting question 4).

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the fourteenth annual report, covers the 2010-2011 academic year and contains a summary of findings for each recommendation. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation (OCTP). In fact, much collaboration was done in Summer 2009 between the two agencies in order to streamline the reporting from the institutions.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the Academic Planning, Resource Allocation effort, and the State Regents’ commitment to efficiency and excellence.

ANALYSIS:

Over 20 years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. Dr. Lisa Holder is the Director of Teacher Education and meets regularly with teacher education deans across the State System to maintain the gains in quality of teacher education programs. Consequently, colleges of education have developed and implemented competency-based teacher preparation programs and candidate assessments. Some general findings about the previous year’s compiled reports are provided below.

- Graduate programs are still examined for rigor and support. In 2010-2011, East Central University admitted the most candidates ‘conditionally’ – 402. This number is due to a stringent writing test the candidates must pass before being fully admitted.

- The 12 universities constantly examine elementary education requirements. In 2010-2011, most colleges of education reported adjusting content knowledge instruction so candidates would have greater success in passing the Elementary Oklahoma Subject Area Test (OSAT) Subtest 1.

- All colleges of education report investing in instructional technology in varying amounts for a variety of needs, ranging from computers and software to SMART Boards and video/audio recording devices.

- Faculty members at all 12 universities report a variety of methods of attaining appropriate professional development. Many participated in college-sponsored activities as well as attended and presented at state and national conferences. Grant-writing and technology education sessions were also highlighted by several campuses. Additionally Oklahoma State Regents for Higher Education policy directs that each faculty member spend a minimum of 10 clock hours in the public schools to meaningfully interact with P-12 students, teachers, and administrators.
• All 12 colleges of education report strong interaction with arts and sciences faculty. One of the primary methods mentioned by most universities includes participation by arts and sciences faculty on a variety of committees in the teacher education college. The ongoing No Child Left Behind (NCLB) grants provide models of arts and science faculty, teacher education faculty and K-12 teacher collaborations.
2011 REPORT ON RECOMMENDATIONS:

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

<table>
<thead>
<tr>
<th>Universities</th>
<th>Admitted Conditionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron University (CU)</td>
<td>29</td>
</tr>
<tr>
<td>East Central University (ECU)</td>
<td>402</td>
</tr>
<tr>
<td>Langston University (LU)</td>
<td>11</td>
</tr>
<tr>
<td>Northeastern State University (NSU)</td>
<td>N/A</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University (NWOSU)</td>
<td>5</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University (OPSU)</td>
<td>N/A</td>
</tr>
<tr>
<td>Oklahoma State University (OSU)</td>
<td>25</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University (SEOSU)</td>
<td>13</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University (SWOSU)</td>
<td>15</td>
</tr>
<tr>
<td>University of Central Oklahoma (UCO)</td>
<td>4</td>
</tr>
<tr>
<td>University of Oklahoma (OU)</td>
<td>35</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma (USAO)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

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

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

Cameron University (CU)
In 2010-2011, changes were made to the Elementary Education program to assist candidates in meeting the reading competencies of the OSAT Subtest I. Course materials were revised to increase an emphasis on phonics and English Language Learners. Also, the Diagnosis of Reading Difficulties class was moved from the university campus to a local elementary school where candidates both pull out students for assessment and tutoring and push in to the elementary classrooms to watch reading instruction by experienced teachers. Additionally, a field experience was added to the Science Methods course taught during the Summer semester. Candidates in this course were able to apply what they learned in class as part of a science camp for elementary-aged students.

East Central University (ECU)
Committees have been actively working to find ways to strengthen the elementary program, including: 1) A committee is analyzing the syllabi for all literacy classes in the elementary, special education, and early childhood programs to determine strengths and weaknesses. The committee will align standards with courses, redesign the content of some courses, and sequence the courses in such a way to enable candidates to more progressively understand and use specific reading and diagnosis strategies; 2) ECU is piloting the Oklahoma Mentoring Network rubric
which was adapted for student teachers. This was done in an attempt to provide more continuity throughout programs and to identify gaps in teacher candidates’ knowledge, skills and dispositions; 3) Two classrooms were equipped with state of the art technology which includes a symposium and smart board technology. This was done to prepare all candidates for using technology as part of their pedagogy; 4) Elementary Education annual assessment plan has been revised to more closely align with National Council for Accreditation of Teacher Education (NCATE) standards; 5) Two professional development trainings were conducted to teach faculty how to use the new technology in their courses; and 6) The Elementary Specialized Professional Association (SPA) report was submitted in the Fall 2011 which required much detailed analysis of the program. More intensive Elementary OSAT test review sessions were conducted to help candidates understand the testing format and to provide instruction on writing constructed responses.

Langston University (LU)
The Elementary Education program is in the progress of revising the plan of study to assure that candidates are covering the content necessary to become successful educators in elementary education as well as pass the OSAT. Some courses have been combined in order to manage the one hundred twenty-four hours credit hours required for graduation with a Bachelor of Science degree. The faculty is also making adjustments on the plan of study to determine when candidates should take the Certification Examinations for Oklahoma Educators to ensure the content is covered before taking the tests.

Northeastern State University (NSU)
Because NSU underwent a successful NCATE and State visit in Fall 2011, the institution is not required to submit a report this year.

Northwestern Oklahoma State University (NWOSU)
Modifications to performance assessments for the elementary education program were made in alignment with meeting Association for Childhood Education International (ACEI) standards. The elementary education program coordinator continues to create a list of all candidates who have not passed the OSAT after each set of test results are reported. An explanation of techniques and assistance is provided in preparation for taking the next OSAT test and sent to the Director of Teacher Education. Continuing this practice NWOSU expects to see more tutoring sessions for OSAT preparation, more class and syllabus design to enhance the scores, and an overall increase in scores.

Oklahoma Panhandle State University (OPSU)
Due to the changes in the OSAT 50 (reading and language arts) and the extremely low state-wide pass rates for this exam, OPSU’s reading faculty are making continuous modifications in content knowledge instruction. No other changes are being made at this time.

Oklahoma State University (OSU)
OSU added two surveys to allow students to provide feedback on university supervisors and cooperating teachers, and an exit survey related to the students perception of the effectiveness of the elementary program; questions were aligned to ACEI standards.

Southeastern Oklahoma State University (SEOSU)
The Elementary Education program has closely reviewed test scores on the revised Elementary Education OSAT. Based on the results from 2010-2011 and partial scores from 2011-2012, elementary education has implemented the following changes: at four of the five sites, a regular faculty member will ELED 3423/33 – Reading I & II, all syllabi for courses in the reading and
language arts have been revised to include the OSAT competencies, and an additional Elementary Education faculty member will be added to the faculty in order to have full-time reading faculty at all five sites where the Elementary Education degree program is taught.

