



OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 30, 2014

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 30, 2014 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 May 30, 2014.

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

A G E N D A

Friday, May 30, 2014 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman James D. "Jimmy" Harrel, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of Chancellor.** (No Action, No Discussion).
6. **State Regents.** Administration of Oath of Office.

STUDENTS

7. **Student Advisory Board. (SAB).**
 - a. Recognition of outgoing members and installation of incoming members of the Board. Page 1.
 - b. Presentation of annual report with recommendations. Page 3.

FISCAL

8. **E&G Budget.** Approval of allocation of state appropriated funds to institutions and programs for FY2015 and Acceptance of FY15 Budget Principles and Guidelines. Page 17.
9. **Tuition and Fees.**
 - a. Approval of FY15 Tuition and Mandatory Fee Principles and Guidelines. Page 19.
 - b. Posting of an additional request by Northern Oklahoma College for Academic Service Fee Changes. Page 23.
 - c. Announcement of public hearing on fees and tuition. Page 25.

10. **Master Lease Program.** Approval of listing of projects for submission to the Council of Bond Oversight of the 2014B Refunding Equipment Property Master Lease Program. Page 27.
11. **Contracts and Purchases.**
 - a. Approval of purchases over \$100,000 for FY2015. Page 29.
 - b. ACT. Approval of the 2013-2014 ACT agreement. Page 31.
12. **Item Deleted.** Page 39.

ACADEMIC

13. **New Programs.**
 - a. Oklahoma State University. Approval to offer the Master of Public Health in Public Health and the Certificate in Public Health. Page 41.
 - b. Cameron University. Approval to offer the Associate in Applied Science in Engineering. Page 55.
 - c. University of Central Oklahoma. Approval to offer the Bachelor of Science in Software Engineering. Page 63.
 - d. Northern Oklahoma College. Approval to offer the Certificate in Practical Nurse Eligibility. Page 71.
 - e. Oklahoma State University-Oklahoma City. Approval to offer the Certificate in Non-Profit Management. Page 75.
14. **Program Deletions.** Approval of institutional requests for program deletions. Page 81.
15. **Scholars for Excellence in Child Care.**
 - a. Approval of modifications to the contract between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services. Page 83.
 - b. Approval of the allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services. Page 89.
16. **Temporary Assistance to Needy Families (TANF).**
 - a. Approval of the modifications to the contracts between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services. Page 91.
 - b. Approval of the allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services. Page 101.

17. **Oklahoma Tuition Aid Grant (OTAG). Approval of the 2014-2015 Oklahoma Tuition Aid Grant Award Schedule.** Page 103.

EXECUTIVE

18. **Policy.** Approval of amendments to the Communicators Council bylaws to section 2.18 of the Policy and Procedures Manual. Page 107.
19. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 113.
20. **Executive Session.** Page 117.

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

21. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
- a. Programs.
 - (1) Program Modifications. Approval of institutional requests. Page 119.
 - (2) Program Suspension. Approval of institutional requests. Page 135.
 - b. Cooperative Agreement. Ratification of institutional requests regarding cooperative agreements. Page 137.
 - c. GEAR UP. Ratification of GEAR UP Partnership Support for Oklahoma School Districts. Page 139.
 - d. Supplemental Allocations. Ratification of institutional budget revisions. Page 143.
 - e. Agency Operations.
 - (1) Ratification of purchases over \$25,000. Page 145.
 - (2) Approval of the contract renewal for legal services with the Office of the Attorney General for FY2014. Page 147.
 - f. Non-Academic Degrees.
 - (1) Ratification of a request from Cameron University to award a posthumous degree. Page 151.

- (2) Ratification of a request from Langston University to award a posthumous degree. Page 153.
 - (3) Ratification of a request from Oklahoma City Community College to award a posthumous degree. Page 155.
22. **Reports.** Acceptance of reports listed.
 - a. Programs. Status report on program requests. (Supplement) Page 157.
 - b. Reports.
 - (1) 2013-2014 Chiropractic Education Scholarship Program Year End Report. Page 159.
 - (2) 2013-2014 Future Teachers Scholarship Program Year End Report. Page 161.
 - (3) 2013-2014 William P. Willis Scholarship Year End Report. Page 163.
 - (4) 2013-2014 George and Donna Nigh Scholarship Year End Report. Page 165.
 - (5) Tulsa Reconciliation Education and Scholarship Program-Year End Report for 2013-14. Page 167.
 - (6) 16th Annual Teacher Education Annual Report. Page 169.
 - (7) National Guard Tuition Waiver 2013-2014 Year End Report and Institutional Reimbursement. Page 191.
23. **Report of the Committees.** (No Action, No Discussion).
 - a. Academic Affairs and Social Justice and Student Services Committees.
 - b. Budget and Audit Committee.
 - c. Strategic Planning and Personnel Committee and Technology Committee.
 - d. Investment Committee.
24. **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."
25. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, June 25, 2014 at 10:30 a.m. and Thursday, June 26, 2014 at 9 a.m. in Oklahoma City.
26. **Adjournment.**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #7-a:

Student Advisory Board.

SUBJECT: Recognition of the outgoing Student Advisory Board and installation of incoming members of the Student Advisory Board.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #7-b:

Student Advisory Board.

SUBJECT: 2014 Annual Report of the Student Advisory Board.

RECOMMENDATION:

It is recommended that the State Regents accept the 2014 Annual Report of the Student Advisory Board.

BACKGROUND:

In 1988, the Oklahoma Legislature passed House Bill 1801, creating the Student Advisory Board (SAB). The purpose of the Student Advisory Board is to communicate to the Oklahoma State Regents for Higher Education the views and interests of all Oklahoma colleges and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board combines the opinions of students with quality research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent the public tier and independent colleges, and they serve a one-year term (May through April).

The Student Advisory Board policy requires the Student Advisory Board to submit an annual written report of activities to the State Regents.

POLICY ISSUES:

This action is consistent with the State Regents' Student Advisory Board policy.

ANALYSIS:

The recommendations are listed below.

- Academic Advisement – Encourage institutions to provide clear procedures for academic advising and engage in national and statewide professional development conferences for academic advisors.
- Financial Literacy – Add a financial literacy course to the prerequisite list in the general education requirements for graduation.
- Funding - Support the Oklahoma State Regents for Higher Education's budget request.
- Oklahoma's Promise – Adjust the income eligibility limit annually to account for inflation and the cost of higher education. Allow institutions to make exceptions for hardship cases in any higher education minimum enrollment requirements.

- Partnerships with Educational Entities – Support increased partnerships with educational entities such as Career Tech to collaborate on maximizing the number of students attaining certificates or Associate’s degrees for the workforce.
- Reverse Transfer – Work with institutions to continue to develop a system-wide reverse transfer program with the necessary resources to increase the number of people with college degrees.
- Military Veterans - Support priority enrollment for military veteran students, and support any measures that encourage veterans to continue their education.
- Weapons on Campus - Oppose allowing any guns on public higher education campuses, with exceptions for certified security personnel and campus police officers, to help ensure students safety.

Attachment

ANNUAL REPORT

of the

Student Advisory Board

to the

Oklahoma State Regents
for Higher Education

May 2014

ANNUAL REPORT

Purpose. The purpose of the Student Advisory Board is to communicate to the State Regents the views and interests of all Oklahoma college and university students on issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing students, the Student Advisory Board shall combine the opinions of students with good, sound research to develop the best proposals and recommendations for The Oklahoma State System of Higher Education.

Creation. The creation of this board is consistent with provisions of House Bill 1801 of the 1988 session of the Oklahoma Legislature. Seven members are elected annually by delegates to the Oklahoma Student Government Association. Members represent public tier and independent colleges, and they serve a one-year term (May through April).

MEMBERS

C.J. Cavin, Chair, University of Oklahoma

Ryan Melton, Vice Chair, Rose State College

Jared Allison, Oklahoma State University

Deborah Bowman, Langston University

Trisha Kingsbury, Seminole State College

Evan Palmer, Mid-American Christian University (Resigned April, 2014)

Joseph Wells, Northeastern State University

Student Advisory Board

Recommendations and Counsel to the State Regents

Academic Advisement

Recommendation

The Student Advisory Board holds that academic advising is imperative to a college student's education. The Student Advisory Board believes that the Oklahoma State Regents for Higher Education should encourage institutions to provide clear, concise procedures for academic advising, as well as encourage institutions to engage in national and statewide professional development conferences for academic advisors.

Background / Analysis

The Student Advisory Board feels strongly that correct academic advising aids a student's educational process. Not only will the financial burden of the student decrease, but students benefit from being made cognizant of credits that transfer and different courses necessary for a particular degree choice. Furthermore, a college student's success can be contingent on the level of professionalism received from academic advisors. Failure to achieve proper advising standards can result in students having to retake courses, or remain in school for a longer period of time. This failure also affects four-year graduation rates, and can cause undue financial strain on the student. Because of the important nature of academic advising, the Student Advisory Board believes that each institution should encourage academic advisors to become members of the Oklahoma Academic Advising Association (OACADA), which hosts one conference per academic semester. The OACADA helps academic advisors in professionalism, development and strategic advising, and is a local system that can aid in the sharing of ideas and innovation. The Student Advisory Board believes that the resources available at this conference would substantially benefit academic advisors in aiding students through the educational process, and as a result lead to higher four-year graduation rates and better student satisfaction.

Approval

Unanimous

Financial Literacy / General Education Requirements

Recommendation

The Student Advisory Board recommends that the Oklahoma State Regents for Higher Education add a financial literacy course to the prerequisite list for college students as part of the general education requirement for graduation.

Background / Analysis

It is imperative that students learn how to manage their money and expenses. With an ever-changing economy and more higher education expenses, students need to know how to treat their money. Many students get out of college with debt from school, hopefully a decent job soon following, and financial expenses like a house and car to now worry about. If higher education is to benefit the economy and the growth of this state, students need to know how to use the money they earn. Currently most colleges in the state have seminars and information in places like bookstores where students can be educated on finances. They have made it so that credit card companies on campuses do not offer incentives for students to get credit cards. H. R. 627, which was approved in 2009, has helped to protect students from getting credit card offers and prevented students from being able to gain quick access to a credit card if they are under twenty-one. With all of these actions being taken to help students be financially literate, having a class during their first year or two of college would help students even more. The Student Advisory Board strongly recommends that a financial literacy course be required in the general education component of the degree program for students.

Approved
Unanimous

Higher Education State Funding

Recommendation

The Student Advisory Board supports the Oklahoma State Regents for Higher Education's request for an increase in funding for higher education, to ensure that all programs and institutions may be able to continue to enrich the lives of the citizens of Oklahoma through economic and social progress. Increased funding is vital to economic development and the Complete College America initiative and continues to make a difference on the national and international stage.

Background / Analysis

The Student Advisory Board feels strongly those programs such as the Oklahoma Tuition Equalization Grant and the Oklahoma's Promise scholarship program aid students in the state substantially. These scholarships originate in state funds, and help students achieve graduation with less financial burden. Often, students suffer from financial stress that can lead to lower performance and incompleteness of degree requirements. The stress that stems from a lack of financial funding not only impacts the students but also the faculty, staff, and administration who must make the difficult decisions as to what collegiate programs receive funding on tight budgets. This leads to a stressful environment for all involved in the higher education process. The Student Advisory Board believes that higher education is among the most important issues facing the State of Oklahoma, and needs an increase of funds in order to continue in the edification of the citizenry. Higher education's minimum budget needs exceed the appropriations approved by the governor and legislative leaders, and the Student Advisory Board feels that it is imperative to the livelihood of Oklahoma that students receive all funds necessary to attain a college degree, and that institutions receive an increase in state funding in order to further the goals of economic development. Additionally, increased appropriations result in a more affordable college experience.

Approval

Unanimous

Oklahoma's Promise

Recommendation

The Student Advisory Board believes that Oklahoma's Promise is an extremely important program for higher education to ensure that qualifying students have the opportunity to attend college, where they otherwise would not. In order to maintain the program's intent of opportunity for this segment of students, the income eligibility level should be adjusted annually to account for increases in inflation and the current cost of higher education. Further, because many, if not most, lower income students work to help support their higher education expenses, any legislation to mandate a minimum number of enrollment hours for Oklahoma's Promise students should allow institutions of higher education to make exceptions for hardship cases.

Background / Analysis

The Student Advisory Board strongly supports programs such as Oklahoma's Promise scholarship program to aid students in the state. Recognized by many as America's best college access program, it encourages academic success and financial support as an incentive. Since its beginning, Oklahoma's Promise has grown to almost 20,000 scholarship recipients annually. However, it is expected that the failure to adjust the income eligibility level of \$50,000 for inflation will result in a decreasing number of students qualifying for the program and enrolling in college over future years. Based on the national consumer price index, a \$50,000 income in 2000 dollars is equivalent to about \$67,650 in year 2013 dollars, and \$50,000 in 2013 is equivalent to only about \$37,000 in year 2000 dollars. The result is that since 2000 the estimated percent of Oklahoma families with a total income of under \$50,000 to qualify for this program has shrunk from 61% to 45%.

Current legislation in the form of HB 3211 would require all Oklahoma's Promise college students to enroll in at least 30 credit hours each academic year (fall, spring, summer, intercession semesters, etc). As currently amended the bill allows higher education institutions to establish policies for exceptions to the requirement. Current provisions in the bill indicate that if an Oklahoma's Promise student does not enroll in 30 hours or receive an exemption from the requirement, the student will be disqualified from the program. This measure may have a negative impact, as data show that Oklahoma's Promise students currently average 26 hours of enrollment per academic year in all institutions, and average 22 hours of enrollment in community colleges. Concerns have been raised about the bill, especially by some of the state two-year colleges, because many of their Oklahoma's Promise students are first-generation college students, work extensive hours, and may find it difficult to enroll in 30 credit hours. Because Oklahoma's Promise students at community colleges are significantly less likely to enroll in 30 hours, the legislation in its current form holds a very real risk of excluding many students from this opportunity for higher education. The fact is that under the current provisions for the program Oklahoma's Promise students already complete college at a higher rate than non-Oklahoma's Promise students.

Approval

Unanimous

Increased Partnership with Educational Entities

Recommendation

The Student Advisory Board supports increased partnership with educational entities. It is very important for students to be able to obtain a degree and enter into the world of work. If Oklahoma colleges and universities work with CareerTech to identify equivalencies between themselves and community colleges, there could be a significant increase in the number of certificates and Associate of Applied Science (AAS) workforce degrees pursued by students.

Background / Analysis

There are numerous students that go to institutions of higher education to obtain a bachelor's degree but something halts them and they withdraw from school without completing their degree. Some of those students have the hours or are only a few classes short of obtaining a certificate or associates degree in a different major without noticing it. Oklahoma colleges and universities can coordinate with feeder community colleges to identify students who have completed sufficient coursework to be awarded an associate's degree so that they are able to transcend into the workforce.

The Student Advisory Board encourages the partnership of CareerTech with colleges and universities to identify and maximize the amount of degrees obtained by students in Oklahoma.

Approval

Unanimous

Reverse Transfer

Recommendation

The Student Advisory Board strongly supports institutions that have adopted the practice of reverse transfer. The Board urges the Oklahoma State Regents for Higher Education to work with institutions and develop a system-wide reverse transfer program. It is of the Board's opinion that every institution of higher education should provide resources for this program.

Background / Analysis

Some college campuses across the state are participating in a reverse transfer system that enables students with multiple hours to earn the "benchmark" of a degree. "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. This program not only helps students get more degrees, it helps Oklahoma receive more college graduates. This not only helps the individual out, it also helps to work towards the state initiative of "Complete College America". This initiative's main focus is to provide a plan of increasing postsecondary credentials to fuel a strong economy. There are 5 main points of the Complete College America plan. Point three states that Complete College America aims to "Build bridges to certificates & degrees". Point 4 states, "Reach higher for adult completion". Providing resources for Reverse Transfer at each institution of higher education would help to reach both of these points.

Approval

Unanimous

Priority Enrollment for Veterans

Recommendation

The Student Advisory Board strongly supports priority enrollment for military veteran students and supports any measures that encourage veterans to continue their education. Veterans who have served our country deserve the courtesy and respect to be able to enroll in the classes that they are required to take, rather than being placed into non-degree courses. The Student Advisory Board believes that every effort should be made to ensure that veterans are able to earn a degree and enter the civilian workforce in a timely manner, and strongly encourages the development of priority enrollment to assist veterans.

Background / Analysis

Veterans learn many skills through their military service that are invaluable in the workforce. However, many veterans exit the military lacking an accredited degree from a respectable college or university. Many veterans wish to pursue a formal degree, but are faced with multiple barriers that also affect nontraditional students. Institutions of higher education in Oklahoma must do everything possible to aid America's veterans in the educational process.

Veterans have the GI Bill, which significantly aids in the process of continuing a veteran's education. The United State Congress recently made a few changes to the GI Bill that can significantly affect the veterans that are not able to get into the classes that they need to get full assistance in tuition payment. The GI Bill is currently designed to assist veterans in the areas of:

- Academic counseling
- Counseling services
- The Statewide Conference on Serving Student Veterans
- Streamlined financial aid services
- Workshops

It would only be a benefit to add priority enrollment to that list. The Student Advisory Board strongly encourages the development of more services to assist veterans, including early enrollment for classes.

Approval

Unanimous

Weapons on Campus

Recommendation

The Student Advisory Board would like to affirm its support of the Oklahoma State Regents for Higher Education's stance against guns on campus; the exception being police officers and state higher education certified security officials. Seeing as this topic is being brought up through legislation and on campuses, the Student Advisory Board would like to stand with the State Regents and state higher education institution officials to keep guns off college campuses. The protection of students across the state should be a top priority of every institution, and the Student Advisory Board believes this will help keep students safe.

Background / Analysis

The Student Advisory Board affirms that keeping guns out of student housing and campus life is not an infringement of the Second Amendment. Students should be well aware that when they move into the residence halls they have the college security to keep them safe. As Chancellor Johnson has stated publicly, there is no scenario in which guns on campuses will do anything other than create a more dangerous environment for the students, faculty, staff and visitors. The Student Advisory Board supports this claim. The college has the responsibility to have proper safety plans and precautions to help ensure students safety. The presidents of all of the state institutions of higher education in Oklahoma have unanimously endorsed the prohibition against weapons on their campuses. The Oklahoma State Regents should continue to fight legislation against guns on campuses. The Student Advisory Board supports the efforts given by the State Regents on this matter.

Approval

Unanimous

2013-2014 Student Advisory Board Activities

Monthly Meetings. Beginning in May, 2013, members of the Board met monthly, with the exception of June and July, to receive orientation, discuss issues, make campus visits and work plans, and prepare and vote on recommendations.

State Regents Tuition Hearing. The SAB Chair spoke at the Oklahoma State Regents for Higher Education Tuition Hearing in Oklahoma City on April 24, 2014.

Higher Education Day at the State Capitol. Two members traveled to the State Capitol on February 11, 2014, to work with the state higher education community in representing The Oklahoma State System of Higher Education's concerns to state legislators and Governor Fallin. C.J. Cavin, Chair of the Student Advisory Board, spoke in the general meeting.

Student Leadership Retreat. Three members worked in conjunction with the State Regents Council on Student Affairs and the Oklahoma Student Government Association to host and participate in the Thirteenth Annual Oklahoma Student Leadership Retreat that took place October 10-11, 2013 in Norman. As Chair of the Board, C.J. Cavin served on the Planning Committee for the 2014 Student Leadership Retreat.

Oklahoma Student Government Association Conferences. Members of the Board attended the annual Oklahoma Student Government Association Fall Congress at the State Capitol in Oklahoma City, and Spring Congress at the Tulsa Community College Southeast Campus.

Campus Visits. In addition to representing the students at the institutions in their tier, members of the Student Advisory Board networked with student leaders from other campuses, and visited the following campuses to discuss student concerns:

East Central University
Oklahoma State University Institute of Technology
Northeastern State University-Broken Arrow
Tulsa Community College
University of Science and Arts of Oklahoma
University of Tulsa

Oklahoma State Regents for Higher Education Regional Legislative Tours. One member of the Student Advisory Board attended all of the events, and another member attended three of the events:

SW Region at the University of Science and Arts of Oklahoma
Central OK Region at the University of Central Oklahoma
NW Region at Oklahoma State University
Oklahoma City Region at Rose State College
West Region at Northwestern Oklahoma State University
Tulsa Region at the University of Oklahoma – Tulsa
NE Region at Rogers State University
SE Region at Seminole State College

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #8:

E&G Budget.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #9-a:

Tuition and Fees.

SUBJECT: Approval of FY15 Tuition and Fee Guidelines.

RECOMMENDATION:

It is recommended that the State Regents approve FY15 Tuition and Fee Approval Guidelines for dissemination to state system presidents and governing boards.

BACKGROUND:

State Regents annually approve budget principles and guidelines for institutions to use in preparing their annual budgets. State Regents approved a similar document related to the preparation of each institution's tuition and fee request in accordance with 70 O. S. Section 3218.14, which conferred additional responsibility on institutional leadership and governing boards. The FY15 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY15 Tuition and Fee Guidelines are consistent with Regents' responsibilities and the State Regents' tuition policy.

ANALYSIS:

The guidelines address six issues related to tuition and fees: 1) the responsibilities of 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. These core issues which the guidelines address remain unchanged from the previous year. The guidelines require documentation of institutions and governing boards to justify tuition and mandatory fee increases in excess of seven percent (7%) at any institution. Institutional requests for new fees and for increases to existing fees are scrutinized closely to ensure the revenue from these dedicated fees are required to meet specific costs and are not being requested, in essence, to obscure a tuition increase. These guidelines provide guidance in an effort to ensure access to higher education and to minimize the financial burden on students and their families.

It is recommended that the State Regents approve the following *FY15 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

Oklahoma State Regents for Higher Education
TUITION AND FEE APPROVAL GUIDELINES
Fiscal Year 2014

Responsibility to Establish Tuition and Fees. The Oklahoma Constitution, statutes, and State Regents for Higher Education policy confer responsibility for the establishment of tuition and fees at institutions in The Oklahoma State System of Higher Education at four levels: 1) Presidents of institutions analyze the need for resources to ensure the quality and availability of higher education offerings, balanced by students' needs and ability to pay, and propose tuition and fees to their respective governing board; 2) Governing boards review presidents' proposals and make a recommendation to the State Regents for Higher Education; 3) the State Regents for Higher Education review governing boards' recommendations, approve tuition and fees within legislatively prescribed statutory limits, and report to the Legislature annually their actions; and 4) the Legislature reviews State Regents for Higher Education actions.

Publication of Peer Information for Planning Purposes. Pursuant to 70 O. S. Section 3218.8, tuition and mandatory fees at public higher education institutions in Oklahoma will be compared to tuition and mandatory fees at peer (i.e., like-type) institutions in other states. State Regents will annually monitor and publish tuition and mandatory fees at peer institutions. Published in a timely fashion, the information will show the level of tuition and mandatory fees at each institution in Oklahoma compared to the legislative peer limit and the maximum possible dollar and percentage increase for the next academic year.

Compliance with Legislative Peer Limits. The Oklahoma Constitution authorizes the Oklahoma State Regents for Higher Education to establish tuition and mandatory fees within limits prescribed by the Legislature. At the research institutions, resident undergraduate tuition and mandatory fees must be at levels less than the average resident tuition and mandatory fee rates charged at public institutions in the Big Twelve Conference. At the regional and community colleges, resident undergraduate tuition and mandatory fee rates must be at levels less than the average tuition and mandatory fee rates charged at like-type institutions in surrounding and other states. Nonresident undergraduate tuition and mandatory fee rates must be at levels less than 105 percent of the average nonresident tuition and mandatory fee rates charged at their respective peer institutions. For graduate and professional programs, resident and nonresident tuition and mandatory fee rates shall remain less than the average tuition and mandatory fee rates at like-type graduate and professional programs.

Establishment of Guaranteed Tuition Rates. House Bill 2103 passed during the 2007 legislative session authorized the State Regents to establish a guaranteed tuition rate program for first-time, full-time resident students beginning with the FY2008-09 academic year. Students will have the option to participate in the guaranteed tuition rate or the non-guaranteed tuition rate at the time of first enrollment and will be guaranteed this rate for four years, or the normal time-to-completion of the program as determined by the institution. Each institution shall provide students with the annual non-guaranteed tuition rate charged and the percentage increase that it would have to increase to equal or exceed the guaranteed tuition rate for the succeeding four years. The guaranteed rate shall not exceed 115 percent of the non-guaranteed tuition rate charged to students at the same institution.

Communication Between State Regents and Students. Staff of the State Regents for Higher Education will assist in the preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents for Higher Education. The State Regents for Higher Education will hold a public hearing on proposed changes in tuition and fees at least 20 days prior to the date the change becomes effective. For changes effective for the 2014 fall semester, the hearing took place at the State Regents for Higher

Education office in Oklahoma City, Oklahoma on Thursday, April 24, 2014. The State Regents for Higher Education will maintain and publish a record of testimony by students and other participants who appeared at this public hearing.

Guidelines to Institutions and Governing Boards. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items:

- 1) Communication of the tuition and mandatory fee request to student government organizations, other student groups, and students at large;
- 2) Efforts to increase need-based financial aid proportionately to tuition and fee increases;
- 3) Analysis of the expected effect of tuition and mandatory fee increases on the ability of students to meet the cost of attendance;
- 4) Analysis of the expected effect of tuition and mandatory fee increases on enrollment;
- 5) Detailed justification for all tuition and mandatory fee increases in excess of seven percent (7%); and
- 6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge student's academic services fees, i.e. special fees for library materials and services, classroom and laboratory materials, technology, etc., must ensure that 1) the revenues are spent for the approved purpose of the fee and 2) that these fees must not exceed the cost of providing the service. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue. Requests for new fees or increases to existing fees will be thoroughly reviewed to ensure 1) that the fees are required to meet specific costs and 2) that they are not requested to obscure, in essence, a tuition increase. According to existing policy, institutions submit requests related to academic services fees to the State Regents for Higher Education by February 1 of the year prior to the effective date of the fee request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #9-b:

Tuition and Fees.

SUBJECT: Posting of additional request for changes to academic services fees for Fiscal Year 2015.

RECOMMENDATION:

It is recommended that the State Regents make an exception to the February 1 deadline for submission of requests for changes to academic services fees and approve the posting of an additional institutional request for a change to academic services fees for Fiscal Year 2015 as reported on the attached schedule.

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.

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. February 1 of each calendar year is the deadline for submission of requests for changes to academic services fees for the next academic year. The institutional requests for FY15 were posted at the March 6, 2014 State Regents' meeting for discussion purposes. Subsequently, Northern Oklahoma College Board of Regents approved an annual Student Accident Shield Fee of \$150.00 at their board meeting on April 22, 2014. The academic services fee request was submitted to Oklahoma State Regents for Higher Education for consideration on May 7, 2014. Northern Oklahoma College has provided justification for requesting the new fee, the total revenue to be collected from the fees, and the use of the revenues. This request will be added to the requests for changes to academic services fees which were posted in March. All requests are being posted on the State Regents' web site at <http://www.okhighered.org> and a comprehensive list of all requests is available upon request.

A public hearing was held on Thursday, April 24, 2014 at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees as well as the legislative peer limits for resident and nonresident tuition and mandatory fees for undergraduate,

graduate, and for professional programs. The additional request for change to academic services fees for Fiscal Year 2015 are recommended for posting at this time. The State Regents will act on proposals at their regular meeting scheduled to be held on June 26, 2014. State Regents' staff will subsequently review institutions' published tuition and fee schedules for compliance with State Regents' action.

POLICY ISSUES:

This item is consistent with the State Regents' Policy and Procedures Relating to Tuition and Student Fees. State Regents' policy lists February 1 of each year as the deadline for submission of requests for changes to academic services fees to be charged the following academic year. An exception to the February 1 deadline is being requested in order to allow the additional submission to be considered.

ANALYSIS:

Following the February 1 deadline and the subsequent posting of requested changes to academic services fees at the State Regents' meeting held on March 6, 2014, Northern Oklahoma College has requested one additional change to Other Special Fee to be effective in FY15. In Northern Oklahoma College, the primary insurance coverage was mandated for all athletes and cheerleaders. The Student Accident Shield Fee would provide a blanket accident plan with no deductible for a benefit period of 52 weeks. The revenue collected will be remitted to the insurance carrier to provide insurance coverage for students participating in intercollegiate sports, roustabouts, cheerleading and other participation activities requiring coverage. This additional request change to FY15 academic services fees was posted to the State Regents web site on May 15.

Of the twenty-five public institutions and six constituent agencies in The State System, twenty-five have requested changes in academic services fees for Fiscal Year 2015 and six have no requests for changes in these fees. Fourteen institutions have requested 45 changes in Special Instruction Fees; nine institutions have requested 56 changes in Facility/Equipment Utilization Fees; four institutions have requested 13 changes in Testing/Clinical Services Fees; twelve institutions have requested changes in 113 Classroom/Laboratory Supply and Material Fees; and twelve institutions have requested 44 changes in various Other Special Fees. A total of 271 changes have been requested to academic services fees for Fiscal Year 2015

This information is being posted for State Regents' review and discussion purposes. A public hearing for this additional academic services fee request will be held in conjunction with the regular State Regents' meeting on June 26, 2014 for the purpose of receiving views and comments on the additional request. The State Regents will then act on the comprehensive list of all FY15 requests.

PUBLIC HEARING NOTICE

NORTHERN OKLAHOMA COLLEGE ACADEMIC SERVICES FEE Effective Academic Year 2014-2015

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on Northern Oklahoma College FY15 Academic Services Fee proposal in The Oklahoma State System of Higher Education. The hearing will be held in the State Regents' Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma on Wednesday, June 25, 2014 at 10:00 a.m.

The following Academic Services Fee proposal will be presented for comment:

- Northern Oklahoma College – Student Accident Shield Fee

Those desiring to be heard should notify the Chancellor's Office of the State Regents by 5:00 p.m. on Friday, June 20, 2014 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9116.



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #10:

Master Lease Program.

SUBJECT: Master Lease Equipment.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2014B Equipment Master Lease Series. The refunding projects from two institutions total \$6,880,846.

BACKGROUND:

The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of \$50,000 up to a maximum of \$10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

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

POLICY ISSUES:

Recommendation is consistent with current State Regents' policy.

ANALYSIS:

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

The second series for 2014 includes two system institutions with an estimated total of \$6,880,846 in equipment refunding purchases that are projected to result in savings to each institution by moving them to the Master Lease funding mechanism. The following table summarizes this series of project totals by institution. The current projected net present savings for these projects totals \$134,330 for Southeastern Oklahoma State University and \$780,000 for University of Central Oklahoma.

Institution	Total Amount to be Financed in This Issue
Southeastern Oklahoma State University	\$1,680,846
University of Central Oklahoma	5,200,000
Total for this issue	\$6,880,846

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #11-a:

Contracts and Purchases.

SUBJECT: Approval of FY-2015 Purchases in excess of \$100,000.

RECOMMENDATION:

It is recommended that the State Regents approve FY-2015 purchases for amounts that are in excess of \$100,000 that need to be in effect July 1, 2014.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over \$100,000

Core

- 1) Ellucian in the amount of \$125,922.00 to provide the Oklahoma State Regents for Higher Education with telephone support and upgrades to our Banner software. Banner is the agency accounting and HR system. (Funded from 210-Core).
- 2) US Postmaster in the amount of \$130,000.00 for annual postage to cover the Oklahoma State Regents for Higher Education's mailing charges for FY15. (Funded from 210-Core).
- 3) Xerox Corporation in the amount of \$129,413.40 for the annual lease of the black and white and color production copiers for FY15, including software and print charges. (Funded from 210-Core).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #11-b:

Contracts and Purchases.

SUBJECT: Approval of ACT Agreement for 2014-2015.

RECOMMENDATION:

It is recommended that the State Regents approve the 2013-2014 ACT Agreement.

BACKGROUND:

The State Regents have sponsored the OK EPAS as a student preparation initiative since 1993. In the 2013-2014 academic year the EXPLORE assessment was taken by 44,398 8th grade students and 43,483 students took the 10th grade PLAN assessment. Beginning with four school districts in the 1993 pilot, EPAS has now grown to include over 98 percent of Oklahoma's public schools, 70 private schools and one Bureau of Indian Affairs school; 98.5 percent of Oklahoma public school eighth graders and 99.8 percent of tenth graders attend a school that participates in EPAS.

Each district voluntarily participates in EPAS, over and above the state's required testing for K-12 education. The EXPLORE, PLAN, and ACT assessments are linearly scaled, and developmentally progressive allowing for longitudinal monitoring of student progress toward college readiness over time. EPAS is the only assessment system in the state that provides feedback to the student, parents and educators relative to college benchmarks.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents' policy action to raise admissions standards in the 1990's. State Regents' EPAS involvement was deepened by Regents' action to reallocate social justice resources to support an office of student preparation in 2000 as the primary State Regents' social justice focus for providing access to college through academic preparation. EPAS continues to be a valuable tool for Oklahoma middle and high school students and their parents and educators.

Continuing support of EPAS is consistent with State Regents' social justice policy and goals, the State Regents Public Agenda goals, and supports the early intervention component of the federal GEAR UP program. EPAS is the foundation of State Regents K-16 student preparation efforts.

ANALYSIS:

A copy of the agreement is attached.

AGREEMENT

between

ACT, Inc.

and the

**Oklahoma State Regents for Higher
Education**

Educational Planning and Assessment System (EPAS)
July 1, 2014 through June 30, 2015

**Agreement Between
ACT, Inc. and Oklahoma State Regents for Higher Education**

This Agreement is executed by and between ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, hereafter "ACT" and the Oklahoma State Regents for Higher Education (OSRHE), 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104.

RECITALS

OSRHE recognizes, as a matter of social justice, the need to foster, support, and engage in programs founded on the principle of equity of access to ensure that students receive information about college expectations and are provided the necessary interventions to assist them to meet these expectations early and at developmentally appropriate points in time during their pre-collegiate education.

ACT shares OSRHE's belief that assisting students to plan and prepare early for their after-high-school education and career objectives increases the likelihood that students will both enroll and perform successfully in the postsecondary education studies that they pursue.

To accomplish OSRHE's vision of maximizing the number of Oklahoma students prepared to succeed in their after-high-school pursuits, OSRHE seeks to implement, in collaboration with ACT, the Educational Planning and Assessment System, a unique system of assessment, research, career planning, and consultative services, solely available through ACT.

TERMS AND CONDITIONS

1. Description of Services

ACT agrees to furnish and OSRHE agrees to purchase, subject to the terms and conditions provided herein and in any written addendum to this Agreement which may be executed and incorporated herein, the goods and services as described in **Exhibit 2**, which is incorporated into this Agreement.

2. Term

The term of this Agreement will be from July 1, 2014 to June 30, 2015.

Modifications in the scope of goods and services and prices may be suggested by either party at any time. Such modifications shall be negotiated, mutually agreed upon and set forth in a written amendment to this Agreement by OSRHE and ACT. This Agreement may also be terminated at any time by either party giving ninety (90) days written notice to the other. In the event that OSRHE elects termination prior to the expiration date, it is agreed that ACT will be reimbursed for that portion of the goods and services performed up to the effective date of termination.

3. Compensation and Payment

During the period from July 1, 2014 through June 30, 2015, ACT will provide the goods and services identified in **Exhibit 3**, at the unit prices in each period stated in **Exhibit 3**.

On or about May 1, 2015, ACT will provide OSRHE with an invoice for the Total Amount. OSRHE shall pay invoices within 45 days of the date of such invoices. The "Final Amount" shall mean the total cost of all goods and services provided to OSRHE.

Total compensation for the period from July 1, 2014 through June 30, 2015 will not exceed \$812,000.

4. Ownership of Data and Software

All test materials and related materials ("ACT Materials") used in the performance of this Agreement are the sole and exclusive property of ACT. Statistical or analytical data reflecting statewide aggregate Oklahoma student performance are the sole and exclusive property of OSRHE as the sponsoring organization. The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the assessments, as set forth in ACT's data usage policies, as amended from time to time.

Software, specifications, and programs comprising the systems developed and maintained by ACT in connection with its services under this Agreement and all copyrights and other proprietary interests therein are the property of ACT as sole owner or licensee.

5. Privacy of Information

Contracts involving ACT's proprietary programs are subject to ACT's standard data policies and procedures. In this regard, all data bearing personal identification or personal characteristics indicating individual identity collected by ACT shall be retained by ACT as part of the national data-set in a fashion that ensures confidentiality.

6. Notices

Notices under this Agreement shall be duly made when in writing and will be deemed given to the other party upon delivery to the address set forth below if delivered personally (including by courier) or mailed by registered or certified mail, postage prepaid, or upon confirmation if transmitted by telex, telecopy, or other means of facsimile:

If to ACT: Thomas J. Goedken Chief
Financial Officer ACT, Inc.
500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168

If to OSRHE: Dr. Cynthia Brown
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

Mailing Address:
P.O. Box 108850
Oklahoma City, OK 73101-8850

7. General Provisions

General Terms and Provisions are provided on **Exhibit 1** which is incorporated into this Agreement.

8. Complete Agreement

This Agreement (including all exhibits hereto) constitutes the entire agreement between the parties and supersedes all other prior agreements and understandings, both written and oral. This agreement terminates and replaces the EPAS agreement between the parties dated July 1, 2013.

9. Representatives

The administration and technical direction of this Agreement will be conducted for the parties by the following designated individuals:

For OSRHE: Dr. Cynthia Brown
Director, Student Preparation
Oklahoma State Regents for Higher Education
655 Research Parkway - Suite 200
Oklahoma City, OK 73104

Mailing Address: P.O. Box 108850
Oklahoma City, OK 73101-8850

For ACT: Michael C. Pilarczyk
Assistant Vice President, Client Relations

Judy Trice
Senior Account Manager, Client Relations
ACT, Inc.
500 ACT Dr. P.O. Box 168
Iowa City, IA 52243-0168

Each party reserves and retains the right, within its sole discretion, to substitute its designated representative. Each party will promptly notify the other in writing of any change in its representatives.

11. Governing Law

This Agreement shall be governed by the laws of the State of Oklahoma.

12. Headings

This section and other headings contained in this Agreement are for reference purposes only and shall not affect the interpretation or meaning of this Agreement.

Executed this _____ day of _____, 2014.

ACT, INC.

OSRHE

Dr. Jon Whitmore, CEO Date

Glen D. Johnson, Chancellor Date

Thomas J. Goedken, CFO Date

Exhibit 1

GENERAL PROVISIONS

Compliance with Laws

Both parties warrant that to the best of their knowledge, they are not in violation of any federal, state, local, or foreign law, ordinance or regulation or any other requirement of any court, governmental agency or authority or arbitration tribunal, which violation could preclude performance of obligations under this agreement.

Relationship of Parties

The parties to this agreement are independent contractors. Nothing in this agreement is intended to or shall be construed to constitute or establish an agency, employer/employee, partnership, franchise, or fiduciary relationship between the parties; and neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

Anti-Discrimination

In connection with the work to be performed hereunder, both parties will adhere to the principle of being an equal opportunity employer. In doing so, the parties agree to comply with all applicable federal, state and local laws regarding employee rights, including any laws prohibiting discrimination.

Liability

The parties recognize that the activities contemplated by this agreement could give rise to third party claims against either or both of them. Both parties agree that each will defend at its own expense all third party claims brought against it, even though such claims may be frivolous or groundless. Both parties also agree that each will be liable, to the extent permitted by Oklahoma law, for third party damages caused by its own infringement, negligence or breach. The parties agree that they will not be liable to each other for any special or consequential damages, arising either directly or indirectly from activities contemplated by this agreement; nor will either party be liable to the other for liquidated, punitive or exemplary damages. ACT's liability for damages arising out of or in connection with this agreement shall not exceed the amount OSRHE has paid ACT during the then current Term.

To the extent any limitation of liability contained herein is construed by a court of competent jurisdiction to be a limitation of liability in violation of Oklahoma law, such limitation of liability shall be void.

Assignment

Neither party may assign nor transfer its obligations or interest in this agreement without the express written agreement of the other party. Subject to the above restrictions on assignment and transfer, this agreement shall be binding upon the successors and assigns of the parties hereto.

Waiver

Any waiver of a breach of any provision of this agreement shall not operate or be construed as a waiver of any subsequent breach.

Waiver of Obligations

At any time, either party may, by written instrument, (i) extend the time for the performance of any of the obligations or other acts of the other party hereto or (ii) except as prohibited by law, waive compliance with any of the agreements or conditions contained herein intended to benefit such party. An extension of time or waiver of any provision of this agreement is not a waiver of future compliance.

Arbitration

In the event there arises any dispute as to the interpretation of the provisions of this agreement, both parties mutually agree to submit the dispute to arbitration at a mutually agreeable location in Oklahoma before an impartial arbitrator, in accordance with the commercial rules of the American Arbitration Association. Arbitration shall be followed by a written opinion of the arbitrator giving the reasons for the award. The impartial arbitrator shall be selected by joint agreement, but if the parties do not so agree within seven (7) days of the request for arbitration made by either party, the selection shall be made by the American Arbitration Association. All arbitration costs and expenses, other than attorney fees, shall be shared equally by the parties regardless of the outcome.

Force Majeure

Neither party shall be responsible for any resulting loss if the fulfillment of any of the terms of this agreement is delayed, compromised, or prevented by riot, war, national emergency, flood, fire, act of God, statutory or regulatory enactment, or by any other cause or third party not within the control of the party whose performance is interfered with, provided said party takes all reasonable steps to prevent a delay or failure to perform and to accommodate therefore.

Severability

If any of the provisions or portions thereof of this agreement are invalid under any statute or rule of law, they are to that extent to be deemed omitted.

Amendment

This agreement may not be modified except in writing signed by authorized representatives of both parties.

Authorization

The parties hereto represent that the execution and delivery of this agreement has been duly authorized by all necessary corporate or other action and any other consent or approval for this agreement to become binding and effective has been obtained.

Confidentiality

OSRHE agrees that neither it nor its employees shall at any time during or following the term of this agreement, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for OSRHE to use the ACT Materials for their intended purpose under this agreement. OSRHE shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof). OSRHE agrees to administer the assessments in accordance with all policies and procedures provided by ACT.

OSRHE is a governmental entity of the State of Oklahoma, by virtue of which it is subject to the Oklahoma Open Records Act ("ORA"), codified at 51 O.S., § 24.A.1, *et seq.* The parties agree that any provision of this Agreement that conflicts with the ORA is ineffective. OSRHE does undertake to protect proprietary information provided by ACT to the full extent permitted by the ORA.

Warranty and Limitation.

ACT WARRANTS THAT THE ASSESSMENTS HAVE BEEN DEVELOPED IN ACCORDANCE WITH AND THE SERVICES WILL BE PERFORMED IN A MANNER CONSISTENT WITH INDUSTRY STANDARDS. EXCEPT AS SET FORTH IN THIS SECTION, ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #12:

Item Deleted.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #13-a:

New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Master of Public Health in Public Health and the Certificate in Public Health.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma State University's request to offer the Master of Public Health in Public Health with an option in Rural and Underserved Populations and the Certificate in Public Health in a traditional and electronic media format with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Master of Public Health in Public Health.** Continuation beyond Fall 2018 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 6 students in Fall 2017; and
 - Graduates: a minimum of 3 students in 2017-2018.
- **Certificate in Public Health.** Continuation beyond Fall 2015 will depend upon meeting the following criteria:
 - Majors enrolled: a minimum of 2 students in Fall 2014; and
 - Graduates: a minimum of 1 student in 2014-2015.

BACKGROUND:

Academic Plan

The Oklahoma State University's (OSU) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- New Academic Program Requests
 - College of Agriculture and Natural Resources
 - AECL and ANSI will propose a BS degree program: Agricultural Education – Animal Science option.
 - AECL and AGECE will propose a BS degree program: Agricultural Education – Agricultural Economics option.
 - AECL and Hort/LA will propose a new BS degree program: Agricultural Education – Horticulture option.
 - AECL and NREM will propose a new BS degree program: Agricultural Education – Natural Resources Ecology Management option.
 - BIMB will develop a one-year MS program (non-thesis) this year, to be implemented next year.

- EPP will propose modification of the Pre-med, Pre-vet, Bioforensics undergraduate option to become two options, one in Pre-med, Pre-vet and the other entitled Bioforensics of Plants and Animals (or similar).
- EPP will propose a minor in Plant Pathology. The program requires no additional resources.
- EPP will propose a 3+1 Veterinary Medical degree option.
- ANSI will propose an Equine Business Management/Entrepreneurship undergraduate certificate or minor.
- ANSI will propose a Food Safety Option to their BS degree in Food Science and/or a certificate in the food safety area (graduate and/or undergraduate). In response to industry demand and student interest the potential for an interdisciplinary minor and/or certificate (graduate and/or undergraduate) in the food safety and/or food biosecurity field will be examined. There are no additional resources needed for any of the above programs.
- College of Arts & Sciences
 - BS teaching options in Biology (Biology Teaching), Geology (Physical Sciences Teaching and Earth Sciences Teaching), and Mathematics (Mathematics teaching) will be requested. No additional resources are needed.
- College of Education
 - The OSUTeach program will request teacher certification options in the STEM fields. This initiative will be supported by external funding, initially (for five years) and in-kind contributions from the COE and the College of Arts and Sciences. As the number of students increases, more master teachers will be needed, but likely not until 2016.
 - An on-line MS degree in aviation management is being implemented and will be offered to students who begin the aviation management program at the OSU-OKC campus, though articulation with the OSU-OKC administration and instructors. No additional resources are needed.
- College of Engineering, Architecture and Technology
 - MS and PhD programs in Material Science and Engineering, both requested last year and await approval.
 - MS program in Petroleum engineering has been requested.
 - Viability of a BS degree in Electrical and Computer Engineering in Tulsa is being discussed.
 - MS and PhD in biomedical engineering are under consideration. There are no additional resources needed for any of the above programs.
 - A global initiative to bring our Fire Safety and Incident Management programs to the Middle East is also under discussion.
- College of Human Sciences
 - A new option will be proposed for the BS in Human Development and Family Science program, which will focus on Early Childhood Education (non-certification).
 - The Department of Human Development and Family Science will propose a PhD program in Human Development and Family Science.
 - The Department of Nutritional Sciences will propose a PhD program in Nutritional Sciences.
 - A totally online undergraduate program proposal, focusing on Early Childhood Education (non-certification), will be submitted for review/approval during the 2013-2014 year. Faculty from several universities that are members of the Great Plains IDEA (distance education alliance) will teach courses. Program costs will be covered by Outreach tuition.
- Spears School of Business

- An interdisciplinary graduate certificate program in Energy Business was submitted to the Provost for funding. The departments partnering in the program are Geology (A&S) and Petroleum Engineering (CEAT).

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:

26	Degree and/or certificate programs deleted
81	Degree and/or certificate programs added

Program Review

OSU offers 226 degree and/or certificate programs as follows:

22	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
88	Baccalaureate Degrees
72	Master’s Degrees
44	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

OSU’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSU’s governing board approved delivery of the Master of Public Health in Public Health and the Certificate in Public Health at the March 1, 2013 meeting.

OSU is currently approved to offer the following degree programs via electronic media:

- Bachelor of Science in Electrical Engineering Technology
- Graduate Certificate in Biobased Products and Bioenergy
- Graduate Certificate in Business Data Mining
- Graduate Certificate in Business Sustainability
- Graduate Certificate in Entrepreneurship
- Graduate Certificate in Family Financial Planning
- Graduate Certificate in Grassland Management
- Graduate Certificate in Marketing Analytics
- Graduate Certificate in Non-Profit Management
- Master of Business Administration
- Master of General Agriculture

- Master of Science in Agriculture Education
- Master of Science in Biosystems Engineering
- Master of Science in Chemical Engineering
- Master of Science in Computer Science
- Master of Science in Control Systems Engineering
- Master of Science in Electrical Engineering
- Master of Science in Engineering and Technology Management
- Master of Science in Entrepreneurship
- Master of Science in Fire and Emergency Management Administration
- Master of Science in Human Environmental Science
- Master of Science in Industrial Engineering and Management
- Master of Science in Management Information Systems
- Master of Science in Mechanical and Aerospace Engineering
- Master of Science in Telecommunications Management

OSU requests authorization to offer the programs and certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval 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:

Master of Public Health in Public Health

Program purpose. The purpose of the proposed program is to provide students with courses and professional experiences necessary to acquire the program development skills, theoretical knowledge, and cultural competence required for graduates to effectively promote health behaviors and prevent human maladies in rural and underserved populations.