Southwestern Oklahoma State University (SWOSU)
No major changes have occurred during the period for this report.

University of Central Oklahoma (UCO)
No major changes have occurred in the undergraduate Elementary Education program. The Elementary Education faculty has established an assessment plan for all candidates in the Elementary Education Graduate Program. The plan will provide a specific means by which non-licensure candidates in the M.Ed. in Elementary Education Program will be tracked and assessed systematically.

University of Oklahoma (OU)
No major changes have occurred during the period for this report.

University of Science and Arts of Oklahoma (USAO)
Other than full implementation of the Oklahoma Reading Test for elementary, early childhood and deaf education majors, no major changes occurred during the period for this report.

4. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

In 1996-1997, the State Regents funded more than $1 million for technology in teacher education programs; subsequently the amount was incorporated into institutional base budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses, and technology upgrades.

CU
Funds were used to purchase a student response system (clickers). Twenty-eight clickers were purchased at a total cost of $2,050. The department has also added in a Mobi pad ($449) that the teacher can walk around and write on and it shows on the screen (many Title I schools have these). Software ($199) that is aligned to Priority Academic Student Skills objectives was also purchased. Tablet technology, specifically the Apple iPad, was purchased for candidates’ use at a total cost of $5,000. The total amount spent on technology exceeded $7,500.

ECU
For the 2010-2011 academic year, $34,154 was budgeted for technology as follows: $4,938 was allocated for the Education Media Lab; $10,750 was allocated for the Education computer lab; $2400 was allocated for new faculty computers; $13,000 was allocated for new technology to update classrooms; and $3,066 was allocated for computer labs for physical education teacher certification majors.

LU
Approximately $40,000 was spent for equipment and technological services by the School of Education and Behavioral Sciences for the 2010-2011 school year. This amount does include maintenance of the equipment already in place in the School of Education and Behavioral Sciences. The School of Education has a computer laboratory housing 14 desktop computers and
printer and a laboratory with eight wireless laptop computers with printer/scanner. The School also has two SMART classrooms for faculty and candidate use. More faculty are using instructional technology in their teaching and more candidates are using a wide variety of media in their coursework such as power point presentation and developing the e-portfolio through LiveText which is required for clinical teaching. Workshops on Desire To Learn (D2L) were offered and faculty from the School of Education attended these workshops.

NSU
Note: NSU did not submit a report.

NWOSU
Total expenditures on instructional technology were $289,650. This included the replacement of the 16 computers in the Education Center computer lab which totaled $12,800. Updated ITV equipment and improvements to Blackboard were included with the university technology expenditures. Regular rotation of new computers continues every year.

OPSU
During the 2010-2011 year, $4,049 was spent on resources to support instructional technology. This was used to replace printers, laptops, and light bulbs in projectors. All equipment is relatively new and in excellent working condition.

OSU
College of Education (COE) Technology currently provides technology services in support of the College in the areas of Technical Support, Instructional Support, and Administrative Applications.

During the 2010-2011 year, COE Administrative Applications spent $39,013 in support of the Administrative Applications area of COE Technology, which is dedicated to the development of college-wide or mission critical network applications for streamlining administrative processes and functions. These activities include the design, development, and implementation of multi-user network database applications for assisting in the performance of COE administrative functions and in streamlining and automating day-to-day COE operations. This area also manages the collection of information, encompassing all COE activities, for online distribution. This includes the collection of academic, program, faculty and staff information for the COE and its dissemination through the internet and other media, the development of online calendars for COE activities, and development and design of web pages to promote COE events and course offerings.

During the 2010-2011 year, COE Computer Support in the amount of $376,515 was spent on hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The COE Technical Support area provides not only technology resources in terms of hardware and software, but it also support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintains computing and multimedia equipment within all COE offices, classrooms, and student computer labs.
During the 2010-2011 year, COE Instructional Support in the amount of $429,066 was spent to provide resources and instruction for all students, faculty, staff, and administrators in the College. The area is divided into two main parts, the COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with very wide range of hardware and software available for both faculty and students with traditional media and equipment. This facility is open weekdays and evenings, and on weekends during the Fall and Spring semesters; a reduced schedule is implemented for holidays and the shorter academic terms. There are additional computer lab facilities available in other areas of the college. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the COE. Consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, and evaluation to most effectively utilize technology tools within learning strategies are provided. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and multimedia presentations. Instruction and training are provided in the use of instructional resources as well as changes to technology resources that have occurred within the academic year as follows:

- Scheduled replacement of computers in Willard 007 computer classroom;
- Scheduled replacement of computers in Willard 002 computer lab;
- Scheduled replacement of computers in all COE classrooms;
- Conversion of Willard 104 classroom to distance learning facility;
- Upgrade of technology in Willard 010 lecture hall; and
- Scheduled replacement of faculty and staff computers.

The Department of Communication Sciences and Disorders also spent approximately $50,000 generated by the Arts and Sciences “tech fee” to purchase 12 iPads and an electronic medical records system to be used in the OSU Speech-Language and Hearing clinic.

SEOSU
Expenditures for education technology are estimated at $93,000 for the 2010-2011 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, and purchase laptops for classrooms and faculty.

SWOSU
The 2011 Report to the OSRHE listed $49,250 as the technology allocation to the Education Department. Additionally, the department shares technology resources with SWOSU’s Center for Distance Learning so that nearly all classrooms are equipped with computers, video projectors, document cameras and SMART boards. Transition to Blackboard Collaborate (webinar format) is underway for many ITV courses that enable students to log into their class by computer and interact in real time with the instructor rather than travel to a site with audio/video feed.

UCO
The Instructional Technology Center is the technology supports the College of Education and Professional Studies.* The chart below represents spending during the reporting year:

<p>| Equipment, software, infrastructure maintenance | $219,474.45 |</p>
<table>
<thead>
<tr>
<th>Service Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional staff (ITC, network, lab)</td>
<td>237,309.02</td>
</tr>
<tr>
<td>Student wages (resource center, labs, e-portfolio)</td>
<td>57,679.71</td>
</tr>
<tr>
<td>Miscellaneous (supplies, lamps, batteries, etc.)</td>
<td>24,386.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$538,849.23</strong></td>
</tr>
</tbody>
</table>

*Note: The College of Education and Professional Studies does not divide the spending based on the Teacher Education side of the “house” and the professional studies side.

OU
Technology related expenditures are covered by technology course fees generated each year based on the number of credit hours produced within the college. Currently the fee is $19.75 per credit hour. OU’s budget for technology needs is $315,657 which covers the salaries and benefits for two Information Technology technicians, one graduate research assistant, and several undergraduate student lab technicians. These technicians maintain all electronic equipment with in the college, the student computer lab, the computer classroom, all video-conferencing technologies in four conference rooms, the teaching podiums in College classrooms with linked SMART Boards and ceiling-mounted projectors, as well as the College security system. In addition, some technology fees are used to purchase faculty-requested hardware or software needed for student instruction.

USAO
Educational technology expenditures in the amount of $17,943.71 are outlined below:

1. Acer P236H BD 23" Widescreen LCD Monitor @ $149.98 $149.98
2. Apple iPad 2 (32GB, Wi-Fi, white) @ $499.00 $499.00
3. Apple Smart Cover for iPad 2 @ $39.00 $39.00
4. Brother HL-2140 laser printer @ $113.96 $113.96
5. 9 Dell Optiplex 990, 3.4GHz Intel Core i7 processor, 4GB DDR3 RAM – 9 @ $998.08 $8,892.27
6. Extreme Altitude 350-2- Wireless Antenna (AP) - USAOGH1NE @ $363.00 $363.00
7. Interion 40937 Large Tilt Wall Mount @ $39.99 $39.99
8. Samsung CLP-315 color laser printer @ $90.40 $90.40
9. Sony EVI - D100 CCTV camera @ $1,031.72 $1,031.72
10. Tandberg Edge 75MXP portable Codec @ $5,588.53 $5,588.53
11. Universal videoconferencing wall mounting kit @ $516.53 $516.53
12. Vizio 42" LCD HDTV (M/N: E420VO) @ $528.88 $528.88
**TOTAL** $17,943.71

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

Funding in units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students as well as to mentor student teachers and serve on Resident Year Teacher Committees (RYTC). Serving on the RYTC gives faculty an opportunity to observe, assess and model best practices. *Please note – in Spring 2010, the legislature placed a moratorium on the Residency Year program.*
CU
Kelly McClure presented STAR Board (an interactive whiteboard) training to all faculty to model how to effectively use the interactive whiteboard in class. Jennifer Holloway attended the National Council for the Social Studies Conference. Sue Hoppe attended the Council for Exceptional Children National Conference and the statewide Autism conference. Michelle Smith attended the Teacher Educators for Children with Behavior Disorders Conference. Tanisha Billingslea and Stephanie White attended ACEI conference. Courtney Glazer and Michelle Smith attended a Dyslexia workshop. CU sponsored a professional development conference on the use of Foldables to increase student engagement.

ECU
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. Almost all of the faculties in the unit have gone through additional Blackboard training on the new Blackboard 9 format. Over one hundred hours of professional development have been made available to unit faculty through university programs such as the Center for Excellence in Teaching and Learning. Regular university sponsored professional development activities are provided on campus during the academic year. Additionally, all unit faculty have listed substantial individualized faculty development as part of the required reporting to the Education Faculty Development Committee, a standing committee of the university. In the Education Department alone, over 200 hours of professional activities were noted as professional activity and service to the community. A majority of all classes offered by the unit now employ some phase of blackboard assignments. Additionally, two professional development training were held to teach faculty how to use SMART board technology and how to use “Safe Assign” to ensure academic integrity.

LU
Faculty working with teacher education programs are required to participate in faculty development to assure they are modeling the best practices and stay abreast of current development in the field of education. Langston University offers a series of professional development presentations of which faculty from the School of Education and Behavioral Sciences attend. Faculty also receive professional development by attending professional conferences such as the Oklahoma Association of Colleges of Teacher Education (OACTE) / Oklahoma Association of Teacher Education (OATE) annual conferences, Service Learning / Teaching Methodology conference and National Aeronautics Space Administration (NASA) Pre-service Teacher Conference. Faculty from Arts and Sciences, Agriculture and Applied Sciences attend the OACTE/OATE annual conference. Candidates also participate in the NASA Pre-service Teacher programs across the nation. Several faculty members in the School of Education and Behavioral Sciences are Board of Examiners (BOE) trained through NCATE.

NSU
Note: NSU did not submit a report.

NWOSU
The OACTE Fall Conferences and SPA training were attended by the Teacher Education Faculty. Northwestern Oklahoma State University usually has 10-15 faculty members who attend both days of this conference each year. Education faculty attended American Association of Colleges for Teacher Education /NCATE Conferences in the Fall and Winter. Other conferences attended were the Oklahoma Higher Education Reading Council Critical Literacy Seminar,
OACTE/Oklahoma Education Forum, National Council on Teacher Quality Conference, AACTE Conference, BOE training, and a variety of State and National Conferences related to particular content areas, such as state career tech Summer conference. NWOSU professional development workshops on Assessment Day were offered to the faculty across campus while students were being tested. Among those were a “Focus Group: Future Educators” hosted by an education faculty member and a local P-12 administrator. Education faculty who were not presenting these workshops were in attendance for their own professional development.

OPSU
All education faculty (and some other unit faculty) attended the OACTE/OCTP/OATE conventions in 2010 and 2011. Additional professional development meetings have been held on the OPSU campus. Topics include: Becoming a 21st Century Teacher, Brain Research and Learning, How Can Doc Sharing Tools Help Students Collaborate, Learner-Center Teaching: Where Should I Start?, Coping with Seven Disruptive Personality Types in the Classroom, How Do I Promote Deep, Lasting Student Learning?

OSU
All Secondary and K-12 Faculty attended a variety of conferences and conference sessions (and present during sessions) both in state and out of state focusing on teaching styles, inquiry, group discussion, and collaborative learning. Faculty also attended professional development on using technology in the classroom including SMART Board, D2L, and effective on-line teaching professional development sessions, offered by the university through the College of Education and the Institute for Teaching and Learning Excellence.

Dr. Julie Angle, Science Education, consults on the National Board of Professional Teaching Standards, receiving professional development as part of her preparation to do this work.

Agricultural Education - Faculty (4) and graduate students (~10) attended various professional development events and activities held during the American Association for Agricultural Education (AAAE), Southern Region Research Conference (Feb. 2011), the AAAE, Western Region Research Conference (April 2011), and the AAAE, National Agricultural Education Research Conference (May 2011), as well as faculty professional development seminars offered through OSU’s Institute for Teaching and Learning Excellence unit.