Program rationale and background. The Master of Public Health (MPH) is a widely recognized professional practice degree. The proposed program is an interdisciplinary program involving multiple academic fields on the OSU-Stillwater, OSU-Tulsa, and OSU-Center for Health Sciences campuses and builds on the strengths of faculty expertise in several colleges. It is unique in that it is designed to help students develop integrated, interdisciplinary competencies with a concentration on rural and underserved populations and focus on promoting health in rural communities and with diverse populations in order to improve health and quality of life in the State of Oklahoma. The curriculum is structured to adhere to the Council on Education in Public Health's national accreditation standards, as well as to respond to workforce needs. The proposed program is being created to serve current OSU students studying in Stillwater or Tulsa, as well as other students, committed to working in rural areas of the state. OSU has a large enrollment of students pursuing related undergraduate degree programs, such as the Bachelor of Science in Health Education and Promotion (116), the Bachelor of Science in Human Sciences in Nutrition Sciences (097), and the Bachelor of Science in Psychology (176), that would serve as feeders into the proposed MPH program. Additionally, students currently pursuing the Master of Science in Nutritional Sciences (098) with an option in Dietetics, as well as in professional degree programs, such as

the Doctor of Veterinary Medicine (400) and Doctor of Osteopathic Medicine (001) have expressed an interest in an MPH program.

Employment opportunities. The Association of Schools of Public Health’s (ASPH) workforce study estimates that by 2020 an additional 250,000 public health workers will be needed nationwide. The ASPH’s workforce study also indicates that some areas will experience a reduction in workforce of up to 50 percent due to retirements. In Oklahoma, these projected retirements will result in 1,300 to 2,900 fewer public health workers. According to Oklahoma Employment Security Commission data, careers as health educators and healthcare social workers will increase 32 percent by 2020. According to the ASPH study, in order to meet the future employment demands, schools of public health will need to train three times more graduates over the next decade. Additionally, the ASPH notes the difficulty in attracting a public health workforce willing to serve in rural and underserved communities. OSU’s proposed program was designed to address not only the workforce demand, but specifically train students to work in rural and underserved areas. Working through the Oklahoma Cooperative Extension Service, OSU will identify adults already employed in rural and underserved areas who are prepared to enhance their competencies in public health through the MPH. OSU is confident that graduates will find employment.

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

Master of Public Health in Public Health

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	6	Fall 2017
Minimum Graduates from the program	3	2017-2018

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

Institution	Existing Program
University of Oklahoma Health Sciences Center	Master of Public Health in Public Health (006)

A system wide letter of intent was communicated by email March 28, 2013. The University of Oklahoma (OU) requested a copy to be sent to the University of Oklahoma Health Sciences Center (OUHSC), which was sent by email April 4, 2013. OU submitted a letter of protest citing the following areas of concern: 1) student/employer demand, 2) statewide capacity, 3) collaboration, and 4) cost of the program. Through subsequent written communication, OU and OSU submitted further information for this review. OSU addressed OU’s concerns, indicating 1) there was sufficient student and increasing workforce demand and OSU’s focus is primarily on meeting the needs of rural and underserved populations, 2) OSU has expertise and infrastructure for serving rural Oklahoma through the Center for Rural Health housed at OSU-Center for Health Sciences and through their 77 county extension offices, 3) many students interested this program will be current students pursuing degrees in veterinary medicine, dietetics, and osteopathic medicine uniquely offered by OSU and, 4) OSU has the ability to support the program financially through existing funds, although OSU will seek additional grant funding as appropriate. Based on all information available and extensive review, staff recommended moving forward with the program proposal.

Curriculum. The proposed Master of Public Health in Public Health program will consist of 42 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Master of Public Health in Public Health

Content Area	Credit Hours
Core Courses	21
Option	12-15
Guided Electives	6-9
Total	42

Faculty and staff. Existing faculty will teach the proposed programs.

Delivery method and support services. The MPH program will be offered in a traditional and an online format using the Desire2Learn learning management system and OSU will meet the required academic standards outlined in policy 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 programs will be offered on a self-supporting basis and the current tuition and fee structure will be sufficient to adequately fund the program. No additional funding is requested from the State Regents to support the program.

Program resource requirements. Program resource requirements for the Master of Public Health in Public Health are shown in the following table.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$26,569	\$26,569	\$26,569	\$26,569	\$26,569
Narrative/Explanation: The amount shown is being reallocated to the department from central administration to fund a part-time administrator for the program.					
Student Tuition	\$33,132	\$33,132	\$33,132	\$33,132	\$33,132
Narrative/Explanation: Tuition was calculated based on a tuition rate of \$262.95 per credit hour and an enrollment of 6 students in year 1 through 5. OSU anticipates each student completing 21 credit hours each academic year.					
TOTAL	\$59,701	\$59,701	\$59,701	\$59,701	\$59,701

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$26,569	\$26,569	\$26,569	\$26,569	\$26,569
Narrative/Explanation: The amounts shown reflect costs for a part-time administrator for the program.					
Faculty	\$0	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$0	\$0	\$0	\$0	\$0
Equipment and Instructional Materials	\$2,400	\$1,900	\$1,900	\$1,900	\$1,900
Narrative/Explanation: The amounts shown reflect costs for the purchase of microphones, cameras, and distance learning software.					
Library	\$0	\$0	\$0	\$0	\$0
Contractual Services	\$4,500	\$5,000	\$2,000	\$2,000	\$2,000
Narrative/Explanation: In year one there will be an initial accreditation fee of \$2,000, plus a mandatory workshop for 2 faculty. In year two, the costs include an accreditation site visit.					
Other Support Services	\$0	\$0	\$0	\$0	\$0
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Narrative/Explanation: The amounts above reflect costs for MPH core faculty to travel to and participate in national conferences					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$37,969	\$37,969	\$34,969	\$34,969	\$34,969

Certificate in Public Health

Program purpose. The purpose of the proposed program is to provide current and future public health and medical practitioners with additional knowledge to expand the breadth of their public health practice.

Program rationale and background. The proposed Certificate in Public Health will serve as an entry point into the proposed Master of Public Health in Public Health, as well as an additional credential for individuals already employed in rural communities or are interested in working with rural or underserved populations. Additionally, the certificate will meet the needs of students currently enrolled in other programs at OSU, such as pursuing the Master of Science in Nutritional Sciences (098) with an option in Dietetics, the Doctor of Veterinary Medicine (400) and the Doctor of Osteopathic Medicine (001), who have expressed interest in pursuing a degree in public health.

Employment opportunities. According to Oklahoma Employment Security Commission data, careers as health educators and healthcare social workers will increase 32 percent by 2020. Many students interested in the proposed certificate will either be employed in the field and are seeking an added credential or are pursuing degrees in related disciplines and wish to add to their knowledge base in order to qualify for these positions. The proposed certificate was designed to address not only the workforce

demand, but specifically train students to work in rural and underserved areas. Working through the Oklahoma Cooperative Extension Service, OSU will identify adults already employed in rural and underserved areas who are prepared to enhance their competencies in public health through the MPH. OSU is confident that graduates will find employment.

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

Certificate in Public Health

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	1	Fall 2015
Minimum Graduates from the program	2	2014-2015

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

Institution	Existing Program
University of Oklahoma Health Sciences Center	Certificate in Public Health (079)

A system wide letter of intent was communicated by email March 28, 2013. The University of Oklahoma (OU) requested a copy to be sent to the University of Oklahoma Health Sciences Center (OUHSC), which was sent by email April 4, 2013. OU submitted a letter of protest citing the following areas of concern: 1) student/employer demand, 2) statewide capacity, 3) collaboration, and 4) cost of the program. Through subsequent written communication, OU and OSU submitted further information for this review. OSU addressed OU’s concerns, indicating 1) there was sufficient student and increasing workforce demand and OSU’s focus is primarily on meeting the needs of rural and underserved populations, 2) OSU has expertise and infrastructure for serving rural Oklahoma through the Center for Rural Health housed at OSU-Center for Health Sciences and through their 77 county extension offices, 3) many students interested this program will be current students pursuing degrees in veterinary medicine, dietetics, and osteopathic medicine uniquely offered by OSU and, 4) OSU has the ability to support the program financially through existing funds, although OSU will seek additional grant funding as appropriate. Based on all information available and extensive review, staff recommended moving forward with the program proposal.

Curriculum. The proposed Certificate in Public Health program will consist of 15 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment B).

Certificate in Public Health

Content Area	Credit Hours
Required Courses	15
Total	15

Faculty and staff. Existing faculty will teach the proposed programs.

Delivery method and support services. The certificate program will be offered in a traditional and an online format using the Desire2Learn learning management system and OSU will meet the required academic standards outlined in policy 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 programs 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 Public Health are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$7,889	\$7,889	\$7,889	\$7,889	\$7,889
Narrative/Explanation: Tuition was calculated based on a tuition rate of \$262.95 per credit hour and an enrollment of 2 students in year 1 through 5. OSU anticipates each student completing 15 credit hours each academic year.					
TOTAL	\$7,889	\$7,889	\$7,889	\$7,889	\$7,889

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$0	\$0	\$0	\$0	\$0
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	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0

Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0

Attachments

**OKLAHOMA STATE UNIVERSITY
MASTER OF PUBLIC HEALTH IN PUBLIC HEALTH**

Degree Requirements	Credit Hours
Core Courses	21
BIOM 5013 or REMS 5953	Biomedical Statistics Statistical Methods in Education 3
HHP 5323 or RES 5023	Advanced Epidemiology Introduction to Clinical Epidemiology 3
HHP 5133	Environmental Health 3
HCA 5073	Social Structure of Healthcare Organizations 3
AGCM 5403 or MC 5953	PR Campaigns Strategic Health Communication Campaigns 3
HDFS 5753 or EDLE 5813	Leadership and Management of Community Service Programs Leadership Theory and Ethical Decision Making 3
HHP 5653	Philosophical Foundations of Health Promotion 3
Option	12-15
HHP 5453	Cultural Issues in Health 3
HHP 5683 or HHP 5973	Theoretical Applications in Health Promotion Program Design 3
	Cultural Immersion Practicum and Capstone or Thesis 3-6
	The following courses are optional and are dependent upon the number of credit hours completed for a Practicum, Capstone, or Thesis
HHP 5983	Program Implementation and Evaluation 3
AGED 6223	Program Evaluation in Agriculture 3
REMS 6373	Program Evaluation 3
Guided Electives	6-9
HHP 5113	Psychological Aspects of Health 3
NSCI 5323	Nutrition and Physical Activity in Aging 3
NSCI 5553	International Nutrition and World Hunger 3
NSCI 5713	Advanced Community Nutrition 3
HDFS 5153	Policy in HDFS 3
HDFS 5403	Research Perspectives in Gerontology 3
HDFS 5411	Ethics and Aging 1
HDFS 5433	Theories of Aging 3
HDFS 5453	Aging in the Medical Context 3
HDFS 5493	Aging and Families 3

HDFS 5523	Family Theory	3
HDFS 5563	Community and Family	3
HDFS 5583	Human Sexuality	3
Total		42

**OKLAHOMA STATE UNIVERSITY
CERTIFICATE IN PUBLIC HEALTH**

Degree Requirements		Credit Hours
Required Courses		15
REMS 5953	Statistical Methods in Education	3
HHP 5133	Environmental Health	3
HCA 5073	Social Structure of Healthcare Organizations	3
HHP 5323	Advanced Epidemiology	3
HHP 5653	Philosophical Foundations of Health Promotion	3
Total		15

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #13-b:

New Programs.

SUBJECT: Cameron University. Approval to offer the Associate in Applied Science in Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve Cameron University's request to offer the Associate in Applied Science in Engineering with options in Mechanical Engineering, Electrical Engineering, Civil Engineering, Environmental Engineering, and Industrial Engineering with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Associate in Applied Science in Engineering.** Continuation beyond Fall 2017 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 25 students in Fall 2016; and
Graduates: a minimum of 5 students in 2016-2017.

BACKGROUND:

Academic Plan

Cameron University's (CU) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- Investigate and, if appropriate, join the community college consortium's two-year version of the Adult Degree Completion Program modifying the Associate Degree in Interdisciplinary Studies Degree as needed.
- Implement two new associate degree programs in Fall – AS in Allied Health and AAS in Medical Laboratory Technology (subject to OSRHE approval).
- Implement a new Bachelor's degree in Journalism and Media Production to better serve the needs of the students and prepare them for jobs in the changing world of digital media and convergence journalism. The Journalism and Radio/Television options from the B.A. in Communication will be used to create the new program, effectively splitting one program into two. Budget impact will not be significant since courses and faculty requirements will not change.
- Consider a baccalaureate degree program with a companion associate level program in Immersive Simulations and Computer Game Development. This request would require one and perhaps two additional faculty members with an expected annual budget need increase of \$250,000. This budget need will be addressed partially or in full through academic efficiencies described above and through private fundraising to endow a faculty position.

- Propose an associate level degree in Engineering Sciences with an accompanying deletion of the A.A.S. in Electronic Engineering Technology. Faculty and instructional resources would be reallocated from the deleted program to the new program.
- Consider a graduate certificate in Drug and Alcohol Counseling. Existing course work will be used and no additional personnel resources are needed.
- Develop a joint program between Cameron's Adult and Continuing Education Unit and Rose State College to offer Native American Gaming Management courses. The program, entitled "BINGO" (Basic Indian Nation Gaming Operations) will begin as a non-credit certificate program during the Fall 2013. Based upon response and program development measures, steps may be taken to move to credit based courses.
- Consider the request from the United States Air Defense Artillery (ADA) regarding a new proposal to partner with the ADA Captain's Career Course. The ADA has asked Cameron to consider modifying an existing degree program that would allow up to 12 hours of credit for completion of the Captain's Career Course, and to offer an overlay of condensed master's level courses in management/leadership while officers are located at Fort Sill for the duration of the Captain's Course.
- Complete the development of the AAS in Engineering Science proposal and obtain approvals, including staffing, to offer the program beginning Fall 2014.
- Propose renaming of the B.S. in Sport/Fitness Management to Sports and Exercise Science. The name change better aligns with current accepted terminology in the field and better describes recently approved curriculum changes in the program.
- Propose deletion of the B.S. in Physical Education. Low productivity and lack of interest from students necessitates program deletion. Resources from the deleted program will be used in the remaining Sport/Fitness Management program.
- Continue to focus on reorganizing and refining the honors curriculum and broaden experiential learning opportunities through the Office of Academic Enrichment responsible for Study Abroad, Academic Research, and the Honors Program. Based on the development and implementation of two new courses (Introduction to Honors Studies and Foundations of Leadership), the honors curriculum changes continue with the development and refinement of a series of honors electives classes in the areas of business, sciences, humanities, and the social sciences. Accordingly, honors electives have been developed in these areas. Currently under review by the Honors Faculty Council, these courses are planned to be available by academic year 2014-2015.
- Continue work on the "Top 30 Courses Project" to improve student learning, increase retention and graduation rates, and lower costs to students.
- Open the Office of Teaching and Learning to provide a comprehensive first year experience for our students, coordinate support laboratories in reading, writing, and mathematics, and to provide faculty development opportunities with new technologies, teaching techniques, and instructional materials.
- Continue to offer academically-informed study abroad tours during the upcoming spring semester, through the Office of Academic Enrichment, to foster experiential learning within the context of both study abroad and academic research.
- Organize a Research Summit at Cameron University. This scholarly event will serve as a culmination of scholarly activities on campus and provide numerous opportunities to students from all disciplines to present their scholarly works via poster and formal panel presentations.

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

19	Degree and/or certificate programs deleted
33	Degree and/or certificate programs added

Program Review

CU offers 51 degree and/or certificate programs as follows:

1	Certificates
3	Associate of Arts or Sciences Degrees
5	Associate of Applied Science Degrees
36	Baccalaureate Degrees
6	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

CU’s faculty developed the proposal, which was reviewed and approved by institutional officials. CU’s governing board approved delivery of the Associate in Applied Science in Engineering at the October 31, 2013 meeting. CU requests authorization to offer this degree, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Associate in Applied Science in Engineering

Program purpose. The purpose of the proposed program is to provide students with the foundational courses needed to transfer to a baccalaureate degree program in engineering or closely related discipline.

Program rationale and background. The critical nature of the need for engineers and scientists in Oklahoma was a major focus of Governor Mary Fallin’s STEM Summit held in August 2013. The industry panel, consisting of industry leaders representing Boeing, Northrup Grumman, GE Global Research, Continental Resources, Devon Energy, and Chesapeake Energy, spoke to the need to hire additional engineers in their companies. However, the number of graduates with bachelor’s degrees in engineering is not sufficient to meet the demand. The intent of the proposed Associate in Applied Science (AAS) program is to align as closely as possible with the first two years of study prescribed for Bachelor of Science in Engineering (BSE) programs in fields such as civil, mechanical, electrical, industrial, and environmental engineering. To accomplish this, CU developed an AAS degree which, due

to fewer general education credit hour requirements, will allow students to complete more of the necessary foundational engineering and other required courses. The development of the curriculum was done in close consultation with faculty and administrators in the BSE programs at the University of Oklahoma, and to some extent with Oklahoma State University. The proposed curriculum will articulate as a 2+2 program with BSEs with specialties in civil, mechanical, industrial, electrical, and environmental engineering. CU also intends to seek accreditation through the Applied Science Accreditation Commission of the Accreditation Board for Engineering and Technology.

Employment opportunities. The proposed program is not intended to serve as an immediate job entry credential, but as a pathway to degree completion in a BSE program for residents of southwest Oklahoma. The employment outlook in the field of engineering is strong. The Oklahoma Employment Security Commission projects that careers in electrical, mechanical, environmental, civil, and industrial engineering are expected to increase 8.5 to 14.75 percent through 2020. Additionally, the website EngineerJobs.com lists over 1,600 engineering or engineering-related jobs with locations in Oklahoma. Local employers advertising these vacancies include Northrup Grumman, CGI Technologies and Solutions, Inc., Raytheon, Goodyear, and several others. CU is confident that students completing the proposed program will be able to successfully complete a bachelor’s degree and find employment in the discipline.

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

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	25	Fall 2016
Minimum Graduates from the program	5	2016-2017

Duplication and impact on existing programs. There are no Associate in Applied Science in Engineering programs offered in Oklahoma. A system wide letter of intent was communicated via email on January 22, 2014. None of the State System institutions notified the State Regents’ staff of a protest to the proposed program. Due to distance between institutions and increasing workforce needs, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 68-73 total credit hours each as shown in the following table. Eleven new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	27
Required Core Courses	12
Option	11-14
Additional Requirements	17
Total	68-73

Faculty and staff. One full-time faculty member will be hired to teach the required engineering courses. Existing faculty will teach the remaining courses in the proposed degree program.

Support services. The library, facilities, and equipment are adequate for this degree 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 degree program.

Program resource requirements. Program resource requirements for the Associate in Applied Science in Engineering are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$43,798	\$0	\$0	\$0	\$0
Narrative/Explanation: The amount shown in year one is a reallocation of funds from a faculty position that will become vacant at the end of the 2013-2014 academic year and will be allowed to remain vacant during the 2014-2015 academic year. Additionally the reallocated funds will come from cost savings from having an adjunct faculty teach.					
Student Tuition	\$45,850	\$91,700	\$114,625	\$137,550	\$150,475
Narrative/Explanation: Tuition was calculated based on 2013-2014 tuition rates and estimated student enrollments of 10, 20, 25, 30, 35 students in the first five years. CU anticipates each student competing 24 credit hours of course work each academic year.					
TOTAL	\$89,648	\$91,700	\$114,625	\$137,550	\$150,475

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$88,583	\$88,583	\$88,583	\$88,583	\$88,583
Narrative/Explanation: The amounts shown are based on annual salary plus benefits.					
Graduate Assistants	\$0	\$0	\$0	\$0	\$0
Student Employees	\$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	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0

Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$500	\$500	\$500	\$500	\$500
Narrative/Explanation: The amounts above reflect the travel budget for the new faculty member.					
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$89,083	\$89,083	\$89,083	\$89,083	\$89,083

Attachment

**CAMERON UNIVERSITY
ASSOCIATE IN APPLIED SCIENCE IN ENGINEERING**

Degree Requirements		Credit Hours
General Education Courses		27
ENGL 1113	Grammar and Composition	3
ENGL 1213	Grammar and Composition	3
MATH 2215	Calculus and Analytic Geometry	5
PHYS 2015	Physics I for Engineering Majors	5
CHEM 1364 and CHEM 1361	General Chemistry I General Chemistry Laboratory I	5
PS 1113	American Federal Government	3
HIST 1483 or HIST 1523	United States History to 1865 United States History since 1865	3
University Requirements		1-3
UNIV 1001 or UNIV 1113	Introduction to University Life Study Strategies: College Success	1-3
Major Requirements		23-26
Required Core Courses		12
*ENGR 1411	Introduction to Engineering	1
*ENGR 1412	Engineering Design and CAD	2
*ENGR 2113	Statics	3
*ENGR 2223	Fluid Mechanics	3
*ENGR 2723	Electrical Circuits	3
Select one of the following options below		
Mechanical Engineering		
*ENGR 2002	Professional Development	2
*ENGR 2213	Thermodynamics	3
*ENGR 2533	Dynamics	3
PHYS 2213	Selected Topics in Physics (or other higher level PHYS course)	3
Electrical Engineering		
CS 1313	Computer Science I	3
ENGR 2002	Professional Development	2
*ENGR 2314	Introduction to Digital Design	4
*ENGR 2713	Digital Signals and Filtering	3

Civil Engineering		
GEOL 1114	Physical Geology	4
CHEM 1474 and CHEM 1471	General Chemistry II General Chemistry II Lab	5
*ENGR 2153	Mechanics of Materials	3
Environmental Engineering		
CHEM 1474 and CHEM 1471	General Chemistry II General Chemistry II Lab	5
CHEM xxx4	Any Chemistry above 1000 level	4
ENGR 2002	Professional Development	2
ENGR 2153	Mechanics of Materials	3
Industrial Engineering		
CS 1313	Computer Science I	3
ENGR 2002	Professional Development	2
ENGR 2213	Thermodynamics	3
ENGR 2533	Dynamics	3
Additional Requirements		17
MATH 2235	Calculus and Analytic Geometry II	5
MATH 2244	Calculus and Analytic Geometry III	4
MATH 2613	Foundations of Mathematics or Higher	3
PHYS 2025	Physics II for Science and Engineering Majors	5
Total		68-73

*Asterisks denote new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #13-c:

New Programs.

SUBJECT: University of Central Oklahoma. Approval of request to offer the Bachelor of Science in Software Engineering.

RECOMMENDATION:

It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Science in Software Engineering 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 Science in Software Engineering.** Continuation beyond Fall 2019 will depend upon:
 - Majors enrolled: a minimum of 14 students in Fall 2018; and
 - Graduates: a minimum of 5 students in 2018-2019.