SEOSU
The teacher education faculty members have many opportunities to develop new knowledge and skills through in-service education, conference attendance, workshops, and working in PK-12 schools. During 2010-2011, 25 teacher education faculty members attended a professional development activity. The following list indicates the types of professional activities in which the faculty had the opportunity to participate: Oklahoma Educational Studies Association, College Reading Association, Southwest Educational Research Association, Grant Writing Institute, Council for Exceptional Children, Native American Symposium, NCATE Accreditation and Accountability Conference, Bill Martin Jr. Memorial Symposium, Annual Convention for the Higher Learning Commission, Chalk and Wire Training, International Collegiate Theatre Festival, National Art Education Association Conference, American College Theatre Festival, Wayne Dixon Honorary Scholarship Workshop, Blackboard Orientation for online classes, International Conference on Children’s Literature, International Symposium on Assessment in Music Education, Preparing Mathematicians to Educate Teachers, Conference for the Advancement of Mathematics Teaching, and the Oklahoma Alliance for Health, Physical Education, Recreation and Dance.
SWOSU
Nine faculty members of the Department of Education attended the Association for Supervision and Curriculum Development Fall conference in Las Vegas, Nevada in October, 2011. A majority of the scheduled sessions dealt with effective teaching styles.

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

Beginning in 1998, UCO established a Faculty Enhancement Center (FEC), recently renamed the Center for Excellence in Transformative Teaching and Learning. The initial impetus for the creation of the center came from the Faculty Senate and faculty members who saw a need to assist professors to strengthen their teaching and maximize student learning. This center provides professional development opportunities in many areas including technology, assessment, class organization, various instructional strategies, student learning, transformational learning, and other emerging, relevant topics. Unit faculty have shared their expertise with colleagues in all colleges by presenting concurrent presentations during Faculty Enhancement Day, as well as offering faculty gatherings (brown bags, etc.) throughout the year on issues such as cooperative learning, developing course syllabi, infusing technology into the curriculum, understanding and implanting strategies to enhance learning base on diversity, approaches to working with English Language Learners, and other relevant issues. The FEC, as well as other entities on campus have been responsible for bringing noted educators to campus.

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

Additionally, Teacher Education faculty have been involved in participating in webinars to learn more about the Common Core standards and implementation, advances in clinical experiences, and other timely areas of focus for Teacher Education

OU
In the Jeannine Rainbolt College of Education (JRCOE) faculty development is continuous and takes many forms. For instance, the Fall 2011 JRCOE Faculty Retreat featured a menu of professional development sessions including: Advanced Applications in D2L, Connecting Research to Public Policy, Effective Scaffolding of Graduate, Student Writing, Nurturing the Intellectual Life of the College, Striving for Work/Life Balance, Teaching Online and Blended Classes, Technology Tools in the Classroom. At the request of faculty, the Spring 2012 JRCOE Faculty Meeting followed up with additional professional development sessions on teaching blended and on-line classes. Faculty members are also able to attend professional development sessions offered at JRCOE’s Center for Educational Development and Research, for example:

- September 17, 2010: Grant Writing Seminar. This presentation presented strategies to apply for grants. Mikale Pilgrim was the presenter and coordinated this presentation with Dr. Linda Mason.
- October 27, 2010: Academic Writing Brown Bag Lunch. This presentation was targeted to students, but faculty and staff were welcome as well. Anna Holloway and Matthew King were the presenters.
A presentation on an introduction to NVivo is currently in development for this semester. The JRCOE provides financial support for faculty professional development in the form of $15,000 per academic year to be spent on professional travel, and $18,000 per academic year to be spent on research-related expenses. In the past, the College additionally provided $6,000 per year to support other professional development requests, but this program has been suspended. Faculty members are also supported for sabbatical leaves, which often include professional development goals.

USAO
Professional development opportunities included institutional offerings on a Symposium on Africa, Festival of Arts and Ideas Symposium focusing on Spontaneous Fractals, Giles Symposium with Minnijean Brown Trickey, and the Emerson-Weir Symposium with Margaret Atwood. Opportunities designed to improve each unit faculty member’s ability to model effective teaching styles included institutional offerings such as a Writing workshop by Maegan Rodgers, and several Moodle training sessions. Additionally, professional development opportunities specific to the teacher education faculty included a Faculty Development workday, Read Across America opportunities, and monthly Student National Education Association (SNEA) speakers. Additionally, the unit provides financial support for attendance at professional meetings by faculty in order to improve their teaching and model best practices.

Specifically, on campus opportunities included:
- Fall Work/learning Day – 10/15/10
- Giles Symposium – Minnijean Brown Trickey – 10/7/10
- Festival of Art and Ideas – Creativity – March 7-8
- Emerson/Wier Symposium – Margaret Atwood – 3/31/11

Faculty and students regularly attend area Reading Council events. Many also attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:
- Brian Grimm [USAO grad and OK Teacher of the Year] – “Tips for making your students want to learn and have fun doing it” – 9/8/10
- Loretta Jackson – Verden One Room School project – 10/6/10
- Curt Parker from Great Expectations – “Transforming Lives through Education” – 11/8/10 KDP Initiation
- Author Tabitha Moon – “Writing and Publishing Process” – 11/13/10 Reading Council
- Ag in the Classroom – 3/2/11 (SNEA) and 1/11/11 (Reading Council)
- Paul Simon – “Lessons Learned” – 3/10/11 KDP Initiation
- Bruce Treadway, OEA – “What Can a Teacher Do about Bullying” – 6/23/11

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

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

CU
Arts and Sciences faculty serve on the Teacher Education Council with Education faculty and meet monthly. This year, representatives from departments across campus have been working on mid-cycle data collection for new programs so Education faculty and Arts and Sciences faculty have met multiple times throughout the year to ensure data is being collected in meaningful ways and to form advisory committees. Additionally, English and Social Studies faculty have worked with the Department of Education to explore the possibility of adding secondary options at the RSU campus.

ECU
Arts and Sciences faculty currently represent their certification area and thus contribute to the education of pre-service teachers in several different ways. First, each content certification area has a representative who serves on the Teacher Education committee. The coordinators of each of the certification programs attend the faculty retreat at the beginning of the year and share testing data related to their field. At the yearly retreat, all but one content area faculty member attended. During the retreat issues related to teacher education are discussed. As a result of this retreat, changes were made in the disposition instrument and the student teacher assessment instrument. Additionally, efforts are being made to ensure that secondary education students feel like an integral part of the education program at ECU. A factor identified at the yearly retreat as one that negatively affects retention of secondary certification majors was that they didn't feel like a part of the education community. The Department Chair shifted the teaching responsibilities of one faculty member so secondary education majors would have the same professor two times throughout the professional development sequence. Candidates could develop a personal relationship with a faculty member which improves retention. As a result, secondary candidates have been more active in education programs provided on campus for education majors such as homecoming parade, “Teacher of the Year” lecture and The Education Scholarship and Awards Banquet.

Arts and Sciences Faculty have also been involved in two Improving Teacher Quality Grants written and directed by education faculty. One faculty member from the English Department and one faculty member from the Math Department participated in the development and presentation of content related to using Reading and Writing Strategies to teach the Language of Mathematics. This grant was presented to 30 area public school teachers, and feedback from this grant will be used to inform pre-service practice. Finally, every coordinator a certification program participated in writing and submitting a SPA report. Many conversations occurred and continue to occur that will impact changes in ECU’s pre-service program. Disposition forms have been redesigned with the help of secondary education faculty from other Colleges and the student teaching evaluation form has been redesigned based on feedback from secondary faculty.

LU
Faculty in Arts and Sciences are included on the Teacher Education Committee which oversees the program’s policies and procedures, curriculum, admission requirements, candidate dispositions, as well as approval of candidates for admission to Teacher Education and Clinical Teaching. The committee is comprised of faculty from English, Mathematics, Chemistry, Biology, Music, Technology and Physical Education along with faculty from Elementary, Special and Early Childhood Education. Faculty from Arts and Sciences assist in Oklahoma certification testing sessions, particularly with the OGET. Faculty from the specific content areas conduct
study sessions for the candidates who want extra help. This is separate from the class that is offered and is conducted during times that is most convenient for the students. Faculty from Arts and Sciences participate in NCATE meetings held on a regular basis in preparation for the upcoming NCATE visit. Committees have been identified and are comprised of faculty from the School of Education and Behavioral Sciences, School of Arts and Sciences and School of Agricultural and Applied Sciences.

NSU
Note: NSU did not submit a report.

NWOSU
Collaboration with Arts and Sciences faculty continued, as all faculty assisted candidates in passing these tests and in increasing their content knowledge. The Teacher Education Faculty (TEF) consists of education faculty and education representatives from each program which represent the arts and sciences faculty. The TEF members met on a monthly basis and during a retreat to ensure all members were kept abreast of educational issues at the local, state and national levels. The TEF make recommendations to the governing unit, Teacher Education Committee, as needed.

OPSU
All secondary education degree programs are housed in the Arts and Sciences departments. Representatives of each program offered at OPSU are active members of the Teacher Education Council (TEC) which meets monthly. All Arts and Science TEC members provide significant suggestions and collaboration with the unit.

OSU
Secondary and K-12 Education faculty collaborate with Arts and Sciences faculty in their respective content area fields to share information and data in order better to meet students’ needs in content-area classes.

K-12 Art Education:
Dr. Gayla Foster, Art Education, collaborated with the Chair of the Art Department, Chris Ramsay, to prepare art education (certification) student teachers for attending the Oklahoma Art Education Association (OAEA) conference in Fall 2011 and accompanied them to the conference. The OAEA conference will be held at OSU, Fall 2012.

Secondary English Education:
Dr. Virginia Worley, English Education, collaborated with the Director of the OSU Writing Center (housed in English Department), Dr. Rebecca Damron, to work with English Education seniors on their writing in preparation for the Oklahoma Subject Area Test-English (OSAT-English) to improve their OSAT writing scores.

K-12 Foreign Language Education:
Dr. Cathleen Skinner, Foreign Language Education, collaborated with faculty from Arts and Sciences and emerita faculty member, Dr. Nadine Olson, to work with foreign language education majors on their conversation skills, their presenting (in the foreign language) skills through the Methods of Teaching Foreign Language (P-8) and Methods of Teaching Foreign Language (6-12) classes to ensure foreign language students are prepared for the OSAT-Foreign Language tests and for internships.

Secondary Science Education:
Dr. Julie Angle, Science Education, and her Methods of Teaching Science students collaborated with Arts and Sciences faculty member Dr. Donald French and his BIOL 1114 lab students to facilitate Dr. Angle’s future science teachers’ practicing teaching through inquiry in a college freshman-level biology class. Collaborative research, writing, and publishing between Drs. Angle and French have emerged and are still emerging from this collaboration. Dr. Angle also works with faculty in Arts and Sciences to bring public school science teachers and students to campus for National Lab Day. Once the students and teachers are on the OSU campus, science students from the College of Education and from the College of Arts and Sciences escort the students as tour guides so that the secondary students tour the research labs at OSU to get possible ideas for their own research projects. Additionally, Dr. Angle works with Arts and Sciences faculty to prepare and hold the Junior Science and Humanities Symposium at OSU. During the symposium, researchers from across campus help judge student research presentations.

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

SWOSU
Arts and Sciences faculty serving as instructors for teaching methods courses are invited to attend education faculty meetings. Some of these faculty members also serve on Admissions/Retention Committee which is responsible for reviewing candidates for admission to teacher education. Collaboration with Department of Mathematics faculty on the Sayre campus resulted in the development of a new math course designed for education majors. Arts and Sciences faculty also comprise 8 of the 14 faculty positions on the Teacher Education Council. The TEC serves as a faculty forum for policy and procedures in teacher education.

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

OU
The Arts and Sciences faculty serve on the Education Professions Division council (EPD). The EPD is responsible for all of the professional certification programs. Emerging issues, problems and changes are dealt with and resolved by the EPD after extensive discussion and deliberation. The Arts and Sciences faculty members on the council play important roles in all of the discussions, deliberations and decisions. Also each certificate committee includes Arts and Sciences faculty. They make significant contributions to program areas through that kind of involvement. An example of this is their role in discussions with faculty on course changes to degree sheets in the move from four and a half to four year programs in all secondary education degrees.
The Teacher Education Committee with representatives from all certification programs meets monthly. The committee sets all policy related to the education of pre-service teachers, approves candidates for admission to the Teacher Education Program and to Professional Trimester. Faculty representing Math, Science, English, Social Studies, Art, Music, and PE are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 12 hours of science classes, a minimum of 9 hours of language arts content, 12 hours of social studies content, PE in the Elementary), Early Childhood (12 hours of math, 12 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 12 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content).