BACKGROUND:

Academic Plan

The University of Central Oklahoma (UCO)'s 2013-2014 Academic Plan lists the following institutional priorities:

- New academic programs:
 - Bachelor of Arts in Global Art and Visual Culture
 - Bachelor of Arts in Commercial Music
 - Master of Arts in Liberal Studies
 - Bachelor of Science in Software Engineering
- New program majors
 - Master of Science in Engineering Physics (147) with new options in Electrical Engineering, Mechanical Engineering, Biomedical, and Physics
- Academic Affairs operational priorities:
 1. Mandatory Cost Items (added to the mandatory cost request)
 - Library periodicals cost increase (\$73,460)
 - Library e-resources cost increase (\$57,500)
 - Library book and media materials cost increase (\$15,000)
 2. Institutional Academic Affairs Priorities Requiring Additional Recurring E&G Funds
 - Faculty and staff compensation
 - ◆ Bring faculty salaries to 92% of national public CUPA benchmark salary rates (\$1.33M)

- ◆ Bring staff salaries to a minimum of 85% of market benchmark salary rates resulting in average staff salary of 91% of local market salary rates (\$838,103)
- Add additional full-time faculty positions to bring UCO closer to metropolitan peer average
 - ◆ 4 full-time tenure track positions were created (\$260,975)
 - ◆ 38 new temporary full-time Lecturer positions were created to resolve potential Affordable Care Act issues with adjunct teaching loads (\$757,975)
- CETTL Administrative Assistant staff position (\$40,769 reallocation)
- A+ Schools copier rental (\$6,000)
- Faculty/Staff assessment training (\$5,000)
- Research Compliance Specialist (\$96,200)
- 2 CMS Laboratory Manager/Instructors (\$117,220)
- Tutoring Central Coordinator to Director (\$19,950)
- TA/RA Stipends – UG/GR (\$242,250)
- CB Building Fund (\$320,000)
- CB student travel funds (\$41,500)
- CMS Facilities (\$135,000)
- CMS CURE-STEM Supplies (\$45,500)
- MCOM photo supplies (\$12,351)
- CLA Classroom technology improvements (\$209,000)
- CFAD student support (\$42,500)
- CEPS Facilities (\$317,000)
- FSI assessment, licensing, and maintenance (\$15,189)
- ACM FT and PT position (\$58,398)
- 3. Institutional Academic Affairs Priorities Requiring Additional One-time E&G Funds
 - Library hardwired network infrastructure to 10GB (\$75,000)
 - Library wireless network infrastructure improvement (\$40,000)
 - Department of Design upgrade software and hardware (\$75,000)
- 4. Pilot Projects
 - Career Advisors – currently being piloted in CB (\$45,000)
- 5. Operational Priorities

APRA Implementation

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

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

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

Program Review

UCO offers 103 degree and/or certificate programs as follows:

1	Certificate
0	Associate of Arts or Sciences Degrees
3	Associate of Applied Science Degrees
64	Baccalaureate Degrees
35	Master's Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

Program Development Process

UCO's faculty developed the proposals, which were reviewed and approved by institutional officials. UCO's governing board approved delivery of the Bachelor of Science in Software Engineering at the January 10, 2014 meeting. UCO requests authorization to offer these degrees as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Software Engineering

Program purpose. The proposed program is designed based on criteria set by the Accreditation Board for Engineering and Technology and will address the needs of a growing industry by preparing highly qualified software engineering professionals for the IT industry, as well as highly competent students for graduate schools.

Program rationale and background. The proposed program was developed based on the growing demand in the industry, as well as increased student demand. Between 2010 and 2013, UCO has seen an increase of 24 percent in the number of credit hours generated in computer science courses. Additionally, the number of computer science majors has increased 18 percent during the same time period. To verify the demand for the proposed program, UCO surveyed 300 undergraduate computer science students. The survey presented the description of both the computer science major and the proposed software engineering major and asked if students would be interested in pursuing software engineering if it were available. Of the students participating in the survey, 143 responded "yes" and 119 responded "maybe." These results indicate that nearly 87 percent of the current computer science majors have in interest in software engineering.

Employment opportunities. Careers in software development can be found in nearly every employment sector. Although software engineering is a relatively young discipline, software engineers have become increasingly vital to the industry and are responsible for developing, operating, and maintaining large-scale software. According to the U.S. Bureau of Labor Statistics, careers in software development are expected to increase faster than average. Nationally, by the year 2020, jobs requiring a bachelor's degree in software engineering will increase 30 percent. Similarly, in Oklahoma, careers in software development are anticipated to increase 17 to 20 percent depending on the area of focus. These positions are high-paying jobs with an average salary of \$90,000 per year nationally, and \$68,000 per year in Oklahoma. UCO is confident that graduates of the proposed program will find employment.

Student demand. The proposed 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.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	14	Fall 2018
Minimum Graduates from the program	5	2018-2019

Duplication and impact on existing programs. The proposed program may share some similar content with the following program:

Institution	Existing Program
University of Oklahoma	Bachelor of Science in Computer Engineering (332)
Oklahoma State University	Bachelor of Science in Computer Engineering (467)

A system wide letter of intent was communicated by email on October 2, 2013. Oklahoma State University (OSU) requested a copy of the proposal, which was sent February 5, 2014. Neither OSU nor the other State System institutions notified the State Regents’ office of a protest to the proposed program. Due to increasing industry and student demand approval will not constitute unnecessary duplication.

Curriculum. The proposed graduate program will consist of 124 total credit hours as shown in the following table. Three new courses will be added (Attachment A).

Content Area	Credit Hours
General Education	42-44
Required Courses	60
Guided Electives	9
CMSC or SE Electives	13
Total	124

Faculty and staff. Existing faculty will teach the proposed Bachelor of Science in Software Engineering program.

Support services. The library, facilities and equipment are adequate to support the program.

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

Program resource requirements. Program resource requirements for the Bachelor of Science in Software Engineering are shown in the following tables.

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$0	\$0	\$0	\$0	\$0
Student Tuition	\$48,406	\$48,406	\$58,087	\$58,087	\$67,768
Narrative/Explanation: The tuition numbers are calculated based on the resident tuition rate for 24 undergraduate credit hours per academic year. UCO anticipates enrolling 10, 10, 12, 12, and 14 students in years 1 through 5. The above amounts were calculated based on the undergraduate tuition rate of \$169.70 per credit hour plus \$31.99 per credit hour College of Math and Science fee.					
TOTAL	\$48,406	\$48,406	\$58,087	\$58,087	\$67,768

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$5,760	\$5,760	\$5,760	\$5,760	\$5,760
Narrative/Explanation: The amounts shown will be used to fund adjunct faculty to teach service courses, which will release current full-time faculty to teach new courses.					
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	\$500	\$500	\$500	\$500	\$500
Narrative/Explanation: The amount reflects the cost for advertising the proposed program, including printing and mailing of flyers.					
Commodities	\$0	\$0	\$0	\$0	\$0
Printing	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500
Narrative/Explanation: The amount reflects the cost for lease agreements already in place. The amounts reflect costs based on estimated per student printing needs of \$250 per academic year.					
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$8,760	\$8,760	\$9,260	\$9,260	\$9,760

ATTACHMENT A

**UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF SCIENCE IN SOFTWARE ENGINEERING**

Degree Requirements		Credit Hours
General Education		42-44
Specific courses needed to fulfill General Education requirements can be found in the UCO catalog		
	Written and Oral Communication	9
	Quantitative Reasoning/Scientific Method	10-11
	Critical Inquiry and Aesthetic Analysis	6
	American Historical and Political Analysis	6
	Cultural and Language Analysis	3-4
	Social and Behavioral Analysis	3
	Life Skills	5
Required Courses		60
CMSC 1613	Programming I	3
CMSC 2123	Discrete Structures	3
CMSC 2613	Programming II	3
CMSC 2833	Computer Organization I	3
CMSC 3103	Object Oriented Software Design and Construction	3
CMSC 3613	Data Structures and Algorithms	3
CMSC 4003	Applications of Database Management Systems	3
CMSC 4153	Operating Systems	3
CMSC 4283	Software Engineering I	3
CMSC 4401	Ethics in Computing	1
*SE 4423	Software Engineering II	3
*SE 4433	Software Architecture and Design	3
*SE 4513	Software Engineering Senior Project	3
MATH 2313	Calculus I	3
MATH 2323	Calculus II	3
MATH 2333	Calculus III	3
MATH 3143	Linear Algebra	3
STAT 2113 or STAT 4113	Statistical Methods I Mathematical Statistics I	3
PHY 2014	Physics for Science & Engineering I and Lab	4

PHY 2114	Physics for Science and Engineering II and Lab	4
Guided Electives		9
Choose 9 hours in one of the two application areas		
Application Development		
CMSC 3413	Advanced Visual Programming	3
CMSC 4133	Concepts of Artificial Intelligence	3
CMSC 4303	Mobile Apps Programming	3
CMSC 4373	Web Server Programming	3
System Development		
CMSC 4023	Programming Languages	3
CMSC 4063	Networks	3
CMSC 4173	Translator Design	3
CMSC 4323	Computer and Network Security	3
CMSC or SE Electives		13
A minimum of 7 hours must be 3000/4000 level CMSC or SE courses. Up to 6 hours of CMSC or SE electives must be taken at the 2000 level		
Total		124

*Asterisks denote new courses

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #13-d:

New Programs.

SUBJECT: Northern Oklahoma College. Approval to offer the Certificate in Practical Nurse Eligibility.

RECOMMENDATION:

It is recommended that the State Regents approve Northern Oklahoma College's request to offer the Certificate in Practical Nurse Eligibility 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.

- **Certificate in Practical Nurse Eligibility.** The certificate is embedded within the Associate in Applied Science in Nursing-Registered Nurse (046) and will be included in the final approval review due in 2014.

BACKGROUND:

Academic Plan

Northern Oklahoma College's (NOC) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- In line with the institutional strategic plan developed in 2012-2013 for the 2013-2018 time period, the primary academic priorities are to enhance recruitment, retention, and graduation through the following year one priorities:
 - o Data collection and analysis, with a renewed focus on measures of high impact educational practices (e.g. service learning, intensive writing practice, internships, etc.) as provided by CCSSE results to identify areas of improvement
 - o Analysis of online and evening course enrollment and completion rates to determine whether expansion is appropriate for further meeting the needs of non-traditional students
 - o Professional development for faculty and staff on advising to emphasize early career counseling and more expedient routes for students completing remediation needs
- Ongoing academic priorities include curriculum review and redesign as suggested by internal program review and regular course alignment meetings with colleagues at partner institutions. Examples of these processes at work can be seen in the Social Science Division priorities for 2013-2014 to begin offering coursework toward a Criminal Justice degree on the NOC-Stillwater campus, as students currently do not have that option for a major at OSU and to develop a Methods of Research and Statistics course as feedback from two partner institutions has indicated students are underprepared for their curriculum in statistics. In addition, the division chair has been working with OSU faculty and a division administrator to develop a

new 2 + 2 articulation agreement in the Human Development and Family Science Division to meet the needs of transfer students in that area.

APRA Implementation

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

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

42	Degree and/or certificate programs deleted
22	Degree and/or certificate programs added

Program Review

NOC offers 35 degree and/or certificate programs as follows:

0	Certificates
19	Associate of Arts or Sciences Degrees
16	Associate of Applied Science Degrees
0	Baccalaureate Degrees
0	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

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

NOC’s faculty developed the proposals, which were reviewed and approved by institutional officials. NOC’s governing board approved delivery of the Certificate in Practical Nurse Eligibility at the November 19, 2013 meeting. NOC requests authorization to offer these certificates as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Certificate in Practical Nurse Eligibility

Program purpose. The proposed certificate is embedded within the Associate in Applied Science (AAS) in Nursing-Registered Nurse (RN) (046) and will prepare students for the Oklahoma State Board of Nursing Practical Nurse licensure exam.

Program rationale and employment opportunities. According to the Oklahoma Employment Security Commission, jobs for LPNs are expected to increase 21 percent through 2020. NOC indicates that many students have withdrawn from the AAS in Nursing-RN (046) program prior to successful completion of two required courses. Due to course rotation, these students must wait at least one year to complete the RN program, however, would be eligible seek licensure as a Licensed Practical Nurse (LPN). This credential would give these students an opportunity to seek employment for the interim period while waiting to complete the requirements for the AAS program.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Nursing-Registered Nurse (046) program.

Duplication and impact on existing programs. There are no Certificate in Practical Nurse Eligibility programs offered in Oklahoma. A system wide letter of intent was communicated by email December 19, 2013. Eastern Oklahoma State College (EOSC) requested a copy of the proposal, which was sent via email January 8, 2014. Neither EOSC nor other State System institutions notified the State Regents' office of a protest. Approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 56 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
General Education	13
Nursing Core	18
Program Requirements	25
Total	56

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Associate in Applied Science in Nursing-Registered Nurse (046) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

**NORTHERN OKLAHOMA COLLEGE
CERTIFICATE IN PRACTICAL NURSE ELIGIBILITY**

Degree Requirements		Credit Hours
Required Course		13
ENGL 1113	English Composition I	3
ENGL 1213	English Composition II	3
HIST 1483 or HIST 1493	American History to 1865 American History from 1865	3
POLI 1113	American Government	3
ORNT 1101	Freshman Orientation	1
Program Requirements		18
BISI 1124 or BISI 1114 or CHEM 1314	General Biology for Majors General Biology General Chemistry I	4
BISI 2124	Microbiology	4
BISI 2214	Human Anatomy and Physiology	4
PSYC 1113	General Psychology	3
SOCI 1113 or SOCI 2223	Principles of Sociology Social Problems	3
Program Requirements		25
NURS 1114	Fundamentals of Nursing	4
NURS 1124	Fundamentals of Practicum	4
NURS 1234	Nursing of Adults	4
NURS 1244	Nursing of Adults I Practicum	4
NURS 2071	Seminar in Nursing I	1
NURS 2334	Maternal Child Nursing	4
NURS 2344	Maternal Child Nursing Practicum	4
Total		56

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #13-e:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City. Approval to offer the Certificate in Non-Profit Management.

RECOMMENDATION:

It is recommended that the State Regents approve the Oklahoma State University-Oklahoma City's request to offer the Certificate in Non-Profit Management in a traditional and electronic media format 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.

- **Certificate in Non-Profit Management.** Continuation beyond Fall 2016 will depend upon meeting the following criteria:
Majors enrolled: a minimum of 15 students in Fall 2015; and
Graduates: a minimum of 5 students in 2015-2016.

BACKGROUND:

Academic Plan

Oklahoma State University-Oklahoma City's (OSU-OKC) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

The most important academic priorities for OSU-OKC are to increase retention and graduation rates, enhanced student success, and academic excellence.

- **Student Success and Opportunities Center and the Division of Initial College Studies:** These two areas partnered to place academic tutors within several developmental classrooms. These tutors were in the classrooms during the first two weeks of the semester. Student interaction with the tutors increased, both in and out of the classroom, due to students' having established a relationship with the tutors. Due to the early success, the program will be expanded this year.
- **Student Retention and Graduation:** The University recognizes the need to increase the retention and graduation rates of students. In addressing the notion that retention and graduation is more than just a task of Student Services, each academic division will develop a division plan for addressing student retention and graduation. This plan and metrics will be submitted to the Vice-President of Academic Affairs, and will be evaluated annually.
- **Soft Skills and Professionalism:** Business and industry stakeholders have expressed a trend in their hiring processes, noting the absence of soft skills in many of their new employees. In response to this need, academic programs will examine the need for soft skills instruction within their programs, and develop focused plans on how to address these much-needed skills through courses presently offered within the program.

- **Prior Learning Assessment:** Many non-traditional students enter college with many valuable real-world work experiences. Some of these experiences are complimentary of some of the technical competencies taught in college courses. The Prior Learning Assessment process provides an avenue for students to receive college credit for those experiences. The university will explore PLA to assist students in progressing towards their degree or certificate.
- **Academic Advising Support:** The President has approved of adding an additional academic advisor to the campus who will be focused on the Division of Arts and Sciences. While this is a half-time position, the level of student support through advisement will be enhanced by this addition. Since 2011, the campus has increased the number of academic advisors by over 150%.

APRA Implementation

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

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

51	Degree and/or certificate programs deleted
46	Degree and/or certificate programs added

Program Review

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

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

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

Program Development Process

OSU-OKC’s faculty developed the proposals, which were reviewed and approved by institutional officials. OSU-OKC’s governing board approved delivery of the Certificate in Non-Profit Management at the March 17, 2014 meeting.

OSU-OKC is currently approved to offer the following degree programs via electronic media:

- Associate in Applied Science in Business Technologies (096);
- Associate in Applied Science in Business Technology-Management (053);
- Associate in Applied Science in Crime Victim/Survivor Services (077);
- Associate in Applied Science in Healthcare Administration (071);
- Associate in Applied Science in Police Science (015);

- Associate in Science in Enterprise Development (676);
- Associate in Science in Police Science (068);
- Associate in Science in Public Service (076); and
- Certificate in Early Care Education Administration (087).

OSU-OKC requests authorization to offer the programs and certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval 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:

Certificate in Non-Profit Management

Program purpose. The purpose of the proposed program is to provide students with foundational knowledge and leadership skills to work in non-profit organizations.

Program rationale and background. Formal surveys of current students, as well as contact with leaders in the non-profit sector, support the need for the proposed certificate. Many current students at OSU-OKC pursuing degrees in management or public service are either currently employed at non-profit organizations or intend to seek employment in the non-profit sector and are interested in obtaining a credential that will better prepare them for their careers. A consistent concern of non-profit leaders is the need for employees who are not only public service minded, but also have a strong business foundation. This concern has been expressed in Business Focus Group meetings and during OSU-OKC advisory committee discussions. Further exploration of the need was conducted one-on-one with leadership in both large and small non-profit organizations, as well as with the President and CEO of the Oklahoma Center for Non-Profits and current/former Board of Director members of non-profit organizations. In each discussion, these leaders expressed strong interest in considering the graduates of a certificate in non-profit management for employment, as well as providing an opportunity for current non-profit employees to broaden their business knowledge and leadership skills.

Employment opportunities. The proposed certificate is designed for both current professionals working in non-profit organizations who are interested in seeking to enhance their skills, as well as current students with the goal of completing a bachelor's degree in a similar discipline and pursuing a career in the non-profit sector. As of April 2014 the Oklahoma Center for Nonprofits' website lists over 60 job openings, many of which are at the coordinator, director, and executive level. Examples of organizations in Oklahoma that are currently seeking candidates and would hire individuals with this credential are Oklahoma Arts Council, Eagle Ridge Institute, Teach for America, Oklahoma Museum of Art, a Chance to Change, Oklahoma Visual Arts Coalition, and the Metropolitan Tulsa Urban League. OSU-OKC is confident that students completing this certificate in conjunction with an undergraduate or graduate degree will have an advantage when seeking employment in the non-profit sector.

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

Certificate in Non-Profit Management.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	15	Fall 2015
Minimum Graduates from the program	5	2015-2016

Duplication and impact on existing programs. There are no Certificate in Non-Profit Management programs offered in Oklahoma. A system wide letter of intent was communicated by email March 31, 2014. 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 in Non-Profit Management program will consist of 30 total credit hours as shown in the following table. Three new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Core Courses	18
Support and Related Courses	12
Total	30

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

Delivery method and support services. The Certificate in Non-Profit Management program will be offered in a traditional and an online format using the Desire2Learn learning management system and OSU-OKC will meet the required academic standards outlined in policy 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 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 Non-Profit Management are shown in the following table.

A. Funding Sources	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources	\$0	\$0	\$0	\$0	\$0
Total Resources Available from Other Non-State Sources	\$0	\$0	\$0	\$0	\$0
Existing State Resources	\$0	\$0	\$0	\$0	\$0
State Resources Available through Internal Allocation and Reallocation	\$4,677	\$6,023	\$5,383	\$2,758	\$133
Narrative/Explanation: The funds indicated about are from the department's current budget that will be allocated needed until funds from tuition revenue are able to fully support the proposed certificate.					
Student Tuition	\$5,250	\$7,875	\$10,500	\$13,125	\$15,750
Narrative/Explanation: Tuition was calculated based on students completing 8 credit hours each semester.					
TOTAL	\$9,927	\$13,898	\$15,883	\$15,883	\$15,883

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff	\$0	\$0	\$0	\$0	\$0
Faculty	\$9,927	\$13,898	\$15,883	\$15,883	\$15,883
Narrative/Explanation: The amounts shown are calculated based on adjunct faculty hourly rates times the number of sections anticipated during each academic year.					
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	\$0	\$0	\$0
Printing	\$0	\$0	\$0	\$0	\$0
Telecommunications	\$0	\$0	\$0	\$0	\$0
Travel	\$0	\$0	\$0	\$0	\$0
Awards and Grants	\$0	\$0	\$0	\$0	\$0
TOTAL	\$9,927	\$13,898	\$15,883	\$15,883	\$15,883

Attachments

**OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY
CERTIFICATE IN NON-PROFIT MANAGEMENT**

Degree Requirements	Credit Hours
Program Core Courses	18
*PSER 2293 Introduction to Non-Profit Organizations	3
MGMT 2493 Non-Profit Management	3
MGMT 2593 Fundraising and Development	3
PSER 2223 Leadership and Group Dynamics	3
HHP 5653 Philosophical Foundations of Health Promotion	3
MGMT 2213 or Human Resources Management BUS 2003 Small Business Management	3
PSER 2013 Public Law	3
Support and Related Courses	12
MKT 2273 Principles of Marketing	3
ACCT 2103 Financial Accounting	3
*BUS 2013 Introduction to IRS Form 990	3
*WRTG 2013 Introduction to Grant Writing and Administration	3
Total	15

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #14:

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:

Cameron University (CU) requests authorization to delete the program listed below:

- Associate in Applied Science in Applied Technology (595)

Carl Albert State College (CASC) requests authorization to delete the programs listed below:

- Associate in Applied Science in Hotel, Restaurant, and Tourism Management (059)
- Associate in Applied Science in Culinary Arts (064)
- Certificate in Office Science (062)

POLICY ISSUES:

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

ANALYSIS:

CU requests authorization to delete the Associate in Applied Science in Applied Technology (595). This program was approved at the February 18, 2000 State Regents' meeting. Reasons for requesting the deletion include:

- CU suspended the program in 2011 due to low enrollment and low demand.
- CU has determined the market has changed and there is no longer a need to offer the program.
- There are currently no students enrolled.
- One course will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Applied Science in Hotel, Restaurant, and Tourism Management (059). This program was approved at the October 28, 2004 State Regents' meeting. Reasons for requesting the deletion include:

- CASC reports low enrollment and graduates in the program.
- There are currently no students enrolled.
- Fifteen courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Associate in Applied Science in Culinary Arts (064). This program was approved at the November 29, 2007 State Regents' meeting and was a Cooperative Agreement with Kiamichi Technology Center. Reasons for requesting the deletion include:

- CASC reports low enrollment and graduates in the program.
- One student is currently enrolled with an expected graduation date of Spring 2014.
- Eleven courses will be deleted.
- No funds are available for reallocation.

CASC requests authorization to delete the Certificate in Office Science (062). This program was approved at the September 14, 2006 State Regents' meeting. Reasons for requesting the deletion include:

- CASC reports low enrollment and graduates in the program.
- There is currently one student enrolled in the program with an expected graduation date of Spring 2014.
- No courses will be deleted.
- No funds are available for reallocation.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #15-a:

Scholars for Excellence in Child Care.

SUBJECT: Scholars for Excellence in Child Care. Approval of contract modifications between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE) to continue the Scholars for Excellence in Child Care (Scholars) program.

RECOMMENDATION:

It is recommended that the State Regents approve the Scholars for Excellence in Child Care Scholars scholarship and program contract modifications, renewing the existing contract for the third one-year term and second one-year term allowable, respectively.

BACKGROUND:

Since June 2000, the OSRHE and the OKDHS have contracted in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention. The annual contract allows community colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood and child development.

Given the success of the Scholars program and the desire of OKDHS to continue to improve the quality of services available to child care staff, the Director of OKDHS asked the Chancellor to broaden the State Regents' current scholarship offerings, beginning Fall 2004, by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program. Therefore, a contract between the two parties was entered into to provide funding for administering the scholarship program.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to enhance educational opportunities and encourage coordination and cooperation between the State Regents, State System institutions and other state agencies.

ANALYSIS:

The Scholars program has achieved success since its inception. Through summer 2013, there have been approximately 407 child care providers that, through taking courses at a participating community college, have obtained a Child Development Associate, a nationally recognized credential. Approximately 2,976 have earned a certificate of mastery, and 875 an associate degree through the Scholars program initiative.

There have been 266 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Four scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since the inception of the Early Education Pathway to Your CDA curriculum, offered on-line and at the area technology centers, with scholarship funding through the Scholars program, there have been approximately 261 child care providers who have obtained the national CDA credential.

The contract modifications will extend the program through FY15.

Note: Attachments to the contract modifications are on file in the State Regents' office.

Attachments

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND FOURTH MODIFICATION OF CONTRACT

This Renewal and Modification of the current contract PA# 12000290, PO# 800290 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 16, 2011, the Department and the OSRHE entered into an agreement effective July 1, 2011 through June 30, 2012 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars), a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, on or about September 13, 2011 the parties entered into a modification to decrease the original contract to an amount not to exceed \$1,054,989;

WHEREAS, on or about July 1, 2012, the parties renewed the contract for the first renewal period and modified Attachments A & B of the Agreement;

WHEREAS, on or about July 1, 2013, the parties renewed the contract for the second renewal period and modified Attachments A & B of the Agreement;

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modifications

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See “Attachments A & B” attached hereto.

II. Renewal

This Agreement shall be renewed for the third of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2014 and ending June 30, 2015.