The annual Fall Workday was held October 12, 2010, with teacher education faculty from all program areas. While the optimism of the positive NCATE review the previous year lingered, the realities of looming change/reform throughout all education arenas was the theme of the day. Also included in the day was an interactive review of assessment data from the prior year and five year trends.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Forty-Second Meeting

May 25, 2012
## Minutes of the Seven Hundred Forty-Second Meeting
May 25, 2012

### CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement of filing of meeting and posting of the agenda</td>
<td>19257</td>
</tr>
<tr>
<td>Call to Order</td>
<td>19257</td>
</tr>
<tr>
<td>Minutes of the Previous Meeting</td>
<td>19257</td>
</tr>
<tr>
<td>Reports</td>
<td>19257</td>
</tr>
<tr>
<td>State Regent</td>
<td>19258</td>
</tr>
<tr>
<td>Student Advisory Board</td>
<td>19258</td>
</tr>
<tr>
<td>E&amp;G Allocation</td>
<td>19258</td>
</tr>
<tr>
<td>Tuition and Fee Guidelines</td>
<td>19259</td>
</tr>
<tr>
<td>Contracts and Purchases</td>
<td>19259</td>
</tr>
<tr>
<td>Investments</td>
<td>19262</td>
</tr>
<tr>
<td>New Programs</td>
<td>19262</td>
</tr>
<tr>
<td>Program Deletions</td>
<td>19263</td>
</tr>
<tr>
<td>Academic Policy</td>
<td>19263</td>
</tr>
<tr>
<td>Scholars for Excellence in Child Care</td>
<td>19264</td>
</tr>
<tr>
<td>Temporary Assistance to Needy Families</td>
<td>19265</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>19265</td>
</tr>
<tr>
<td>Oklahoma Tuition Aid Grant</td>
<td>19265</td>
</tr>
<tr>
<td>Student Performance Reports</td>
<td>19265</td>
</tr>
<tr>
<td>Commendations</td>
<td>19266</td>
</tr>
<tr>
<td>Executive Session</td>
<td>19266</td>
</tr>
<tr>
<td>Personnel</td>
<td>19266</td>
</tr>
<tr>
<td>Consent Docket</td>
<td>19267</td>
</tr>
<tr>
<td>Reports</td>
<td>19267</td>
</tr>
<tr>
<td>Report of the Committees</td>
<td>19268</td>
</tr>
<tr>
<td>New Business</td>
<td>19269</td>
</tr>
<tr>
<td>Announcement of Next Regular Meeting</td>
<td>19269</td>
</tr>
<tr>
<td>Adjournment</td>
<td>19269</td>
</tr>
</tbody>
</table>
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 Friday, May 25, 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 November 22, 2011. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

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

3. **MINUTES OF THE PREVIOUS MEETING.** Regent Massey made a motion, seconded by Regent Price, to approve the minutes of the State Regents’ meetings on April 18 and April 19, 2012. Voting for the motion were Regents White, Price, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion were none.

4. **REPORTS.**


   b. **Report of the Chancellor.** Chancellor Glen D. Johnson provided Regents with a list of engagements he had attended on behalf of the State Regents.
5. **STATE REGENT.** Justice of the Oklahoma Supreme Court Yvonne Kauger administered the Oath of Office to Regent Ron White. Regent White was appointed to a second nine-year term as a State Regent by Governor Mary Fallin. Regent Carson introduced and thanked Justice Kauger. All Regents congratulated Regent White.

6. **STUDENT ADVISORY BOARD.**
   a. Regent Stricklin made a motion, seconded by Regent Turpen, to recognize the outgoing members of the Student Advisory Board. Voting for the motion were Regents Price, Carson, Glass, Turpen, Massey, Stricklin, and Price. Voting against the motion were none. Justice Kauger administered the oath of office to incoming members of the Student Advisory Board. Members of the Student Advisory Board are elected to serve a one-year term by delegates to the Oklahoma Student Government Association at their annual meeting.
   b. Mr. Steve Sichterman, outgoing chairman of the Student Advisory Board, presented the Student Advisory Board Annual Report and Recommendations. The recommendations included strengthening the academic advisement programs offered, renewing attention to the review of tenured professors, continuing support of veteran student affairs, emphasize the improvement of faculty teaching methods, promoting the implementation of the Common Core State Standards into the state’s common education system, remaining exempt from the authority of the State Chief Information Officer (CIO), and opposing the carrying of handguns or similar weapons on college campuses. Regent Carson thanked the Student Advisory Board members for their leadership and commitment to supporting Oklahoma higher Education.

7. **E&G ALLOCATION.**
a. Regent Glass made a motion, seconded by Regent Massey, to approve the FY2013 state appropriations to colleges, universities, constituent agencies, centers, Regents’ operations and other special programs. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.

b. Regent Turpen made a motion, seconded by Regent Massey, to approve the allocation of Brain Gain grant funds in the amount of $2,409.15 to Oklahoma City Community College for the 2012 Invitational Summit on Remedial Reform. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White, Price, and Carson. Voting against the motion were none.

8. **TUITION AND FEE GUIDELINES.** Regent Turpen made a motion, seconded by Regent Massey, to approve tuition and mandatory fee principles and guidelines for FY2013. These guidelines address: 1) the responsibilities of the various parties in the establishment of tuition and fees; 2) the State Regents’ publication of peer information for planning purposes; 3) institutional compliance with legislative peer limits; 4) State Regents’ communication of pertinent information to students; 5) documentation required of institutions; and 6) use of revenue from dedicated fees. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Price, Carson, and Glass. Voting against the motion were none.

9. **CONTRACTS AND PURCHASES.**

   a. Regent Turpen made a motion, seconded by Regent Massey, to approve the following contract items for amounts in excess of $100,000 for FY2012:
1) A total of $10,758,360 in federal grant funds for optical networking components of the Oklahoma Community Anchor Network as specified in the grant award.

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

b. Regent Turpen made a motion, seconded by Regent Massey, to approve the following contract items for amounts in excess of $100,000 for FY2013:

1) Presbyterian Health Foundation in the amount of $771,564.00 for office space occupied by the Oklahoma State Regents for Higher Education located at 655 Research Parkway, Oklahoma City.

2) Ellucian Company LP in the amount of $106,987.00 for telephone support and upgrades to the agency accounting and human resources system.

3) University of Missouri in the amount of $222,460.00 for connectivity to Internet II for the University of Oklahoma, Oklahoma State University, Tulsa and the Oklahoma State Regents for Higher Education.

4) Oklahoma Law Enforcement Retirement System in the amount of $419,715.00 for office space occupied by the Oklahoma College Assistance Program located at 421 NW 13th Street, Oklahoma City.