Except as expressly amended and modified by this Fourth Modification, all provisions of the Agreement and First modification shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Fourth Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

By: _____
Ed Lake, Director

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

SECOND RENEWAL AND SECOND MODIFICATION OF CONTRACT

This Renewal and Modification of the current contract PA# 13000376, PO# 0900376 is entered into by and between the Oklahoma Department of Human Services (“Department”) and the Oklahoma State Regents for Higher Education (“OSRHE”).

WHEREAS, on or about July 1, 2012, the Department and the OSRHE entered into an agreement effective July 1, 2012 through June 30, 2013 whereby the OSRHE agreed to administer the Scholars for Excellence in Child Care (Scholars) program that allows scholar coordinators at 11 community colleges to recruit and assist eligible child care providers to pursue education toward a Child Development Associate (CDA), Certificate of Mastery, Director’s Certificate of Completion, and associate of arts or science in child development/early childhood education, or a bachelor’s degree. (“Agreement”);

WHEREAS, the Contract Term section of the Agreement provides that after the initial one-year period, the Agreement may be renewed for three one year periods at the level of services outlined in Attachments A&B;

WHEREAS, on or about July 1, 2013, the parties renewed the contract for the first renewal period and modified Attachments A & B of the Agreement;

WHEREAS, the Modification section of the Agreement provides that any modifications or amendments to the Agreement shall be in writing and agreed to by both the OSRHE and the Department;

WHEREAS, both parties desire to renew the Agreement for a one-year period and modify the Agreement as set forth below.

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

I. Modifications

Attachments A & B of the Agreement are hereby amended by deleting them entirely and substituting, in lieu thereof, the following:

See “Attachments A & B-1 – B-13” attached hereto.

II. Renewal

This Agreement shall be renewed for the second of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2014 and ending June 30, 2015.

Except as expressly amended and modified by this Second Renewal and Second Modification, all provisions of the Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have each caused this Second Renewal and Second Modification to be executed as of the latter date written below as evidenced by the signatures of their respective duly authorized officers.

Oklahoma Department of Human Services

Oklahoma State Regents for Higher Education

By: _____
Ed Lake, Director

By: _____
Glen D. Johnson, Chancellor

Date: _____

Date: _____

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #15-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Oklahoma Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community colleges' Scholars for Excellence in Childcare program allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:

Since June 2000, the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services (OKDHS) have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care (Scholars) program. Ten community colleges and Oklahoma State University-Oklahoma City have a Scholars program in place. Northern Oklahoma College offers a program in Stillwater and at the Enid campus.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college Scholars program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY15:

Community College	FY15 Allocation
Carl Albert State College	84,216
Murray State College	75,897
Northeastern Oklahoma A&M College	69,736
Northern Oklahoma College-Enid	81,159
Northern Oklahoma College-Stillwater	99,222
Oklahoma City Community College	79,272
Oklahoma State University-Oklahoma City	70,876
Redlands Community College	72,075

Rose State College	93,851
Seminole State College	84,990
Tulsa Community College	165,691
Western Oklahoma State College	87,377

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #16-a:

Temporary Assistance to Needy Families.

SUBJECT: Oklahoma Department of Human Services (OKDHS) contract and contract modification relating to the Temporary Assistance to Needy Families (TANF) program.

RECOMMENDATION:

It is recommended that the State Regents approve the attached contract and contract modification.

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs have been offered at the community colleges, Oklahoma State University Institute of Technology, and Oklahoma State University-Oklahoma City (OSU-OKC) tailored for recipients of Temporary Assistance to Needy Families (TANF). The programs have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (OSRHE). Specifically the programs are designed to offer vocational education/training and other skills necessary to facilitate employment at the end of the program. Currently, there are a total of 20 program locations including sites on and off campuses serving TANF recipients.

In July 1999 OKDHS and the OSRHE entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. The purpose of this program is to offer intensive training in job readiness and job search skills to help TANF recipients find employment within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

Each year the community colleges' TANF programs provide vocational education/training to a combined total of approximately 900 recipients, many of whom are working toward associate degrees.

The attached contract modifications between the OSRHE and OKDHS will extend the TANF programs at the community colleges and the TANF job readiness program at OSU-OKC through FY15.

Note: Contract and contract modification attachments are on file at the State Regents office.

Attachments

AGREEMENT

between the

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

and the

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

I. PURPOSE

This agreement is established between the Oklahoma State Regents for Higher Education (hereinafter "OSRHE") and the Oklahoma Department of Human Services (hereinafter "DHS"), the IV-A Agency responsible for administering the Temporary Assistance for Needy Families (TANF) Program under the Title IV-A of the Social Security Act. The purpose of this agreement is to set forth a process designed to provide vocational education skills (and/or other necessary skills) needed to gain employment for eligible recipients in the DHS TANF WORK program. The program may also serve Non-TANF individuals as capacity allows. This process will utilize block grant funds allocated to DHS pursuant to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-193) and implemented through programs designed by community colleges within the Oklahoma State System of Higher Education (hereinafter "Colleges"). These programs must be approved by DHS and OSRHE before funds will be awarded.

II. FINANCIAL COMMITMENT

1. DHS will set aside an estimated \$3,182,500.00 of its Block Grant funding. These funds will be available to approved College programs designed to serve those who are determined by DHS to be eligible to participate. DHS will reimburse OSRHE in accordance with the budget, Attachment A.
2. An amount of \$100,000 will be provided to OSRHE as an administrative fee.
3. In accordance with this agreement, a 20% match to the Block Grant funding expended by DHS for vocational training programs at local Colleges will be provided through OSRHE or local college funds and/or in-kind contributions. In lieu of transfer of matching funds from OSRHE or local Colleges to DHS, OSRHE will identify the specific amount of matching funds ascertained and that are available for DHS to use as the non-federal share of Block Grant expenditures.
4. DHS retains the authority to determine the specific activities and services for which the matching and Block Grant funds will be used.

III. ASSURANCES

DHS and OSRHE and Colleges will comply with Titles VI and VII of the Civil Rights Act of 1964, Executive order 11246, as amended, the Federal Regulations set forth in Title 45, Code of Federal Regulations, Part 80 (which implement PL 38-32), Civil Rights Act of 1964, Part 84 (which implements PL 93-112), Rehabilitation Act of 1973, part 90 (which implements PL 94-135), Age Discrimination Act of 1975, and Americans with Disability Act of 1990.

IV. DHS RESPONSIBILITIES

1. Review and approve program applications and program budgets proposed by Colleges in consultation with OSRHE prior to OSRHE approval and notification of award amount.
2. Each local DHS will appoint a staff member who will serve as the DHS Project Liaison with the College programs. The DHS Liaison shall be responsible for meeting at least monthly with the College's TANF director/coordinator or their designee for the purpose of reviewing the status of each participant.
3. Conduct the necessary recruitment through development of the Mutual Agreement/Employability Plan (TW-2), and conduct joint staffings with the recipient, the College Program's director or designee, and other appropriate partners to develop a comprehensive individualized service plan.
4. Make referrals to the community college programs with the Interagency Referral and Information Form (TW3) with the TW2 and assessment results attached.
5. Provide and/or refer the recipient to the needed social and supportive services as funds are available and participant's needs require. These services may include, but are not limited to, participation allowance, child care, family planning, and counseling.
6. DHS State Office staff, in conjunction with OSRHE staff, will conduct site visits to the participating College programs on an as needed basis but not less than once a year for the purpose of monitoring program fiscal operations and to assure adherence to approved program purposes, goals, and objectives.
7. DHS may refer Non-TANF individuals that receive other DHS services or benefits to the local college program. There is a requirement that Non-TANF individuals accepted into the program must have a minor child or children. The determination of acceptance into the program is made by DHS state office to ensure that eligible TANF participants are not displaced or refused acceptance. TANF participants must be given priority when program space and resources become limited.

V. OSRHE RESPONSIBILITIES

1. The OSRHE will solicit program renewal applications from Community Colleges. All applications must reflect collaboration and approval by each local county DHS office served. After applications have been reviewed and approved by DHS and OSRHE, OSRHE will notify the Institution that the application has been approved. In this notification, OSRHE will also identify the amount of funds awarded to the programs which are available to reimburse the Colleges for program expenditures.
2. OSRHE will assure compliance to this agreement is met by soliciting renewal applications from Colleges, approving and monitoring the College programs, and providing technical assistance when needed.
3. In the event that any costs claimed by OSRHE are subsequently disallowed by DHS as cost items of the agreement, and OSRHE cannot establish that the costs are allowable under the agreement, OSRHE agrees to reimburse DHS in an amount equal to the disallowance. At the discretion of DHS, DHS may deduct such amounts from subsequent payments to be made to OSRHE without prejudice to OSRHE's right to establish the allowability of such item of costs under the agreement.
4. Reimbursement of costs incurred by operating a program is based on an approved budget and upon actual costs incurred and must be supported by documentation. Billing of expenses to the College

programs will be done on a quarterly basis not later than forty-five (45) days after the end of the quarter. Supporting documentation must specifically identify the program and will include, but not be limited to, copies of paid invoices and payroll records. Time and effort records will be reviewed at the program site visits and should be kept in the College's program records.

5. Block grant funding for this agreement must be used for direct program use. No block grant funding may be used for consultant fees or out-of-state travel by College programs without prior written approval from DHS and OSRHE.

6. OSRHE will include in the renewal application the assurances and responsibilities that the Colleges are obligated to meet pursuant to the agreement. Approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this agreement. OSRHE will include in the renewal application that participating Colleges will:

a. Develop, design and coordinate with DHS local county offices individualized/specialized programs which best meet employment opportunities within their community.

b. Provide services that may include, but are not limited to the following:

- (1) Training of basic skills related to employment/workplace skills
- (2) Adult basic education or remediation when necessary for employment
- (3) Vocational skills training (including non-traditional and specialized)
- (4) Job readiness/job search activities
- (5) Private and Public Sector Work Experience
- (6) Six-month employment follow-up

c. Forward to appropriate local DHS staff relevant information and documentation which may affect the eligibility of the TANF recipient.

d. Provide program activities offered to TANF recipients a minimum of 30 hours per week.

In some instances TANF recipients may be identified as having "special needs" (i.e., mental health, domestic violence, substance abuse, court mandated issues, etc.) which require specific services offered outside the program. Time for "special needs" services may be included in the minimum 30-hour requirement. Program activities (structured, scheduled and supervised) are required to be offered throughout the year except for designated state/federal holidays approved by DHS and OSRHE.

e. Comply with the most current "Program Guidelines for Community College TANF Programs" provided by OSRHE.

f. Adhere to the provisions outlined in the Health Insurance and Portability and Accountability Act (HIPAA).

g. Ensure TANF funds and/or TANF recipients are not used for promotional or programmatic publications, either in written, verbal, picture, or video format without written approval from DHS and OSRHE.

7. OSRHE staff, in conjunction with DHS state office staff, will conduct site visits to the participating Colleges programs on an as needed basis but not less than once a year for the purpose of monitoring achievement of program goals, purposes, and objectives, and fiscal compliance to assure adherence to the approved program guidelines.

VI. GENERAL TERMS AND CONDITIONS:

1. The terms and conditions of this agreement shall be effective and binding from July 1, 2014 through June 30, 2015. It is agreed upon by both parties that this contract may be terminated by written notice delivered via certified mail by either party 30 days prior to termination date.
2. At the sole option of DHS the contract may be renewed, at the current level of services and budget unless terminated by either party, subject to modification or cancellation provisions contained herein. Such renewals will extend for four (4) additional 12-month periods with a finite ending date of June 30, 2019.
3. In the event OSRHE fails to meet the terms and conditions of this contract or fails to provide services in accordance with the provisions of the contract, DHS may cancel this contract upon written notice of default to OSRHE via certified mail. Such cancellation shall not be an exclusive remedy but shall be in addition to any other rights and remedies provided for by law.
4. Any modifications or amendments to the contract shall be in writing and agreed to by both OSRHE and DHS; provided, however, that OSRHE is allowed to make budget adjustments not to exceed a 10% deviation within each category without a formal modification. The budget adjustments are submitted in writing by OSRHE and are subject to exception upon review for reasonableness by contract monitor for DHS.
5. Contractors employing two or more individuals to supply services through a contract that expends in excess of \$500,000 or more in a year in federal funds must have a certified independent audit conducted in accordance with Government Auditing Standards and Office of Management and Budget (OMB) Circular A-133.

Contractors that receive in excess of \$50,000 per year in state or federal funds must have a certified independent audit of its entire operations conducted in accordance with Government Auditing Standards. The financial statements shall be prepared in accordance with Generally Accepted Accounting Principles and the report shall include a Supplementary Schedule of State Awards listing all state revenues and expenditures by contract and a Supplementary Schedule of Revenue and Expenditures by function and funding source. The certified independent audit must cover the period for which the contract was in effect.

A certified public accountant or public accountant who has a valid and current permit to practice accountancy must perform the audit. DHS retains the right to approve the selection of and examine the work papers of said auditor. No approval will be withheld unreasonably.

Contractor must submit two copies of the annual audit to the Office of Inspector General, P.O. Box 25352, Oklahoma City, Oklahoma 73125 along with a copy of the management letter and a response to any audit findings within 90 days of the conclusion of Contractor's fiscal year.

At the request of DHS or the Oklahoma State Auditor, Contractor will provide books, records, documents, accounting procedures, practices, or any other item relevant to the contract for examination.

6. OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

7. Any equipment or other tangible materials directly and/or specifically purchased with funds provided through this contract and previously approved for said purchase by DHS shall remain/become the property of DHS. Upon termination or cancellation of the contract, for any reason, DHS may demand delivery/return of such equipment or materials at OSRHE's sole cost and expense. OSRHE shall notify DHS prior to relocation or substantial alteration of such equipment or materials.

8. Due to possible future reductions in State and/or Federal appropriation, DHS cannot guarantee the continued availability of funding for this agreement notwithstanding the consideration stated above. In the event funds to finance this agreement become unavailable, either in full or in part, due to such reduction in appropriations, DHS may terminate the agreement or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail return receipt requested or in person with proof of delivery. DHS shall be the final authority as to the availability of funds. The effective date of such agreement termination or proposed reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. Provided, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, OSRHE may cancel this agreement as of the effective date of the proposed reduction upon the provision of advance written notice to DHS.

9. The travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. DHS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, DHS will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, Department policy. The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

10. The OSRHE agrees to comply with all applicable federal and state law and the OSRHE's policies concerning information security risk assessments, confidential information and data security.

11. The agreement to be bound by the terms of the agreement will become effective upon the signature of all persons shown below.

 Ed Lake, Director
 Oklahoma Department of Human Services

 Glen D. Johnson, Chancellor
 Oklahoma State Regents for Higher Education

Date _____

Date _____

Attachment A

Oklahoma State Regents for Higher Education
TANF Program Annual Budget

Allocations to Community Colleges	\$3,082,500.00
Administration	100,000.00
Total	\$3,182,500.00

AMENDMENT TO CONTRACT

This Amendment to the contract identified by Agency Requisition #11000523, PO#0700523, for the purpose of operating the TANF job readiness program at OSU-OKC, is entered into by the Oklahoma Department of Human Services (hereinafter "DHS") and the Oklahoma State Regents for Higher Education (hereinafter "OSRHE").

WHEREAS DHS AND OSRHE recognize the need to modify their existing contract to reflect a current budget;

NOW, THEREFORE, in consideration of the premises, the mutual covenants hereinafter contained, and other good and valuable consideration, the receipts and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Attachment B to the existing contract is hereby deleted in its entirety and replaced by Attachment B, for FY15 attached hereto.

2. This amendment shall be effective as of July 1, 2014.

All terms, conditions and provisions of the contract as enacted shall remain in full force and effect except as modified by this amendment.

Approval:

Approval:

Authorized Representative
Oklahoma Department of Human Services

Glen D. Johnson, Chancellor
Oklahoma State Regents for Higher Education

Date

Date

EXHIBIT "B"

OSU-OKC REACH4Work Job Readiness Grant FY15 Proposed Budget		Proposed FY15 Budget
Personnel:		
Program Coordinator (<i>Salary@15%</i>)		\$6,123.60
Job Readiness Instructor		\$32,580.00
Job Coach		\$30,492.80
Secretary (part-time)		\$11,003.20
Total Salary		\$80,199.60
Employee Benefits FY15 (46.90%)		\$37,613.61
Subtotal		\$117,813.21
Travel		\$1,000.00
Equipment & Support		
Computer Support		\$1,000.00
<i>Communication</i>		
<i>Printing</i>		
<i>Phone</i>		
<i>Postage</i>		
Supplies		\$710.90
Student Services		\$800.00
Total Direct Cost		\$121,324.11
Indirect Cost (8% of direct costs)		\$9,705.93
Physical Facilities 1190 sq.ft. @11.05 per sq ft. (including Maintenance/Custodial Svcs)		
Total Proposed Budget FY15		\$131,030.04
<p>REACH4Work Proposed Flat Budget for FY15 in the amount of \$131,030. Budget Summary: Benefit % increased. Travel, Supplies and Student Services amounts all decreased from last year's budget. See Budget Narrative for details.</p>		

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #16-b:

Temporary Assistance to Needy Families.

SUBJECT: Allocation of funds to Oklahoma community colleges participating in the Temporary Assistance to Needy Families (TANF) Program pursuant to the contracts with the Department of Human Services.

RECOMMENDATION:

It is recommended that the State Regents approve the community college TANF allocations in the amounts set forth herein pursuant to the contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education (State Regents).

BACKGROUND:

Since the 1996 Welfare Reform Act was legislated, employment training programs at the community colleges tailored for recipients of TANF have been operational through funding provided through a contract between the Oklahoma Department of Human Services (OKDHS) and the State Regents. Five State System two-year colleges offer TANF programs at 13 locations on and off the campus as follows: Carl Albert State College, Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Murray State College – Tishomingo, Ardmore and Atoka. Effective July 1, 2011 Murray State College has undertaken administration oversight for the programs formerly administered by Eastern Oklahoma State College in McAlester and Idabel; Northeastern Oklahoma A&M College – Miami and Jay, and Northern Oklahoma College – Stillwater and Enid. Five additional community colleges and the two OSU technical branches offer TANF programs on their campus.

Since July 1999 OKDHS and the State Regents have entered into a separate contract to offer a job readiness program for TANF recipients at OSU-OKC. The purpose of this program is to offer intense job readiness skills and subsequent job search to help TANF recipients become employed within 4-6 weeks. Many of the TANF recipients referred to this program have already received vocational training and have been unable to find employment.

POLICY ISSUES:

This action is consistent with the State Regents' commitment to the enhancement of educational opportunities, and coordination and cooperation between State System institutions and other state agencies.

ANALYSIS:

A review of the community college TANF program continuation applications for FY15 by DHS and State Regents' staff resulted in the recommended amounts listed as follows:

College	Amount
Carl Albert State College	236,979
Connors State College*	145,731
Murray State College**	627,256
Northeastern Oklahoma A& M College	190,000
Northern Oklahoma College-Enid	143,432
Northern Oklahoma College – Stillwater	156,738
Oklahoma City Community College	270,864
Oklahoma State University – Oklahoma City	197,831
Oklahoma State University – Oklahoma City (job readiness program)	131,030
Oklahoma State University Institute of Technology – Okmulgee	200,922
Redlands Community College	264,002
Rose State College	259,090
Seminole State College	228,104
Western Oklahoma State College*	140,829
* joint program with area technology center	
** includes two program sites (McAlester & Idabel) previously administered by Eastern Oklahoma State College	

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #17:

Oklahoma Tuition Aid Grant.

SUBJECT: Award Schedule for 2014-2015.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2014-2015 award schedule for the Oklahoma Tuition Aid Grant program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is \$1,000 at public institutions and \$1,300 at private institutions. The program currently serves about 23,000 students with a total budget of more than \$19 million. The award is available to students attending state system institutions, non-profit accredited private institutions and public career technology centers.

Until 2010-2011, the OTAG program received annually approximately \$900,000 in federal matching funds. However, due to federal budget reductions in 2011, those funds were eliminated beginning in 2011-2012.

POLICY ISSUES:

OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

As shown in the attached document, the proposed award schedule reflects the following:

- Awards will initially be limited to students with an Expected Family Contribution (EFC) of 1700 or less and can be extended if funds are sufficient. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal student financial aid application.
- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through March 1st. This date can be extended if funds are sufficient. For 2013-2014, funds were sufficient to pay full year awards to students applying through March 20th and spring-semester-only awards were allowed through April 7th.

- The maximum award level will remain at \$1,000 for students attending public institutions and \$1,300 for students attending private/independent institutions. The maximum award for students attending public institutions has remained \$1,000 since 1982.
- The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-2004 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
- The proposed schedule includes an option for offering awards for summer enrollments if funds remain available after all Fall and Spring disbursements have been paid.
- While the highest EFC for awards is 1700, a maximum eligible EFC is determined in order to identify the total eligible OTAG applicant pool. The maximum EFC is 5157, which is consistent with eligibility for federal Pell Grants in 2014-2015.

Attachment

**OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2014-15 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA**

Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining OTAG award eligibility. The Oklahoma State Regents for Higher Education (OSRHE) set an annual award payment schedule. The applicant's EFC is incorporated into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75% of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status (full-time or part-time) to determine the maximum OTAG award amount.

Maximum Award Amount is 75% of Enrollment Costs, not to Exceed \$1,000 For Students Attending Public Colleges, Universities and Career Technology Centers or \$1,300 for Students Attending Non-Profit Private Colleges and Universities

<u>EFC RANGE</u>	<u>% OF ENROLLMENT COSTS</u>
0 – 1700	75%
1701 – 2000	75%
2001 – 2500	75%
2501 – 3000	70%
3001 – 3500	65%
3501 – 4000	60%
4001 – 4500	55%
4501 – 5000	50%
5001 – 5157	45%

- Shaded area represents initial 2014-2015 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5157 are ineligible in 2014-2015.
- In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is based on the highest EFC a student can have and be eligible to receive federal Pell Grant funding.

2014-2015 Awarding Priorities:

Only undergraduates will be considered for awards in 2014-2015.

1. Undergraduate applications with receipt dates of March 1 or earlier and EFCs from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFCs from 0 through 1700 received through March 1, those with the earliest application receipt dates will receive priority consideration.
2. If funds remain available after awarding eligible undergraduate applications meeting priority 1 above, the application receipt date cutoff may be extended beyond March 1 and/or the EFC cutoff may be extended above 1700.
3. If, after all Fall and Spring disbursements have been paid, funds remain available, the OSRHE may authorize the payment of awards for Summer enrollments. If the OSRHE determine that funds are available to offer summer awards, institutions will be notified. At the time of notification, summer award amounts will be announced.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #18:

Policy.

SUBJECT: Communicators Council Bylaws.

RECOMMENDATION:

It is recommended that the State Regents approve amendments to the Communicators Council bylaws to section 2.18 of the Policy and Procedures Manual.

BACKGROUND:

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and higher education centers, serves as a key advisory council to the Chancellor, Regents staff and other state officials. Through the council, higher education public relations officers meet to discuss matters of common interest and collaborate to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

POLICY ISSUES:

The recent revisions mainly addressed changes to the council's committee structure and plan of work.

ANALYSIS:

The Communicators Council occasionally updates its bylaws to better reflect the current membership, the purpose of the council and the needs of its audiences. The council recently revamped its committee structure by disbanding the existing General Awareness, Economic Development, and Education and Career Awareness committees. These standing committees will be replaced with project-based committees that support elements of the council workplan. The council also established a standing Campus E-Clips Editorial Board and a Member Orientation/Mentoring Committee, which will explore the viability of developing onboarding and professional development programs for members.

Additional bylaws revisions reflect refined protocols for committee selection, committee chairmanship and execution of projects. The updated bylaws also include a change from an annual plan of work to an ongoing workplan that remains in place until all outlined goals have been achieved.

Attachment

COMMUNICATORS COUNCIL BYLAWS (last updated: March 2014)

Purpose

The Communicators Council, a statewide panel of chief public relations professionals from Oklahoma colleges, universities, technical branches and ~~higher education programs~~ university centers, serves as a key advisory council to the Chancellor, Oklahoma State Regents for Higher Education staff and other state officials. The council serves as a forum where higher education public relations professionals meet to discuss matters of common interest and implement strategies designed to communicate the benefits Oklahoma and Oklahomans receive from the state's investment in its higher education system.

The council shall develop and implement strategies that convey the value, quality, efficiency, diversity and unity of the state system of higher education. Strategies should express the benefits of higher education to Oklahoma and Oklahomans: the quality of higher education programs and services; the system's efficient use of resources; and the benefits of diversity (multiculturalism, nontraditional students and diverse institutions).

Membership

The Communicators Council shall be comprised of chief public relations professionals or official institutional designees from colleges, universities, technical branches and ~~higher education programs~~ university centers in the state system of higher education and the State Regents Director of Communications.

Voting privileges and quorum

Members shall have equal standing for purposes of voting. No voting privileges may be transferred to another council member or to an assigned delegate should the institution's official representative be unable to attend a council meeting. However, the Director of Communications may transfer his or her voting privileges to an assigned delegate should the Director be unable to attend.

The Director of Communications or the State Regents will serve as a voting member of the council.

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

A quorum shall consist of the voting members present.

Meetings

The Executive Committee will present an annual calendar of meeting dates at each September meeting for approval by the full council. Meetings will be held in the State Regents Conference Room, 655 Research Parkway, Oklahoma City.

When deemed necessary and appropriate, the council may hold meetings at other locations as recommended by the chair and approved by the council.

Officers of the council

Officers of the council shall consist of a chair and vice chair, who shall serve for one academic year (July through June).

Duties of the chair include presiding at Executive Committee meetings and full council meetings; appointing members to ad hoc committees as necessary; and, in concert with the State Regents' staff, preparing agendas for council meetings. The chair, or a representative appointed by the chair, will serve as the council's representative at various meetings and functions.

In the chair's absence, the vice chair shall preside at council meetings.

Election of officers

The position of chair and the position of vice chair will alternate between the tiers so that the chair and vice chair for any one year are not from the same tier. The position of vice chair and the position of past chair shall be from the same tier.

The vice chair will automatically assume the office of chair the following year.

For purposes of electing the vice chair and representation on Executive Committee, the research universities, regional universities and health sciences centers will be considered as the four-year tier, and the community colleges, technical branches and [higher education programs university centers](#) will be considered as the two-year tier.

The tier whose term it is to have a member serve as vice chair shall designate one less member to the Executive Committee.

The chair shall appoint a Nominating Committee in April. The committee will present a nominee for the position of vice-chair and a slate of six nominees for the Executive Committee to the full council for a vote in June. The Nominating Committee shall be comprised of two members from each tier, with the chair of the council as the fifth member of the Nominating Committee.

Elections will be held during the June council meeting, and officers will assume their positions at the July meeting.

Vacancies of offices

Should the chair be unable to serve a full term, the vice chair will assume the position of chair for the remainder of the term. Should the vice chair be unable to serve a full term or should both positions become vacant, the council shall use the nominating procedure outlined in "Election of officers" to replace the officer(s). Should an Executive Committee member be unable to serve a full term, the chair shall appoint a new member to the committee from the respective tier.

Executive Committee

The Executive Committee provides leadership for the Communicators Council. Executive Committee members also serve as liaisons to standing and ad-hoc committees.

The Executive Committee is composed of nine voting members:

- four members from the four-year tier;
- four members from the two-year tier; and
- the chair of the council, who votes only to break ties.

The vice chair and the past chair will be two of the voting members of the Executive Committee. The Director of Communications for the State Regents will serve as an ex-officio member (non-voting) of the Executive

Committee.

Voting members of the Executive Committee shall be selected as outlined in "Election of officers."

A quorum of five Executive Committee members shall be required to vote on issues to be presented to the full council.

Committees

The council may form or dissolve standing committees by a two-thirds vote of the members who are present. Ad-hoc committees may be formed by the chair of the council and must be approved by the full council. Committees shall announce a chair upon formation.

Council members ~~may will~~ volunteer for committees at any time by informing a committee chair. Members may serve on more than one committee, the June meeting or will be appointed to committees by the council chair. Executive Committee members may review and approve the committees.

~~Committees will announce a chair by the September meeting. Committees will present projects to the full council in September for inclusion in the council's annual plan of work for approval. Proposed projects must support focus area strategies outlined in the council workplan.~~

Standing committee responsibilities are as follows:

~~General Awareness Committee~~ Campus E-Clips Editorial Board

~~The General Awareness Committee~~ Campus E-Clips Editorial Board ~~develops strategies to convey the value, quality, efficiency, diversity and unity of the state system of higher education. Internal awareness strategies include projects such as the online newsletter, Campus E-Clips. The committee also recommends topics to the full council for statewide news releases that each campus can localize, produces and distributes an online newsletter that conveys the value and impact of higher education statewide to legislators, the media and various other audiences.~~

~~Economic Development~~ Member Orientation/Mentoring Committee

~~The Economic Development~~ Member Orientation/Mentoring ~~Committee identifies strategies to promote and to increase awareness of higher education's role in economic development, updates the Oklahoma higher education business services directory, conducts business development programs for institutional leadership and economic development staff, and supports the efforts of OSRHE's economic development staff. The committee's proposals are processed through the Economic Development Committee of the Council of Presidents will consider the viability of and conceptualize a potential framework for a member orientation program and/or a peer mentoring program and will recommend a plan of action for council consideration.~~

~~Education and Career Awareness Committee~~

~~The Education and Career Awareness Committee recommends strategies to better inform Oklahoma students in grades 5-12, their parents and adult learners about education and career opportunities after high school.~~

Annual Workplan

The Communicators Council shall approve an annual plan of work, which shall remain active until outlined goals are achieved ~~submitted by the committees for the current fiscal year.~~

Parliamentary procedure

The generally accepted rules of parliamentary procedure for small legislative bodies shall govern in the deliberation of the council and, unless specifically altered in these procedures, the latest edition of Roberts Rules of Order shall be the controlling guide in such practice.

Amendments

Any member of the council may propose changes to these bylaws. Proposed changes shall be presented to the council one meeting prior to the scheduled vote. Changes become effective when approved by a two-thirds vote of council members in attendance provided those members constitute a quorum.

Last updated: February 2009

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #19:

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:

- **Scott DeBoard**, training specialist for the Oklahoma College Assistance Program provided training on the Application Process for the Oklahoma Association of Student Financial Aid Administrators (OASFAA) support staff; gave a presentation on FAFSA Comment Codes and C-Flags at the OASFAA annual conference.
- **Chancellor Glen D. Johnson** met with Secretary of Education and Workforce Development Robert Sommers and CareerTech Superintendent Tom Friedemann in Oklahoma City to discuss higher education issues; provided remarks at State Regent Jody Parker's Senate confirmation hearing at the State Capitol in Oklahoma City; participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler and Tulsa Community College (TCC) President Tom McKeon to discuss higher education issues; participated in conference call with Secretary of Finance, Administration and Information Technology Preston Doerflinger to discuss higher education issues; participated in conference call with State Higher Education Executive Officers Association (SHEEO) President George Pernsteiner to discuss higher education issues; attended the Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City; provided remarks at Oklahoma State University's (OSU) General Faculty Meeting in Stillwater; met with Dr. Carol Cartwright in Oklahoma City to discuss higher education issues; attended and provided remarks at the Oklahoma Association of Community Colleges (OACC) Legislative Reception in Oklahoma City; provided remarks at the Oklahoma Health Center Foundation's Board of Directors meeting in Oklahoma City; participated in conference call with Senator Mike Schulz to discuss higher education issues; participated in conference call with University of Oklahoma President David Boren to discuss higher education issues; taped welcoming remarks for Northeastern State University's (NSU) 125th Anniversary Celebration of Seminary Hall; participated in conference call with Association of Governing Boards (AGB) President Rick Legon to discuss higher education issues; participated in conference call with ACT President of Education and Career Solutions Jon Erickson to discuss higher education issues; provided remarks at the Okemah Chamber of Commerce Hall of Fame Reception in Okemah; attended Southwestern Oklahoma State University (SWOSU) College of Pharmacy's 75th Anniversary Celebration reception and dinner in Weatherford; participated in conference call with Senate Appropriations Committee Chair Senator Clark Jolley to discuss higher education issues; met with House Minority Leader Representative Scott Inman at the State Capitol in Oklahoma City to discuss higher education

issues; met with Senate President Pro Tempore Brian Bingman at the State Capitol in Oklahoma City to discuss higher education issues; met with House Appropriations and Budget Committee Chair Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues; met with Representative Lee Denney and Representative Lisa Billy at the State Capitol in Oklahoma City to discuss higher education issues; participated in conference call with Association of Governing Boards (AGB) President Rick Legon to discuss higher education issues; met with Senate Appropriations Committee Chair Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger at the State Capitol in Oklahoma City to discuss higher education issues; met with Senate Minority Leader Senator Sean Burrage at the State Capitol in Oklahoma City to discuss higher education issues; attended the Phi Beta Kappa Annual Meeting and Banquet in Oklahoma City; provided remarks at the GEAR UP Parent Leadership Academy Luncheon and Graduation Ceremony at Rose State College in Midwest City; participated in conference call with American Association of State Colleges and Universities (AASCU) Associate Vice President for Governmental Relations and State Policy Dan Hurley and former Utah System of Higher Education Commissioner Bill Sederburg to discuss higher education issues; participated in conference call with Secretary of Education and Workforce Development Robert Sommers to discuss higher education issues; met with Representative Lee Denney, Representative Lisa Billy, Senator Eddie Fields, Senator Ron Sharp, and House Higher Education Committee Chair Representative Harold Wright in Oklahoma City to discuss higher education issues; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger at the State Capitol in Oklahoma City to discuss higher education issues; met with House Appropriations and Budget Committee Chair Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues; met with President Tom McKeon in Oklahoma City to discuss higher education issues; met with House Appropriations and Budget Committee Vice-Chair Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; provided remarks with Governor Fallin and agency directors and served as a panelist for the Workforce Oklahoma Partners Conference in Oklahoma City; participated in conference call with ACT President of Education and Career Solutions Jon Erickson and met with Judy Trice in Oklahoma City to discuss higher education issues; attended reception for the 40th anniversary of the *OKC Friday* in Oklahoma City; participated in conference call with Senate Appropriations Committee Chair Senator Clark Jolley to discuss higher education issues; attended the University of Oklahoma (OU) Honorary Degree Luncheon in Norman; participated in conference call with Oklahoma City Community College (OCCC) Executive Vice President Jerry Steward and Greater Oklahoma City Chamber President Roy Williams to discuss higher education issues; participated in conference call with Penson Associates President John Moore, Consortium of Universities of the Metropolitan Area President John Cavanaugh, University of Wisconsin System President Emeritus Kevin Reilly, and American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative (MLI) Director Gladys Styles Johnston to discuss higher education issues; met with Senate Appropriation Subcommittee on Education Chair Senator Jim Halligan at the State Capitol in Oklahoma City to discuss higher education issues; Met with University of Oklahoma (OU) President David Boren and Senate President Pro Tempore Brian Bingman at the State Capitol in Oklahoma City to discuss higher education issues; met with University of Oklahoma (OU) President David Boren and Speaker Jeff Hickman at the State Capitol in Oklahoma City to discuss higher education issues; met with House Appropriations and Budget Chair Representative Scott Martin at the State Capitol in Oklahoma City to discuss higher education issues; met with House Minority Leader Representative Scott Inman at the State Capitol in Oklahoma City to discuss higher education issues; met with House Higher Education Committee Chair Representative Harold Wright at the State Capitol in Oklahoma City to discuss higher education issues; met with House Appropriations and Budget Committee Vice-Chair

Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; met with Representative Jon Echols at the State Capitol in Oklahoma City to discuss higher education issues; met with Oklahoma State University (OSU) President Burns Hargis and Senate Appropriations Committee Chair Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues; met with Oklahoma State University (OSU) President Burns Hargis and Senate President Pro Tempore Brian Bingman at the State Capitol in Oklahoma City to discuss higher education issues; met with Oklahoma State University (OSU) President Burns Hargis, House Appropriations and Budget Committee Chair Representative Scott Martin and House Appropriations and Budget Committee Vice-Chair Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; met with Speaker Jeff Hickman at the State Capitol in Oklahoma City to discuss higher education issues; attended Governor Fallin's Boots, Bandanas, and Barbecue event at the Governor's Mansion in Oklahoma City; met with Secretary of Education and Workforce Development Robert Sommers, State Superintendent Janet Barresi, and Secretary of Commerce Larry Parman in Oklahoma City to discuss higher education, CareerTech, and common education issues; attended the Oklahoma Hall of Fame Reunion Luncheon and Media Announcement in Oklahoma City; and attended and provided remarks at the Workforce Partners meeting at the State Capitol in Oklahoma City.

- **Melissa Michie**, Oklahoma Teacher Connection coordinator, facilitated the session Reach to Teach, serving as a national speaker and an energy judge at the 2014 Future Educators Association National Conference held in Minneapolis, Minnesota and was chosen as the University of Central Oklahoma's Guidance & Counseling Outstanding Graduate Student of the Year.
- **Bailee Milner**, scholarship assistant, for Scholars for Excellence in Child Care/Student Services Division, graduated, with distinction (cum laude), from the University of Central Oklahoma on with a Bachelor's degree in Organizational Leadership.
- **Melissa Neal**, outreach coordinator for Oklahoma Money Matters, provided a professional development workshop, Budgeting and Credit Bootcamp, at the staff training for the Oklahoma Association of Student Financial Aid Administrators (OASFAA).
- **Kelley Norris**, scholarship specialist II in the Scholarship Administration Division, completed her Masters of Business Administration (M.B.A.) from Mid-America Christian University in May.
- **Wayne Sparks**, default prevention manager for Oklahoma College Assistance Program, was awarded the 2013 Partner Award by the Oklahoma Association of Student Financial Aid Administrators (OASFAA) at the association's annual conference. The award recognizes the significant contributions to the Oklahoma student financial aid community by a person who is not employed in an institution financial aid office. This award marks the third year in a row that an employee of the Oklahoma State Regents for Higher Education has received the award.
- **Goldie Thompson**, Teacher Education and the Oklahoma Teacher Connection director, was awarded a Ph.D. in Educational Studies from the University of Oklahoma; and was recognized as OU's 2014 Jeannine Rainbolt College of Education Outstanding Graduate Student and the Outstanding Service Educational Leadership and Policy Studies departmental award.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #20:

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.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU)

1 degree program option addition

University of Oklahoma (OU)

31 degree program requirement changes

3 degree program name changes

5 degree program option name changes

4 degree program option additions

Cameron University (CU)

1 degree program requirement change

East Central University (ECU)

1 degree program requirement change

Southeastern Oklahoma State University (SEOSU)

3 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)

4 degree program requirement changes

University of Central Oklahoma (UCO)

1 degree program option name change

Carl Albert State College (CASC)

21 degree program requirement changes

6 degree program option additions

2 degree program name changes

Northern Oklahoma College (NOC)

1 degree program option deletion

Tulsa Community College (TCC)
2 degree program requirement changes
2 degree program option deletions

POLICY ISSUES:

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

ANALYSIS:

OSU – Bachelor of Science in Mathematics (141)

Degree program option addition

- Add option “Actuarial and Financial Mathematics.”
- The proposed option provides students with an official track which can be recognized by the Society of Actuaries.
- 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 Bioengineering (353)

Degree program name change and degree program option name change

- Change program name to “Biomedical Engineering.”
- For the “Bioengineering” option:
 - Change option name to “Biomedical Engineering.”
- The proposed changes more accurately reflect the content and research focus of the degree.
- 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 Bioengineering (354)

Degree program name change

- Change program name to “Biomedical Engineering.”
- The proposed changes more accurately reflect the content and research focus of the degree.
- 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 Education in Community Counseling (248)

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

- Change program name to “Professional Counseling.”
- For the “Community Counseling” option:
 - Change option name to “Professional Counseling.”
- Remove EDPY 5473, EDPY 5463, EDPY 6913, EDPY 5033, EIPT 5023, PSY 5003, EDPY 6483, 6 credit hours of Practicum, EDPY 6453, EDPY 6463, EIPT 5113, EIPT 5163, EIPT 5173, and EDPY 6443.
- Add EDPY 5263 and 12 credit hours of “Electives.”
- Change credit hours required for EDPY 5920 from 6 to 9.
- Change credit hours for “Required Coursework” from 39 to 33.

- The proposed name changes align the program to the Masters of Counseling Accreditation Council standards.
- 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 German (099)

Degree program requirement changes

- Remove GERM 2323, HIST 3263, HIST 3603, and 3 credit hours of approved upper-division cognate course.
- The proposed changes provide students with a more streamlined pathway toward degree completion.
- 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 Physics (190)

Degree program requirement change

- Add PHYS 5001.
- The proposed change adds an introductory seminar.
- 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 – Master of Arts in Political Science (192)

Degree program requirement changes

- Add PSC 5933 and PSC 6003.
- Remove “Other Emphasis” requirement and require students to complete 9 credit hours in a “Secondary Emphasis” to be selected from American Government and Politics, Political Theory, Comparative Government and Politics, International Relations, Public Administration, Public Policy, or Research Methods.
- The proposed changes align the curriculum with similar programs at peer 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.

OU – Doctor of Philosophy in Counseling Psychology (040)

Degree program requirement changes

- Remove EIPT 6073 and 82 credit hours of “Electives.”
- Add EDPY 6913 (to be taken 4 times), EDPY 6910 (Practicum – 1 credit hour), EDPY 6910 (Specialty Practicum – 3 credit hours), EDPY 6920 (Internship – 3 credit hours), EDPY 6413, EDPY 6423, EDPY 6433, EDPY 6463, EDPY 6503, EDPY 6483, EDPY 5234, EDPY 5253, EDPY 6403, EDPY 6923, PSY 5103, PSY 5203, PSY 6423, SWK 5733, 3 credit hours of a graduate level “Diversity” course, 3 credit hours of graduate level “Human Development” course, and EDPY 6980 (Dissertation – 9 credit hours minimum).
- The proposed changes accommodate the American Psychological Association’s requirements to better reflect the scientist-practitioner-advocate training model.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 101 to 93.

- No funds are requested from the State Regents.

OU – Bachelor of Science in Computer Science in Computer Science (233)

Degree program requirement changes

- Remove HSCI 3493 and add 3 credit hours of an approved “Western Civilization and Culture” course.
- The proposed change provides students with more options to fulfill the requirement.
- 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 Computer Science (133)

Master of Science in Computer Science (132)

Degree program requirement change

- Require students to complete an approved 3 credit hour graduate level course in “Presentation.”
- The proposed change will better prepare students for their exit exam or thesis/dissertation defense.
- 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 Engineering Physics (190)

Degree program requirement change

- Add PHYS 5001.
- Change credit hours required for “Required Lecture Courses” from 20 to 12.
- The proposed change aligns the curriculum with other programs in the department and similar programs at peer institutions.
- 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 – Bachelor of Science in Education in Foreign Language Education (083)

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

- Change program name to “World Language Education.”
- For the “Foreign Language Education.”
 - Change option name to “World Language Education.”
- Require students to complete HIST 1223 or HIST 1233 as part of the 6 credit hours of “Arts and Humanities” General Education requirement.
- Allow students to use a modern Native or American Sign Language course to complete the “Contemporary World Culture” requirement.
- Change credit hours required for “Contemporary World Culture” from 13 to 10.
- Change credit hours required for “General Education” from 55 to 51.
- Remove 0-1 credit hour of “Electives.”
- Remove “Graduate Certificate Component.”
- Add EIPT 2011, EDUC 4050, EDUC 4060, and ILAC 4143 to “Professional Education.”
- Change credit hours required for “Professional Education” from 19 to 30.
- Change credit hours required for “Specialized Education” from 50 to 46.

- The proposed name changes are appropriate since graduates of the program can seek certification in various languages.
- The proposed curricular changes provide students a more efficient pathway toward degree completion.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 127.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Environmental Sustainability (381)

Degree program requirement change

- Add GEOG 4893 to “Core Requirements.”
- Change credit hours required for “Core Requirements” from 25 to 28.
- Allow students to complete a Social Science elective as an alternative to a Humanities elective to fulfill additional requirements for the College of Atmospheric and Geographic Sciences.
- The proposed changes provide students with more options and merge courses to eliminate duplication of content.
- 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 Science in Environmental Sustainability (382)

Degree program requirement change

- Add GEOG 4893 to “Core Requirements.”
- Change credit hours required for “Core Requirements” from 25 to 28.
- Remove MATH 2423, MATH 2433, and MATH 2443 from “College of Atmospheric and Geographic Sciences” requirements and add MATH 1914 and MATH 2924.
- Allow students to complete METR 1313 as an alternative course to CS 1313.
- The proposed changes provide students with more options and merges courses to eliminate duplication of content.
- 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 Science in Meteorology in Meteorology (165)

Degree program requirement changes

- Require MATH 1914 in “General Education.”
- Remove MATH 2423, MATH 2433, and MATH 2443 from “College of Atmospheric and Geographic Sciences” requirements and add MATH 1914 and MATH 2924.
- Allow students to complete METR 1313 as an alternative course to CS 1313.
- Add MATH 2934 or MATH 2443 to “Major Support Requirements.”
- The proposed changes align the curriculum with College of Atmospheric and Geographic Sciences 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.

OU – Bachelor of Science in Education in Early Childhood Education (046)

Degree program requirement changes

- For the “Early Childhood Education” option:
 - Change credit hours required for “Biological Sciences” from 3-5 to 4-5.
 - Change credit hours required for “Physical Sciences” from 3-5 to 4-5.
 - Remove HES 2212.
 - Change credit hours required for “General Education” from 59 to 54.
 - Remove EDEC 3001, EDEC 4001, EDEC 4980, and EIPT 3473 from “Professional Education” courses and add EDEC 3413, EIPT 2011, EDUC 4050 (9 credit hours).
 - Change credit hours required for “Professional Education” from 20 to 26.
 - Remove MUED 2733, EDMA 3153, EDLT 3253, EDMA 3053, EDEC 3213, EDEC 3223, EDEC 4121, EDEC 4203, and 3 credit hours of elective from “Specialized Education.”
 - Add EDMA 3353, EDEC 3543, EDEC 3333, EDEC 3553, EDEC 3513, EDEC 4513, EDEC 4533, and EDEC 3573 to “Specialized Education.”
 - Change credit hours required for “Specialized Education” from 45 to 44.
 - Remove “Graduate Certification Component.”
- The proposed changes enable students to complete the certification requirements within the 4-year baccalaureate program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Art History (267)

Degree program requirement changes

- Add AHI 2014 and remove AHI 3903.
- Change credit hours required for upper division “Art History” electives from 24 to 27.
- Change credit hours required for “Free Electives” from 14-18 to 13-17.
- The proposed changes provide students with better preparation for higher level course work.
- 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 Fine Arts in Art (268)

Degree program requirement changes

- For all options:
 - Remove ARTC 1003, ART 1013, ART 1023, ARTC 1103, and ART 1113 from “Core Curriculum” and add ART 1033, ART 1043, ART 1133, and ART 1143.
 - Change credit hours required for “Core Curriculum” from 15 to 12.
 - Require AHI 2213 and AHI 2223 as part of the “Art History” courses.
- For the “Studio Arts” option:
 - Change credit hours required for “Core Studio Courses” from 24 to 30.
 - Remove ART 2513 for “Area of Specialization” and add ART 2533.
 - Remove ART 2713, ART 2723, and ART 2733 from “Area of Specialization” and require ART 2743.
 - Require ART 4916, and ART 4926 in “Core Studio Courses.”
 - Change credit hours required for ART ARTC, ATC, and AHI “Electives” from 15 to 9 and require ARTC 3933.
 - Change credit hours required for “Art History Electives” from 15 to 12.
 - Total credit hours for the option change from 81 to 84.
- For the “Art, Technology, and Culture” option:

- Require ARTC 3933 as part of the 18 credit hours of “Additional School of Art and Art History Electives.”
- Change credit hours required for “Area of Specialization” from 39 to 42.
- Change credit hours required for “Lower-Division Specialization” from 27 to 30.
- Total credit hours for the option change will not change.
- The proposed changes allow students more time to produce more focused, stronger, and competitive creative work.
- 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 Science in Education in Science Education (203)

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

- Add EIPT 3011, EDSC 4970, and EDSC 4533.
- Require MATH 1643 and MATH 1743 or higher to fulfill the General Education Mathematics requirement.
- Require BIOL 1124 and GEOL 2014 to fulfill the General Education Science requirement.
- Require HSCI 3013 or HSCI 3013 to fulfill part of the General Education Arts and Humanities requirement.
- Require GEOG 3253 to fulfill the General Education Contemporary World Culture requirement.
- Require HSCI 3313, HSCI 3453 or HSCI to fulfill the General Education Non-Western Culture requirement.
- Remove “Graduate Certification Component.”
- Remove 4 credit hours of General Education “Electives.”
- Add EDSC 4533.
- For the “Science Education” option:
 - Change option name to “Biological Sciences.”
 - Remove PBIO 1114, BIOL 1114, BIOL 1121, GEOL 1114, METR 1014 and 4-5 credit hours of “Anatomy and Physiology.”
 - Add BIOL 1134, BIOL 2013, BIOL 2124, BIOL 3313, BIOL G3333, BIOL G3043, CHEM 3053, CHEM 3152, GEOL 2014, GEOG 3253, BIOL 2913, and BIOL/MBIO/PBIO 3990 or 4990.
 - Change credit hours required for “Electives” from 14-15 to 1.
 - Credit hours for the option change from 54 to 50.
- Add options “Chemistry,” “Earth Science,” “Physical Science,” and “Physics.”
- The proposed changes will better prepare students for the corresponding state-level science certification test to be highly qualified in the subject area.
- 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 Science in Industrial and Systems Engineering in Industrial and Systems Engineering (129)

Degree program requirement changes and degree program option name change

- For the “Information Technology” option:
 - Change option name to “Analytics.”
 - Remove ENGR 2002 and add CS 3202.