5) University of Oklahoma for $170,000.00 for 24/7 Help Desk services.
6) Qwest Communications in the amount of $150,000.00 for Commodity Internet.
7) Chickasaw Telecom in the amount of $240,000.00 for maintenance of Cisco equipment.
8) Oracle in the amount of $170,000.00 for maintenance of Oracle equipment.
9) AT&T in the amount of $7,528,000.00 for customer and network infrastructure circuits.
10) Cox Communications in the amount of $1,443,000.00 for customer and network infrastructure circuits.
11) Windstream Communications in the amount of $198,000.00 for customer and network infrastructure circuits.
12) Chickasaw Holding in the amount of $250,000.00 for customer and network infrastructure circuits.
13) Indian Nations Fiber Optic in the amount of $610,000.00 for customer and network infrastructure circuits.
14) Intelleq Communications in the amount of $220,000.00 for customer and network infrastructure circuits.
15) MBO Corporation in the amount of $765,000.00 for customer and network infrastructure circuits.
16) Oklahoma Western Telephone in the amount of $111,000.00 for customer and network infrastructure circuits.
17) Pioneer Telephone in the amount of $183,000.00 for customer and network infrastructure circuits.

18) Panhandle Telephone Communications in the amount of $215,000.00 for customer and network infrastructure circuits.

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

10. INVESTMENTS. Regent White made a motion, seconded by Regent Price, to approve EnCap Flatrock Midstream II and Oaktree Opportunities IX as new investment managers as recommended by the State Regents’ investment consultant Mercer, Inc. Voting for the motion were Regents White, Price, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion were none.

11. NEW PROGRAMS.

a. Regent Massey made a motion, seconded by Regent Price, to approve the request from Northwestern Oklahoma State University to offer the Master of Arts in America Studies. Voting for the motion were Regents Price, Carson, Glass, Turpen, Massey, Stricklin, and White. Voting against the motion were none.

b. Regent Massey made a motion, seconded by Regent Stricklin, to approve the request from the University of Central Oklahoma to offer the Master of Science in Nursing. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.

c. Regent Price made a motion, seconded by Regent Massey, to approve the request from Rose State College to offer the Associate in Applied Science in Aerospace Technology. Voting for the motion were Regents Glass, Turpen,
Massey, Stricklin, White, Price, and Carson. Voting against the motion were none.

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

- The University of Central Oklahoma requested to delete the Master of Education in Education.

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

13. ACADEMIC POLICY.

a. Regents reviewed proposed revisions to the State Regents’ Function of Public Institutions policy. This item was for posting only and did not require Regents’ action.

b. Regents reviewed proposed revisions to the State Regents’ Academic Program Approval policy. This item was for posting only and did not require Regents’ action.

c. Regents reviewed proposed revisions to the University of Oklahoma’s admissions process for first-time entering freshmen who graduate from high schools in the United States. This item was for posting only and did not require Regents’ action.

d. Regent Price made a motion, seconded by Regent Massey, to approve changes to the State Regents’ In-State/Out-of-State Status of Enrolled Students policy. The changes include a reference to the Budget and Fiscal Affairs policy regarding Oklahoma National Guard, which outlines the treatment of Oklahoma
National Guard students who may be classified as out-of-state students according to policy. Voting for the motion were Regents Massey, Stricklin, White, Price, Carson, Glass, and Turpen. Voting against the motion were none.

e. Regent Price made a motion, seconded by Regent Massey, to approve changes to the State Regents’ Institutional Accreditation policy. The proposed changes include establishing a definition of physical presence and statement regarding the student complaint process. Voting for the motion were Regents Stricklin, White, Price, Carson, Glass, Turpen, and Massey. Voting against the motion were none.

f. Regent Price made a motion, seconded by Regent Massey, to approve revisions to the State Regents’ Professional Programs policy. The proposed changes reinstate language pertaining to the Southwestern Oklahoma State University Doctor of Pharmacy, which was inadvertently omitted during the previous revision process. Voting for the motion were Regents White, Price, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion were none.

14. SCHOLARS FOR EXCELLENCE IN CHILD CARE.

a. Regent Price made a motion, seconded by Regent Massey, to approve the Scholars for Excellence in Child Care scholarship contract modification, renewing the existing contract for the first one-year term allowable, and approve the Scholars for Excellence in Child Care program contract in an amount not to exceed $1,369,226. Voting for the motion were Regents Price, Carson, Glass, Turpen, Massey, Stricklin, and White.
b. Regent Price made a motion, seconded by Regent Massey, to approve the Scholars for Excellence in Childcare Program allocations to participating Oklahoma community colleges. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.

15. TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF). Regent Price made a motion, seconded by Regent Turpen, to approve the allocation of funds to participating Oklahoma community colleges for the Temporary Assistance to Needy Families (TANF) program as stipulated by the contract with the Oklahoma Department of Human Services. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, White, Price, and Carson. Voting against the motion were none.

16. TULSA COMMUNITY COLLEGE. Regent Price made a motion, seconded by Regent Stricklin, to accept the report on the Tulsa Community College EXCELeRATE Concurrent Enrollment Pilot Project. Voting for the motion were Regents Turpen, Massey, Stricklin, White, Price, Carson, and Glass. Voting against the motion were none.

17. OKLAHOMA TUITION AID GRANT. Regent Price made a motion, seconded by Regent Turpen, to approve the proposed 2012-2013 award schedule for the Oklahoma Tuition Aid Grant program. Awards are made to students on a first-come/first-served basis, with the expectation to fund students applying through March 1. Voting for the motion were Regents Massey, Stricklin, White, Price, Carson, Glass, and Turpen. Voting against the motion were none.

18. STUDENT PERFORMANCE REPORTS.
a. Regent Turpen made a motion, seconded by Regent Massey, to approve the Oklahoma High School Indicators Project report, which includes high school to college-going rate, performance of college freshmen, and ACT performance. Voting for the motion were Regents Stricklin, White, Price, Carson, Glass, Turpen, and Massey. Voting against the motion were none.

b. Regent Turpen made a motion, seconded by Regent Massey, to approve the 2010-2011 Annual Student Remediation/Developmental Education Report. Voting for the motion were Regents White, Price, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion were none.

19. COMMENDATIONS. Regent Massey made a motion, seconded by Regent Glass, to recognize State Regents’ staff for state and national recognitions. Voting for the motion were Regents Price, Carson, Glass, Turpen, Massey, Stricklin, and White. Voting against the motion were none. Regents recognized five staff members who had recently received degrees: Jose Dela Cruz; Payton Hamlin; Brian Rousey; Lourdes M. Torres; and Debbie Terlip. Regents congratulated each staff member on their achievement.