- Require students to complete CS 4513.
- Remove 3 credit hours of CS Elective and add 3 credit hours of ISE Elective.
- The proposed changes provide students with current knowledge needed in professional practice.
- 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 Multidisciplinary Studies (361)

Bachelor of Science in Multidisciplinary Studies (362)

Degree program requirement changes

- Change credit hours required for upper-division course work from 40 to 48.
- Change “Major Requirements” to:
 - Every candidate for this degree must select a major theme, which is a set of courses that meets the student’s professional and personal goals. These courses must total a minimum of 30 credit hours with a minimum of 18 hours completed at the upper-division (3000-4000 level). Courses should be selected in consultation with an MDS advisor to submit a Proposed Plan of Study and MDS Questionnaire to the Senior Vice Provost.
- The proposed changes align the credit hours required for upper-division with other programs at the institution and better assists students with course sequencing and planning.
- 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 Regional and City Planning in Regional and City Planning (199)

Degree program requirement changes

- Remove RCPL 5213, RCPL 5353, and RCPL 5513 from “Core Courses.”
- Add RCPL 5463 to “Core Courses.”
- Change credit hours required for “Core Courses” from 29 to 23.
- For students not completing a thesis:
 - Require 9 credit hours of “Breadth” courses and 9 credit hours of “Depth” courses.
 - Change credit hours required for “Electives” from 21 to 9.
- For students completing a thesis:
 - Change credit hours required for Electives from 15 to 21.
- The proposed changes update the curriculum to the Planning Accreditation Board’s standards in response to changes in the profession.
- 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 Geographic Information Science (367)

Degree program requirement changes

- Remove GIS 3023 and GIS 4200 from “Core Courses” and add GEOG 3773, GIS 4253, and GEOG 4893.
- Change credit hours required for “Core Courses” from 24 to 27.
- Remove ANTH 4713, ECON 2843, GIS 3923, PSC/SOC 3123, PSY 2003, and PSY 2113 as options to complete the “Statistics” requirement.
- Change credit hours for the “Statistics” requirement from 3 to 7 and add GEOG 3924 and GIS 4923.

- Allow students to complete a Social Science course as an alternative to a Humanities course for the “College of Atmospheric and Geographic Sciences” requirement.
- The proposed changes better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree change from 124 to 127.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Geographic Information Science (368)

Degree program requirement changes

- Remove GIS 3023 and GIS 4200 from “Core Courses” and add GEOG 3773, GIS 4253, and GEOG 4893.
- Change credit hours required for “Core Courses” from 24 to 27.
- Remove ANTH 4713, ECON 2843, ECON 4223, ECON 4233, GIS 3923, MATH 4753, METR 4313, PSC/SOC 3123, PSY 2003, and PSY 2113 as options to complete the “Statistic” requirement.
- Change credit hours for the “Statistics” requirement from 3 to 7 and add GEOG 3924 and GIS 4923.
- Remove MATH 2423, MATH 2433, and MATH 2443 from “College of Atmospheric and Geographic Sciences” requirement and add MATH 1914 and MATH 2924.
- Allow students to complete METR 1313 as an alternative course for CS 1313.
- The proposed changes better prepare students for employment.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree change from 124 to 126.
- No funds are requested from the State Regents.

OU – Bachelor of Arts in Geography in Geography (328)

Degree program requirement changes

- Remove MATH 2423, MATH 2433, and MATH 2443 from “College of Atmospheric and Geographic Sciences” requirement and add MATH 1914 and MATH 2924.
- Allow students to complete METR 1313 as an alternative course for CS 1313.
- Remove GEOG 2453 as an alternative course to GEOG 1113 and allow students to complete GIS 2023 as an alternative course to GEOG 1113.
- The proposed changes remove duplicated course content.
- 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 Science in Geography in Geography (289)

Degree program requirement changes

- Allow students to complete a Social Science course as an alternative to a Humanities course for the “College of Atmospheric and Geographic Sciences” requirement.
- Remove GEOG 2453 as an alternative course to GEOG 1113 and allow students to complete GIS 2023 as an alternative course to GEOG 1113.
- The proposed changes remove duplicated course content.
- 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 Business Administration in Finance (081)

Degree program requirement changes

- For the “Risk Management” option:
 - Remove MATH 1523, MATH 1823, and MATH 2423 from the “Science and Mathematics” requirements and add MATH 1623, MATH 1743, and MATH 2123.
- The proposed changes align the curriculum with departmental practice.
- 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 Science in Geology in Geology (094)

Bachelor of Science in Geophysics in Geophysics (097)

Bachelor of Science in Petroleum Engineering in Petroleum Engineering (182)

Degree program requirement changes

- Require students to complete CHEM 1315 and either MATH 1823 and MATH 2423 or MATH 1914 with a grade of C or better for admission to the Mewbourne College of Earth and Energy.
- The proposed changes will ensure students being admitted into the program are prepared for the rigor of the curriculum.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Master of Science in Physics (189)

Degree program requirement changes

- Add PHYS 5001.
- For students completing a thesis:
 - Remove 2 credit hours of ASTR 4510.
 - Require 18 hours in Physics and Astronomy courses at the 4000 level or above but restrict the courses to at least 2 credit hours, but no more than 4 credit hours, of PHYS 5980.
 - Require 11 credit hours of other graduate coursework as approved by the advisory committee.
- For students not completing a thesis:
 - Require 20 credit hours of Physics and Astronomy courses, excluding PHYS 5980.
 - Require 11 credit hours of other graduate coursework as approved by the advisory committee.
 - Require students to pass the internal departmental qualifying exams on Quantum Mechanics, Electrodynamics, and Classical and Statistical Mechanics.
- The proposed changes better define the requirements for degree completion and align the curriculum to practice.
- 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 Geology (095)

Degree program requirement changes

- Change credit hours required for “Core Courses” from 15 to 9.
- Change credit hours required for the “Science/Math/Engineering” requirement from 6 to 3.

- Change credit hours required for the “General Geology” requirement from 9 to 14.
- Remove 11 credit hours of “Elective Courses.”
- The proposed changes update the curriculum to better prepare students for employment in the energy sector, as well as other specialty areas within the discipline.
- 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 Science in Sociology (180)

Degree program requirement changes

- Require students to maintain a minimum grade point average of 2.0 in all Sociology course work.
- Require students to complete SOCI 4903 with a grade of C or higher.
- The proposed changes will better prepare students for program assessment and lead to improved recruitment and retention.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Kinesiology (020)

Degree program requirement change

- For all options:
 - Require PSYCH 1113 as part of the “General Education” requirements.
- The proposed change allows students to complete a pre-requisite course as part of their degree 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 Occupational Safety and Health (058)

Degree program requirement changes

- Change credit hours required for SFTY 4154 from 4 to 3 (4153).
- Add SFTY 4361.
- The proposed change separates the lab portion of a course into its own course.
- 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.

SEOSU – Bachelor of Business Administration in Finance (096)

Degree program requirement changes

- Remove FIN 3613 and add FIN 3313.
- The proposed changes update the curriculum to address current trends in the discipline.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Music Education in Music Education (037)

Degree program requirement changes

- For all options:

- Require MUS 1123 or MUS 3313 to be completed as part of the “General Education Core.”
- Require all students to complete a half-recital or senior project in the senior year.
- Require all students to earn a grade of C or higher in all music courses.
- For the “Instrumental” option:
 - Change credit hours required for “Primary Instrument” from 14 to 7 with a minimum of 3 credit hours at the upper level.
 - Total credit hours for the option will change from 36 to 29.
- For the “Vocal” option:
 - Change credit hours required for MUS 2472 from 2 to 1 (2471).
 - Add MUS 2481.
 - Change credit hours required for “Voice” from 14 to 7 with a minimum of 3 credit hours at the upper level.
 - Total credit hours for the option will change from 38 to 31.
- For the “Piano/Vocal” option:
 - Change credit hours required for MUS 2472 from 2 to 1 (2471).
 - Add MUS 2481.
 - Change credit hours required for “Piano” from 14 to 7.
 - Change credit hours required for “Secondary Instruments” from 4 to 2.
 - Total credit hours for the option will change from 38 to 29.
- For the “Guitar” option:
 - Change credit hours required for “Guitar” from 14 to 7 with a minimum of 3 credit hours at the upper level.
 - Total credit hours for the option will change from 37 to 30.
- The proposed changes align the curriculum with standards set forth by the National Association of Schools of Music.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Health Care Administration (005)

Degree program requirement changes

- Remove ALHLT 1401 and HIM 3353 from “Major Courses” and add ALHLT 3363, ALHLT 4123, and HIM 3453.
- Change credit hours required for “Major Courses” from 35 to 40.
- Remove ENTRP 3423, and MNGMT 3433 from “Ancillary Courses.”
- Change credit hours required for “Ancillary Courses” from 27 to 21.
- The proposed changes are the result of recommendations from the Commission on Accreditation for Health Informatics and Information Management Education.
- Three new courses will be added and no courses will be deleted.
- Total credit hours for the degree change from 123-129 to 122-128.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Health Sciences (137)

Degree program requirement changes

- Remove ALHLT 4074 from “Required Core” and add BIOL 3704 and BIOL 3904.
- Change credit hours required for “Required Core” from 30 to 34.
- Remove requirement of 16 credit hours of “Ancillary Courses.”
- Change credit hours required for “Electives” from 12-13 to 20.

- The proposed changes update the curriculum to better prepare students for careers in health care.
- 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.

SWOSU – Bachelor of Music in Music (037)

Degree program requirement changes

- For all options:
 - Change credit hours required for MUSIC 1214 from 4 to 3 (1213) and for MUSIC 1314 from 4 to 3 (1313).
 - Add MUSIC 1221, MUSIC 1321, MUSIC 3261, MUSIC 3311, and MUSIC 3553.
 - Change credit hours required for “Core Requirements” from 37 to 40.
- For the “Music Therapy (Instrumental)” option:
 - Remove MUSIC 3101 and 2 credit hours of Choral Ensembles.
- For the “Elective Studies in Business” option:
 - Remove MUSIC 1032, MUSIC 2831, and MUSIC 2841.
 - Add MUSIC 4802.
 - Total credit hours required for the option will change from 39 to 36.
- For the “Performance (Piano and Organ)” option:
 - Remove MUSIC 4102.
 - Add MUSIC 4802.
 - Change credit hours required for “Electives in Music” from 6 to 7.
 - Total credit hours for the option will change from 32 to 30.
- For the “Performance (Voice)” option:
 - Remove MUSIC 1032 and MUSIC 4102.
 - Add MUSIC 4802, MUSIC 3xx1 and MUSIC 4xx2.
 - Change credit hours required for “Orchestral Instrument Class” from 2 to 1.
 - Change credit hours required for “Electives in Music” from 9 to 6.
 - Total credit hours for the option will not change.
- For the “Performance (Orchestral Instrument)” option:
 - Remove MUSIC 1032 and MUSIC 4102.
 - Add MUSIC 4802.
 - Total credit hours for the option will change from 31 to 28.
- For the “Music Therapy (Vocal/Keyboard)” option:
 - Change credit hours required for “Applied Music Secondary Area” from 8 to 6.
 - Change credit hours required for “Applied Piano” from 4 to 2.
 - Remove “Piano” requirement and MUSIC 4950.
- The proposed changes update the curriculum to align with like programs at similar institutions.
- 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.

SWOSU – Bachelor of Music Education in Music Education (038)

Degree program requirement changes

- For all options:
 - Change credit hours required for MUSIC 1214 from 4 to 3 (1213) and for MUSIC 1314 from 4 to 3 (1313).

- Add MUSIC 1221, MUSIC 1321, MUSIC 3261, MUSIC 3311, MUSIC 4802, and MUSIC 3553.
- Remove MUSIC 3502 and MUSIC 1032.
- Remove LIBED 3423.
- Change credit hours required for “Professional Education” from 30 to 27.
- For the “Instrumental” option:
 - Change credit hours required for “Secondary Applied Study” from 6 to 8.
 - Remove MUSIC 4261 from “Secondary Applied Study” and add MUSIC 4463.
 - Change credit hours required for “Class Piano” from 4 to 2.
 - Change credit hours required for “Choral Ensembles” from 2 to 1.
- For the “Vocal” option:
 - Add MUSIC 4232.
 - Change credit hours required for “Principal Applied Music” from 10 to 9.
 - Change credit hours required for “Orchestral/Band Instruments and Ensembles” from 5 to 2.
 - Add MUSIC 4463.
- The proposed changes update the curriculum to align with other programs at similar institutions.
- Eight new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

UCO – Bachelor of Science in Career, Technical and Workforce Development (116)

Degree program option name change

- For the “Trade and Industrial Education” option:
 - Change option name to “Trade and Industrial.”
- The proposed change updates the option name to align with the program name.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CASC – Associate in Arts in Business Administration (006)

Associate in Arts in Computer Information Systems (060)

Associate in Arts in Pre-Secondary Education (034)

Associate in Science in Allied Health (032)

Associate in Arts in Child Development (055)

Associate in Arts in Health, Physical Education and Recreation (016)

Associate in Arts in Pre-Elementary Education (013)

Associate in Arts in Sociology/Psychology (037)

Associate in Arts in Social Science (036)

Associate in Science in Biological Science/Zoology (004)

Associate in Science in Mathematics (022)

Associate in Science in Pre-Engineering (029)

Associate in Science in Pre-Medicine, Pharmacy, and Veterinary Medicine (031)

Associate in Arts in Hotel, Restaurant, and Tourism Management (042)

Associate in Arts in Telecommunications (054)

Associate in Science in Physical Sciences (028)

Associate in Applied Science in Child Development (012)

Associate in Applied Science in Computer Technology (040)

Associate in Arts in Pre-Law Criminal Justice (030)

Degree program requirement change

- Remove 1 credit hour capstone course.
- The proposed change is the result of changes in institutional assessment strategies.
- No new courses will be added and no courses will be deleted.
- Total credit hours for each degree will be reduced by 1 credit hour.
- No funds are requested from the State Regents.

CASC – Associate in Arts in English (014)

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

- Change program name to “Communication.”
- Create 12 credit hours of “Common Core” and require ENGL 2413, ENGL 2773, JOUR 1013, and JOUR 2323.
- Remove 16 credit hours of “Required Major Courses.”
- Remove 7 credit hours of “Electives.”
- Add options “English” and “Pre-Journalism.”
- For the “English” option:
 - Require 12 credit hours from the following: ENGL 2543, ENGL 2653, ENGL 2883, ENGL 2433, or ENGL 2443.
- For the “Pre-Journalism” option:
 - Require the following 12 credit hours: JOUR 2313, JOUR 2123, JOUR 2243, and FILM 2253.
- The proposed changes will combine two programs into one and will better serve students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63-65 to 64.
- No funds are requested from the State Regents.

CASC – Associate in Arts in Art (002)

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

- Change program name to “Visual and Performing Arts.”
- Create 12 credit hours of “Common Core” and require ART 1113, DRAMA 1213, FILM 1113, and MUS 1103.
- Remove 19 credit hours of “Required Major Courses.”
- Remove 7-11 credit hours of “Electives.”
- Add options “Art,” “Music,” “Film Studies,” and “Speech/Theatre.”
- For the “Art” option:
 - Require the following 12 credit hours: ART 1153, ART 1163, ART 2213, and ART 2163.
- For the “Music” option:
 - Require the following 14 credit hours: MUS 1013, MUS 1023, MUS 1112, MUS 1122, MUS 2101, MUS 2301, MUS 2401, and MUS 2501.
- For the “Film Studies” option:
 - Require the following 13 credit hours: FILM 2113, FILM 2154, FILM 2223, FILM 2263, and FILM 2253.
- For the “Speech/Theatre” option:
 - Require the following 13 credit hours: DRAMA 1413, DRAMA 1423, DRAMA 2413, DRAMA 1011 (must complete 4 times).
- The proposed changes will combine two programs into one and will better serve students.
- No new courses will be added and no courses will be deleted.

- Total credit hours for the degree will change from 66-68 to 64-66.
- No funds are requested from the State Regents.

NOC – Associate in Arts in Communications (007)

Degree program option deletion

- Delete option “Communications Theatre.”
- The proposed deletion is due to the similarities of the option to the “Music Theatre” option within the Associate in Arts in Music (144) and the lack of a common core between the “Communications Theatre” option and other options available in the program.
- There are currently eight students enrolled in the option who will be advised to transfer into the Music Theatre option within the Associate in Arts in Music (144).
- No courses will be deleted as they will continue to be offered for other programs.
- No funds are available for reallocation as they are used to support the remaining options in the program.

TCC – Associate in Applied Science in Information Technology (098)

Degree program requirement changes

- For the “Networking and Cloud Computing” option:
 - Remove CSYS 2023 and add ITCV 1033.
- The proposed changes update the curriculum to teach current technology.
- 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.

TCC – Certificate in Information Technology (133)

Degree program requirement changes

- For the “Networking and Cloud Computing” option:
 - Add ITCV 1033.
- The proposed changes update the curriculum to meet industry needs and prepare students for higher level courses.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30 to 33.
- No funds are requested from the State Regents.

TCC – Associate in Science in Nutritional Sciences (273)

Degree program option deletions

- Delete options “Dietetics and Exercise” and “Nutrition and Exercise.”
- The proposed option deletions are due to the suspension of similar options in the Bachelor of Science in Human Sciences in Nutrition Sciences (097) at OSU.
- There are currently 47 students enrolled in the “Dietetics and Exercise” option and 42 students enrolled in the “Nutrition and Exercise” option.
- Students will have two years to complete degree requirements or be advised to change to another option within the program.
- No courses will be deleted as they will continue to be offered for other programs.
- No funds are available for reallocation as they are used to support the remaining options in the program.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-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 an existing academic program, as described below.

BACKGROUND:

University of Oklahoma (OU) requested authorization to suspend the program listed below:

- Bachelor of Science in Geological Engineering in Geological Engineering (091).

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:

OU requested authorization to suspend the Bachelor of Science in Geological Engineering in Geological Engineering (091):

- OU reports low enrollment and will take time to review need and demand for the program.
- OU will reinstate or delete the program by May 31, 2017.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-b:

Cooperative Agreement.

SUBJECT: Ratification of institutional requests regarding a cooperative agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests to discontinue a cooperative agreement, as described below.

BACKGROUND:

In 1988, the State Regents approved the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. The policy was designed to expand Oklahomans' educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma's colleges and technology centers. Currently, 397 cooperative agreements (involving 126 associate in applied science programs) are offered through 18 colleges and 29 career technology centers within Oklahoma.

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

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

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

The following institution requested authorization to discontinue its cooperative agreement with the technology center which allowed students to receive college credit for coursework completed at the technology center towards an AAS degree:

Institution	Degree or Program	Technology Center
Carl Albert State College	AAS in Culinary Arts (064)	Kiamichi Technology Center

POLICY ISSUES:

These actions are consistent with the State Regents' Cooperative Alliances Between Higher Education Institutions and Technology Centers and Academic Program Review policies.

ANALYSIS:

Carl Albert State College (CASC) requested authorization to discontinue a cooperative agreement with Kiamichi Technology Center (KTC) that allowed students to receive college credit for coursework completed at the technology center toward the AAS in Culinary Arts (064). CASC reports that the program has low enrollment. There is one student enrolled in the program with an expected graduation date of Spring 2014.

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

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-c:

GEAR UP.

SUBJECT: Ratification of GEAR UP Partnership Support for Oklahoma School Districts.

RECOMMENDATION:

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

BACKGROUND:

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

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

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

POLICY ISSUES:

The support of professional learning for teachers, as well as early intervention services for students are important components of the U.S. Department of Education's GEAR UP programs. The partnership support provided through the Oklahoma GEAR UP program offer opportunities for the GEAR UP school

districts to take advantage of available supportive services such as professional learning and educational programs. School districts also have opportunities to customize counseling and outreach efforts to meet specific needs identified by the local school district. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

ANALYSIS:

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

- College Visits
- Senior Transition Services
- 11th Grade ACT Testing
- Ninth Grade Transition Program
- Financial Aid Night
- College Preparation Seminars
- Gallup Poll for Student Well Being

Apart from DSS, school districts will be offered professional development for classroom teachers and training in developing a college going culture in the school and community.

- Aurora Learning Community Association (ALCA) – ALCA provides data analysis tools for EPAS student assessments and online professional learning opportunities for faculties, helping move GEAR UP schools forward as data driven professional learning communities.
- Battelle for Kids – provides training for school administrators in the area of monitoring and improving school culture.
- College Board – provides training in Literacy and Math for middle school and high school teachers as they implement College Readiness Standards.
- Southern Regional Education Board (SREB) – Online counselor training will provide strategies and training for school counselors in career, academic, and financial aid counseling. A series of online training modules for counselors supports and encourages their work with first generation college going students and parents.
- The Grant Writing Institute – The GEAR UP Grant Institute is a two day summer training session for school districts as well as school site superintendents, administrators, teachers and counselors to acquire the skills and strategies necessary to identify and write effective grant proposals.

Twenty-four school districts will receive Oklahoma GEAR UP partnership support in 2014-2015. The following table lists the school districts that are receiving project funding. Partnership funding will be evaluated using criteria linked to measurable outcomes identified in the original project proposals of the school district/site. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the grants is \$1,500,000 federal dollars - all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	School District/School Site	City or Community	County
1	Caney Valley	Ramona	Washington
2	Catoosa	Catoosa	Rogers
3	Checotah	Checotah	McIntosh
4	Henryetta	Henryetta	Okmulgee
5	McLoud	McLoud	Pottawatomie
6	Newkirk	Newkirk	Kay
7	Okmulgee	Okmulgee	Okmulgee
8	Roland	Roland	Sequoyah
9	Sapulpa	Sapulpa	Creek
10	Stilwell	Stilwell	Adair
11	Ardmore	Ardmore	Carter
12	Davis	Davis	Murray
13	Kingston	Kingston	Marshall
14	Little Axe	Norman	Cleveland
15	Madill	Madill	Marshall
16	Marietta	Marietta	Love
17	Tecumseh	Tecumseh	Pottawatomie
18	Duncan	Duncan	Stephens
19	Elk City	Elk City	Beckham
20	Hobart	Hobart	Kiowa
21	Guymon	Guymon	Texas
22	Woodward	Woodward	Woodward
23	Harrah	Harrah	Oklahoma
24	Luther	Luther	Oklahoma
			<i>Total 1,500,000</i>

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-d:

Supplemental Allocations.

SUBJECT: Revolving fund allocations and revised FY14 budgets for institutions.

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the changes to Educational and General, Part I Budget allocations as requested and approve the revised budgets.

BACKGROUND:

Changes to the allocation of Revolving Funds for the 2012 fiscal year in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 27, 2013. Evidence of the change in revenues, not previously taken into account, has accompanied the institution's request.

POLICY ISSUES:

This action is in accordance with Policy 4.14 (I.)

ANALYSIS:

Oklahoma State University Center for Health Sciences has requested that the allocation for the current year's E&G Budget be increased from \$65,774,589 to \$77,134,589, an increase of \$11,360,000. The supplemental funding will be used for personnel services, capital projects, supplies and other operating expenses and transfers. The source of the supplement funding is a result of the increased revenue of the Graduate Medical Education from the Oklahoma Health Care Authority.