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

21. PERSONNEL. Regent Stricklin made a motion, seconded by Regent Massey, to ratify the appointment of Mr. Von Royal to serve as the Executive Director of OneNet and Higher Education Chief Information Officer. Voting for the motion were Regents Carson, Glass, Turpen, Massey, Stricklin, White, and Price. Voting against the motion were none.
22. **CONSENT DOCKET.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the following consent docket items:

a. Programs. Program Modifications. Approval of institutional requests.

b. GEAR UP. Approval of a License Agreement between Aurora Learning Community Association and Oklahoma GEAR UP to provide a longitudinal data system to GEAR UP school districts.

c. ACT. Approval of the 2012-2013 ACT Agreement.

d. Electronic Media.
   
   (1) University of Oklahoma. Approval of request to offer an existing degree program via electronic media.
   
   (2) Oklahoma Panhandle State University. Approval of request to offer an existing degree program via electronic delivery.

e. Capital. Ratification of capital allotments.


g. Agency Operations.
   
   (1) Ratification of purchases in excess of $25,000.
   
   (2) Renewal of contract with the Office of the Attorney General

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

23. **REPORTS.** Regent Price made a motion, seconded by Regent Stricklin, to accept the following reports:

a. Programs. Status report on program requests.

c. Annual Reports.

(1) 2011-2012 Chiropractic Education Assistance Program Year End Report.

(2) 2011-2012 Future Teachers Scholarship Program Year End Report.

(3) 2011-2012 Tulsa Reconciliation Education and Scholarship Program Year End Report.


(5) 2011-2012 George and Donna Nigh Scholarship Year End Report.


(7) State Regents’ Policy Reporting Requirements Survey.

(8) Teacher Education Program Admission Study.

(9) National Guard tuition Waiver 2011-2012 Year-End Report and Institutional Reimbursement.

(10) Acceptance of the High School Indicators report on High School to College-Going Rates reports of the High School Indicators Project


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

24. REPORT OF THE COMMITTEES.

a. Academic Affairs/Social Justice and Student Services Committees. Regent Price reported that all of the committee’s items had been acted on.
b. Budget and Audit Committee. Regent Turpen reported that the committee had no additional items to bring forward.

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

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

25. NEW BUSINESS. No additional items were brought before the Regents for consideration.

26. ANNOUNCEMENT OF NEXT REGULAR MEETINGS. Regent Carson announced that the State Regents’ next regular meetings would be held on Wednesday, June 20, at 10:30 a.m. and Thursday, June 21, at 9 a.m. at the State Regents’ offices in Oklahoma City, Oklahoma.

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

ATTEST:

______________________________  ______________________________
Julie Carson, Chairman    James D. Harrel, Secretary
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Thursday, May 24, 2012

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 10:30 a.m. on Thursday, May 24, 2012, at the State Regents’ offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on November 22, 2011. 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 Ron White, Stuart Price, Jody Parker, Julie Carson, Ike Glass, Mike Turpen, John Massey, and Toney Stricklin. Chairman Carson called the meeting to order and presided.

3. POLICY. Mr. Nick Hathaway, Vice President of Executive Affairs and Administrative Affairs at the University of Oklahoma, provided Regents with an overview of proposed changes to the University of Oklahoma’s admissions standards policy. He stated that the changes to the university’s admissions policy were designed to help increase OU’s graduation rate, which is currently at 68 percent. The goal of the university is to reach a graduation rate 72 percent or higher. The changes would implement a holistic approach to admissions, whereby students are not only assessed by their academic achievements, but also by cognitive and non-cognitive factors that may lead to academic persistence and success. Nearly 500 other colleges across the United States use a similar holistic approach to admissions.

Regent Massey commended the University of Oklahoma on the work done on this holistic admissions proposal. Regent Parker asked if the university was attempting to test how mature the student is, to which Mr. Hathaway answered that they were. Regent White asked about the expense of implementing the program. The University has estimated a cost of approximately $692,000 for technology upgrades and additional support personnel.

4. EXECUTIVE SESSION. Regent White made a motion, seconded by Regent Stricklin, to go into executive session for confidential communications concerning pending investigations, claims, or actions, and for discussion of the employment, resignation, and appointment of Interim Vice Chancellor for Academic Affairs. Voting for the motion were Regents White, Price, Parker, Carson, Glass, Turpen, Massey, and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

5. FY13 HIGHER EDUCATION BUDGET. Chancellor Johnson and Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet, discussed the anticipated allocation from the State Legislature. Regents discussed the $955.2 million that would be allocated to higher education, pending legislation currently being debated in the Oklahoma House of
Representatives. This figure would represent a stand-still budget for higher education for FY2013.

6. **TUITION AND FEE GUIDELINES.** Ms. Paliotta discussed the proposed tuition and fee limits and guidelines, which are set each year for State System institutions to use in preparing their annual budgets. Tuition and fees, as well as institutional budgets, will be approved at the State Regents meetings in June 2012.

7. **MASTER LEASE.** Ms. Paliotta provided Regents with an update on the progress of the Master Lease program. An opinion from the Oklahoma Attorney General on the constitutionality of the program had been requested earlier in the year. At the time of the meeting, no opinion had been released regarding the program.

8. **ENDOWED CHAIRS PROGRAM.** Vice Chancellor Paliotta provided Regents with an update on the backlog of the endowed chairs program, which has reached more than $280 million.

9. **OKLAHOMA COLLEGE ASSISTANCE PROGRAM.** Regents reviewed the proposal to move the offices of the Oklahoma College Assistance Program from their current location to offices within the Presbyterian Health Foundation complex. The relocation would allow the two agencies to be housed in approximately the same location, would provide a safer location and better building facilities for OCAP employees, and increase savings over a 10 year period from around $0.4 million to $1.3 million.

10. **COMPLETE COLLEGE AMERICA.** Regents received an update on the Complete College America initiative and a summary of the plan to move forward with increasing degree attainment in Oklahoma.

11. **AUDIT REPORT.** Mr. Jon Domstead, System Auditor, provided his report on the audit of performance requirements of first-time entering freshmen into bachelor degree programs. Mr. Domstead reported that based on the review, the State System institutions are in compliance with State Regents’ policy.

12. **REACH HIGHER PRESENTATION.** Chancellor Johnson provided Regents with an update on the State Regents’ adult degree completion program, Reach Higher. Ms. Sheila Smith, Reach Higher Administrator, and Mr. Ben Hardcastle, Director of Communications, reported on the continued success of the program.

13. **LEGISLATIVE UPDATE.** Chancellor Johnson and Ms. Hollye Hunt, Associate Vice Chancellor for Legislative Relations, provided Regents with updates on pending legislation effecting higher education.

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

ATTEST:

_________________________________  ______________________________
Julie Carson, Chairman    Jimmy Harrel, Secretary