Southwestern Oklahoma State University has requested that the allocation for the current year's E&G Budget be increased from \$58,316,741 to \$59,836,660, an increase of \$1,519,919. The increase was applied in personnel services, travel, utilities, and property, furniture and equipment expenses. The increase was funded through unobligated reserves.

Langston University has requested that the allocation for the current year's E&G Budget be increased from \$36,803,086 to \$37,482,086, an increase of \$679,000. The supplemental funding will be used for travel, supplies and scholarships. The source of the supplemental funding was endowment income not previously budgeted.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-e (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 March 31, 2014 and May 2, 2014.

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 March 31, 2014 and May 2, 2014, there are two (2) purchases in excess of \$25,000 but not in excess of \$100,000.

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

OneNet

- 1) Dobson Tech Transport and Telecom solutions in the amount of \$30,000.00 for a six month period of fiber maintenance for the OCAN Network. (Funded from 718-OneNet).
- 2) Rural Broadband Services Corporation Inc. in the amount of \$75,286.00 to provide a 500MB path from the Tahlequah hub site to the Tulsa core that will provide OneNet with a redundant backbone path to prevent customer data loss due to accidental fiber cuts. (Funded from 718-OneNet).

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-e (2):

Agency Operations.

SUBJECT: Contract with Attorney General.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Attorney General for Fiscal Year 2015.

BACKGROUND:

Since September 2001, the State Regents have contracted with the Office of the Attorney General for legal services. The contract has been renewed annually thereafter. Upon the departure of Assistant Attorney General (AAG) Lisa Davis to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004) to substitute the half-time services of an AAG assigned by the Office of the Attorney General. From 2004 to 2010, the Assigned Attorney was AAG Gretchen Harris; from 2010 to 2013, AAG Regina Switzer; and from 2013 to 2014, AAG Julie Ezell. For Fiscal Year 2015, the Assigned Attorney will be AAG Matt Stangl. Mr. Stangl was a staff attorney in the Office of the General Counsel for the University of Oklahoma from 2007 to 2013.

POLICY ISSUES:

Contracts for legal services between the Office of the Attorney General and certain named agencies, specifically including the State Regents, are authorized by 74 O.S. 2001, § 18I as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract provides considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the Office of the Attorney General, current information about its thinking on a variety of legal issues, and links to its advice to other agencies on issues of common concern.
- The contract has enabled the State Regents to provide legal services support to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with the State Regents' preventive law philosophy.
- Mr. Stangl's prior experience in the Office of the General Counsel for the University of Oklahoma is especially relevant to the State Regents' needs with respect to both the agency and the State System.

The annual cost of the contract is \$63,025.08 annually, and will be billed at \$5,252.09 per month. This includes the assigned AAG's salary, benefits, and non-salary costs incurred in connection with the provision of legal services pursuant to the contract. The annual cost of the contract for FY 2014 was \$60,985.68. A copy of the proposed contract is attached. The contract provides that the assigned AAG, if requested by the State Regents, shall provide quarterly reports to the State Regents setting forth the time expended and the work performed by that AAG. The Legal Department will continue to request such quarterly reports. The contract also provides that the State Regents, acting through the Chancellor or his designee, reserve the right to determine the scope of the assigned AAG's activities on behalf of the State Regents. The Chancellor will direct that the assigned AAG not include within the scope of the activities any matters pertaining to the University Center of Southern Oklahoma (f/k/a Ardmore Higher Education Program) or the Commission for Educational Quality and Accountability. The contract also provides that it may be terminated by either party upon 60 days written notice. Approval of the contract is recommended.

**CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2015**

1. PARTIES:

This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education ("OSRHE"), and the authorized signatures below bind the parties to the terms set out hereafter.

2. AUTHORITY:

This Agreement is authorized by virtue of 74 O.S. 2011, § 18I.

3. CONTRACT DURATION:

This Agreement commences July 1, 2014, and covers fiscal year 2015 ending June 30, 2015.

4. CONSIDERATION:

(a) The Attorney General's Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of \$63,025.08 annually, with monthly payments in the amount of \$5,252.09. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. The OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE outside the Oklahoma City metropolitan area.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The AGO, if requested by the Board at the beginning of the contract period, shall provide quarterly reports to the OSRHE setting forth the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer that enables the AGO to employ and ensure the availability of the Assigned Attorney one-half (50%) time for the OSRHE regardless of whether the Assigned Attorney are in fact utilized. It is agreed by the parties that the Assigned Attorney's obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE.

5. OFFICE LOCATION:

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. SUPERVISION:

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney's activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. TERMINATION:

This agreement may be terminated by either party upon 60 days written notice.

8. AGENCY DESIGNEES:

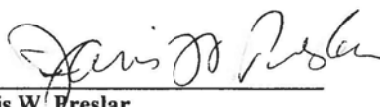
The authorized agent and designee for the Office of Attorney General is Janis W. Preslar. The authorized agent and designee for the OSRHE is Glen D. Johnson.

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

By: _____
Glen D. Johnson
Chancellor

DATE: _____

OFFICE OF THE ATTORNEY GENERAL

By: 

Janis W. Preslar
Assistant Attorney General
Chief, General Counsel Section

DATE: 3/17/14

Approved
As To Form
Initials 

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-f (1):

Non-Academic Degrees.

SUBJECT: Request from Cameron University to award a Posthumous Degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of a nonacademic degree as listed below.

BACKGROUND:

Cameron University made a request to award a Bachelor of Business Administration degree posthumously to Ms. Telisa D. Smith, who died in July, 2013. At the time of her death, Ms. Smith would have graduated in December 2013 upon successful completion of 18 credit hours.

POLICY ISSUES:

This request is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study. The proposed diploma for the posthumous degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
Acting Through

Cameron University

make known that

Telisa D. Smith

having completed the requirements for the posthumous award
of the degree of

Bachelor of Business Administration

has accordingly been admitted posthumously to that degree and all the honors,
privileges and obligations belonging thereto, and in witness thereof
have authorized the issuance of this diploma duly signed and sealed.

Issued at Cameron University at Lawton, Oklahoma, this
ninth day of May, Two Thousand Fourteen.



FOR THE STATE REGENTS:

J. J. Hand
Chairman

John M. May
Secretary

Alvin Johnson
Chancellor

FOR THE UNIVERSITY:

Tom A. Clark
Chairman, Board of Regents

A. J. Pitt
President

Ronna Vandevliet
Vice President for Academic Affairs

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-f (2):

Non-Academic Degrees.

SUBJECT: Request from Langston University to award a Posthumous Degree.

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of a non-academic degree as listed below.

BACKGROUND:

Langston University made a request to award a Bachelor of Business Administration degree posthumously to Mr. Lester "L.J." Mahone, who died on July 22, 2013 of complications related to a pre-existing heart condition. At the time of his death, Mr. Mahone was nine hours short of completing the requirements to graduate.

POLICY ISSUES:

This request is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study. The proposed diploma for the posthumous degree is attached for State Regents' ratification.

SAMPLE

*The Oklahoma State Regents for Higher Education
Acting Through*

LANGSTON UNIVERSITY

have admitted

LESTER "L.J." MAHONE

to the degree of

BACHELOR OF BUSINESS ADMINISTRATION
POSTHUMOUSLY AWARDED

*and all the honors, privileges and obligations belonging thereto, and in witness
thereof have authorized the issuance of this diploma duly signed and sealed.*

Issued at Langston University at Langston, Oklahoma, on

the sixteenth day of May, two thousand and fourteen.



FOR THE STATE REGENTS

Julie Carson CHAIRMAN
Jim Hand SECRETARY
Bob Johnson CHANCELLOR

FOR THE UNIVERSITY

Andrew W. Lester CHAIRMAN, BOARD OF REGENTS
Yent Smith PRESIDENT OF THE UNIVERSITY
Kathy Simmons REGISTRAR

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #21-f (3):

Non-Academic Degrees.

SUBJECT: Oklahoma City Community College.

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of a nonacademic degree as listed below.

BACKGROUND:

Oklahoma City Community College made a request to award an Associate in Applied Science in Physical Therapist Assistant degree posthumously to Mr. Matthew David Hamilton, who died in a car accident in December, 2013. At the time of his death, Mr. Hamilton had earned a total of 106 credit hours; 52 credit hours from Northern Oklahoma College and 54 credit hours from Oklahoma City Community College, with a 3.125 GPA.

POLICY ISSUES:

This request is consistent with State Regents' policy which states such degrees are generally given to a student deceased in their last semester of study. The proposed diploma for the posthumous degree is attached for State Regents' ratification.

*The Oklahoma State Regents for Higher Education
acting through*

Oklahoma City Community College

have admitted posthumously

Matthew David Hamilton

to the degree of
Associate in Applied Science

Physical Therapist Assistant

*and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of*

this award duly signed and sealed.

*Issued at Oklahoma City Community College on the
seventeenth day of May, two thousand and fourteen.*

For the State Regents

J. L. Hand
Chairman

John W. May
Secretary

Robert J. Turner
Chairman

For the College

David J. Wood
President

David J. Wood
President of the College

David J. Wood
President of the College



Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-a:

Programs.

SUBJECT: Current Status Report on Program Requests.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2013 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 (2013-2014).

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

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

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
 May 30, 2014

AGENDA ITEM #22-b (1):

Reports.

SUBJECT: 2013-14 Chiropractic Education Scholarship Program Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$37,404 from appropriations made by the 2013 Oklahoma Legislature for the 2013-14 Chiropractic Education Scholarship Program. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Because Oklahoma does not have a school of chiropractic, the students attend schools in other states. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to \$6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Scholarship Program for the 2013-14 academic year. The award distribution to each participating institution for the 2013-14 academic year is indicated below.

Institution	2013-14	
	Awardees	Amount
Cleveland College Kansas City, KS	8	\$14,734.50
Parker College Dallas, TX	7	\$12,343.30
Sherman College Spartanburg, SC	1	\$908.38
Texas Chiropractic College Pasadena, TX	3	\$3,553.37
TOTAL	19	\$31,539.55

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (2):

Reports.

SUBJECT: Future Teachers Scholarship Program 2013-14 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated \$93,510 from appropriations made by the 2013 Oklahoma Legislature for the 2013-14 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to \$1,500 per year, renewable for up to three additional years, are awarded to help cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2013-14 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Special Education, School Psychologist, English, Elementary Education, and Early Childhood Education. One hundred and two students at fifteen institutions were approved for program participation for the 2013-14 academic year. Expenditures totaled \$81,914.05.

The attached report reflects the award distribution to each participating institution for the 2013-14 academic year.

Oklahoma State Regents for Higher Education
Future Teachers Scholarship
 2013-14 Year End Report

Institution	Students in Program	Total Awarded
University of Oklahoma	6	7,382.00
Oklahoma State University	7	9,402.00
University of Central Oklahoma	30	13,267.00
East Central University	5	5,174.50
Northeastern State University	28	24,400.00
Northwestern Oklahoma State University	5	4,086.50
Southeastern Oklahoma State University	5	4,770.00
Cameron University	5	5,186.80
University of Science and Arts of Oklahoma	3	2,210.25
University of Tulsa	1	750.00
Oklahoma Baptist University	3	1,285.00
Oklahoma Christian University	1	1,500.00
Oral Roberts University	1	1,500.00
Northern Oklahoma College	1	500.00
Western Oklahoma State College	1	500.00
Total	102	\$81,914.05

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (3):

Reports.

SUBJECT: William P. Willis Scholarship 2013-14 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Up to twenty-eight students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report shows the award distributions to twenty-three students totaling \$47,500 for the 2013-14 academic year.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2013-14 Year End Report

University of Oklahoma	Mohsain Gill	\$ 3,000.00
Oklahoma State University	Caleb Reese Shake-Garfield	\$ 1,500.00
University of Central Oklahoma	Summer Galbraith	\$ 1,200.00
Northeastern State University	Adam Boutross	\$ 2,400.00
Northeastern State University	Joshua Byford	\$ 2,400.00
Northwestern Oklahoma State University	Drew Hunter	\$ 2,400.00
Southeastern Oklahoma State University	Jackie Martin	\$ 1,200.00
Southwestern Oklahoma State University	Dominique Lewis	\$ 2,400.00
Cameron University	Savannah McAllister	\$ 2,400.00
Langston University	Brianne J. Washington	\$ 2,400.00
University of Science and Arts of Oklahoma	Erin Miers	\$ 2,400.00
Oklahoma Panhandle State University	Katherine Ramirez	\$ 2,400.00
Rogers State University	Joseph Arnold	\$ 2,400.00
Connors State College	Lacy Kilgore	\$ 2,000.00
Eastern Oklahoma State College	Cherie McClellan	\$ 2,000.00
Murray State College	Sheri Pack	\$ 2,000.00
Northeastern Oklahoma A&M College	Austin Key	\$ 2,000.00
Northern Oklahoma College	Dakotah Lane	\$ 2,000.00
Tulsa Community College	Michael Land	\$ 2,000.00
Western Oklahoma State College	Kristen Jones	\$ 2,000.00
Carl Albert State College	Matthew Luce	\$ 2,000.00
Rose State College	Collin Wilborn	\$ 2,000.00
Oklahoma City Community College	Desirae Peyton	\$ 1,000.00
Total		\$ 47,500.00

Nominees were not submitted by Seminole State College, East Central University, and Oklahoma State University – Oklahoma City.

Redlands Community College submitted a nominee; however, the student did not enroll for the 2013-14 academic year.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (4):

Reports.

SUBJECT: 2013-2014 George and Donna Nigh Scholarship Year-End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 1999 Oklahoma Legislature authorized the State Regents to establish the George and Donna Nigh Scholarship as a part of the George and Donna Nigh Public Service Institute. The goal of the institute is to provide scholarship opportunities to outstanding students who are preparing for careers in public service. Oklahoma public and private colleges and universities are authorized to nominate one student from their institution. A component of the scholarship program is participation in seminars on public service offered by the institute.

Institute officials select the scholarship recipients. The State Regents' staff disburses scholarship funds to the universities on behalf of the recipients.

ANALYSIS:

For the spring 2014 semester, each recipient of the George and Donna Nigh Scholarship has been awarded \$1,000 and participated in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling \$31,000.

Oklahoma State Regents for Higher Education
George and Donna Nigh Scholarship
 2013-14 Year End Report

Cameron University	Kevin Stieb
Carl Albert State College	Shannon McCroskey
Connors State College	Katie Bullard
East Central University	Linzi Thompson
Eastern Oklahoma State College	Jeannette Gonzales
Langston University	Emmanuel Robinson
Murray State College	Jordyn Naugle
Northeastern Oklahoma A&M College	Brooke West
Northeastern State University	Taylor Melone
Northern Oklahoma College	Jimmy Dickinson
Northwestern Oklahoma State University	Jennifer George
Oklahoma Baptist University	Holly Westmoreland
Oklahoma Christian University	Tessa Henry
Oklahoma City Community College	Caley Ferguson
Oklahoma City University	Taylor Tyler
Oklahoma Panhandle State University	Lance Quintana
Oklahoma State University	Donnie Worth
Oklahoma State University Institute of Technology	Sara Cheney
Oklahoma State University-Oklahoma City	Natosha Cagle
Redlands Community College	Morgan Roberts
Rogers State University	Matthew Rahn
Rose State College	Jared Bradley
Seminole State College	Carson Sosbee
Southeastern Oklahoma State University	Joseph Badan
Southern Nazarene University	Kayla Brown
Southwestern Oklahoma State University	Tanner Boyd
St. Gregory's University	Adrian Soltero
Tulsa Community College	Andrew Steadley
University of Oklahoma	Jennifer Carmichael
University of Science and Arts of Oklahoma	Sara Gibbs
Western Oklahoma State College	Shelby Thornton

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (5):

Reports.

SUBJECT: 2013-14 Tulsa Reconciliation Education and Scholarship Program Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District. The scholarships are one-time awards of \$1,000.

ANALYSIS:

Twelve students received awards during the 2013-14 academic year at an award level of \$1,000. The recipients attended seven different Oklahoma institutions—two at the University of Oklahoma, one at Oklahoma State University, two at University of Central Oklahoma, one at Northeastern State University, one at Carl Albert State College, four at Tulsa Community College and one at Oklahoma Wesleyan University.

**TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2013-14**

Name	High School	College	Award
Raina Coleman	Booker T. Washington	OU	\$ 1,000
Arella Fields	Booker T. Washington	OSU	\$ 1,000
Breonna Crumpton	Central HS	UCO	\$ 1,000
Maleyah Hannan	Central HS	TCC	\$ 1,000
Chasity Asberry	Daniel Webster HS	CASC	\$ 1,000
Jasmine Calvert	Daniel Webster HS	OWU	\$ 1,000
Keon Canady	Edison Prep HS	UCO	\$ 1,000
Kenya Williams	McClain	TCC	\$ 1,000
Kyasha Edwards	Memorial HS	TCC	\$ 1,000
Donovan Session	Memorial HS	OU	\$ 1,000
Daisha Bowlds	Tulsa School of Arts and Science	NSU	\$ 1,000
Opal Wilson	Tulsa School of Arts and Science	TCC	\$ 1,000
		Total	\$ 12,000

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (6):

Reports.

SUBJECT: Teacher education annual report on system-wide review.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

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. Beginning in 2001, Oklahoma consistently ranked in the top fifteen in “Improving Teacher Quality” in the Education Week Quality Counts Report. However, Oklahoma fell in rank following the 2010 moratorium placed on the Oklahoma Teacher Residency Year program. In the 2012 report, in the “Teaching Profession” category, Oklahoma dropped to 24th in the nation with a grade of C-. This decline has remained level, as the 2014 Quality Counts Report reflects this same rank and grade.

Recognizing the need for novice teachers to have mentoring support structures in place to support their professional growth and teaching practice, recent legislative events appear hopeful in reversing this negative trend. On April 22, 2014, House Bill 2885 was signed by the Governor which re-establishes residency committees with the intent of providing support and mentoring opportunities for novice teachers. The induction of beginning teachers is a factor in the scoring revealed in the Quality Counts survey.

The State Regents initiated teacher education reform efforts in the summer of 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 monitored 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 seven (7).

In April 2010, the need for question four (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 six (6) questions instead of seven (7), omitting question four (4).

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the sixteenth annual report, covers the 2012-2013 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 the summer of 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 (APRA) 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. Since this time, the Director of Teacher Education consistently 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 2012-2013, East Central University admitted the most candidates ‘conditionally’ – 344. 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. For 2012-2013, most colleges of education continue to focus on content knowledge instruction so candidates would have greater success in passing the Oklahoma Subject Area Test (OSAT) Elementary Subtest 1. Other areas of focus include increasing awareness of the Teacher and Leader Effectiveness (TLE) evaluation process and the Reading Sufficiency Act (RSA) retention provisions for third grade students.
- 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 equipment. A number of universities also reported purchases that included replacements and

upgrades to printers, laptops, projectors and other hardware. Some institutions purchased iPads, iPad minis, teaching kits, e-portfolio software, and interactive technology (i.e. Microsoft Tables), to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms.

- 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. Instruction and technology education sessions were also highlighted by several campuses. Additionally Oklahoma State Regents for Higher Education (OSRHE) policy directs that each faculty member spend a minimum of ten 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 science faculty on a variety of committees in the teacher education college. The ongoing NCLB grants provide opportunities for arts and science faculty, teacher education faculty and K-12 teacher collaborations.

2013 REPORT ON RECOMMENDATIONS:

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

Number of Graduate Students Admitted Conditionally	
Universities	Admitted Conditionally
Cameron University	20
East Central University	344
Langston University	5
Northeastern State University	N/A
Northwestern Oklahoma State University	3
Oklahoma Panhandle State University	N/A
Oklahoma State University	18
Southeastern Oklahoma State University	25
Southwestern Oklahoma State University	3
University of Central Oklahoma	4
University of Oklahoma	28
University of Science and Arts of Oklahoma	N/A

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

Dr. Goldie Thompson has served as Director of Teacher Education and the Oklahoma Teacher Connection since September 2012. Prior to her hiring, Dr. Lisa Holder served as Director from August 2008 to July 2012.

3. Academic preparation in elementary education should be strengthened.

Cameron University (CU)

During 2012-2013, Cameron faculty continued to shift emphasis from the former Oklahoma PASS objectives to the Common Core State Standards in all classes. Additionally, the student teaching seminar included up-to-date information about the TLE evaluation system. Greater emphasis was also placed on the spring 2014 implementation of the RSA in order for candidates to understand its retention provisions for third-grade students. The course which focuses on children with exceptionalities has added a component in which parents of special needs students present to candidates. Not only do candidates learn about strengthening the connection between school and home, they also learn specific things to do and to avoid in working with parents to develop and follow Individual Education Plans (IEP). This experience has proven invaluable to candidates as it increasing their knowledge, skills, and dispositions for working with special needs children.

East Central University (ECU)

Through committee work, evaluation of test scores and program self-evaluation, ECU has implemented several changes to strengthen its elementary education program:

- Redesigned lesson plan format to better align with Association for Childhood Education International (ACEI)
- Implemented more lesson plan analysis activities to develop the evaluative skills necessary for personal reflection
- Implemented more reflection activities in methods classes
- Redesigned and aligned the three Reading classes required in the elementary program
- Further refined education Teacher Performance Assessment (edTPA) for elementary education majors to complete during their culminating student teaching experience
- Purchased SWIVELs to facilitate the lesson video-taping process for edTPA
- Sent two faculty to participate in a Pearson workshop on the Elementary Subtest 1
- Implemented study sessions each semester for OSAT preparation

Langston University (LU)

The elementary education program is in the process 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 covering the competencies for the Oklahoma certification tests. Some revisions were necessary to reduce the number of required hours and the order in which courses were sequenced to ensure candidate success.

Northeastern State University (NSU)

Starting in the fall of 2013, elementary education majors must have a 2.75 GPA (up from 2.5) in order to be fully admitted to the program. After admission, they must continue to maintain a GPA of 2.75 through completion.

Northwestern Oklahoma State University (NWOSU)

Modifications to performance assessments for the elementary education program were made in alignment with meeting 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. Tutoring sessions have been offered for all required testing. Class syllabi have been aligned to the standards of ACEI and the OSAT competencies. OSAT study seminar is provided each semester providing study strategies for taking the OSAT.

Oklahoma Panhandle State University (OPSU)

No changes are being considered at this time.

Oklahoma State University (OSU)

Supply and demand are currently not an issue within the elementary education program; however, to address quality and effectiveness issues, the program submitted for approval to raise the minimum GPA admission criterion for all elementary education majors to a 2.75 for students beginning the program in August 2014.

Southeastern Oklahoma State University (SEOSU)

The Elementary Education program has closely reviewed the test scores on the revised Elementary Education OSAT. Based on the results from 2011-12 and 2012-13, the elementary education program has implemented the following changes:

- At four of the five sites, a regular faculty member will be teaching ELED 3423/33 – Reading I & II
- All syllabi for courses in the reading and language arts have been revised to specifically include the OSAT competencies
- An additional ELED 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

In addition the degree plan has been revised and an additional reading and language arts course will be added to the required courses with a planned phase beginning in spring 2015.

Southwestern Oklahoma State University (SWOSU)

The elementary education program was nationally recognized by ACEI on February 1, 2014. During this program review cycle, particular attention was paid to the student teaching assessment for elementary candidates and to the assessments that measure curriculum knowledge. A team of national reviewers indicated that the student teaching assessment provided elementary candidates with specific ACEI standards on which to base their teaching, assessment, and classroom management. Elementary methods classes in social studies, mathematics, science, and phonics were aligned so that teacher candidates are required to demonstrate curriculum knowledge by planning/delivering appropriate classroom instruction. By incorporating these standards into course requirements, unit faculty have improved the elementary program.

University of Central Oklahoma (UCO)

The elementary education faculty members continue to collect data on candidates in the M.Ed. in Elementary Education Program following the established assessment plan. The plan includes the ability to track candidates in the program who are master's degree candidates only and not seeking certification in conjunction with the master's program as was recommended in UCO's last National Council for Accreditation of Teacher Education (NCATE) visit. Data on candidates seeking certification in conjunction with the master's degree is also collected. Collected data is analyzed on at least an annual basis but sometimes more often. The program will provide a formal report of the candidate data for the next Council for the Accreditation of Educator Preparation (CAEP) accreditation visit.

University of Oklahoma (OU)

The Jeannine Rainbolt College of Education (OU-JRCoe) is actively reviewing alignment in expectations and assessment between the elementary education pre-internship practicum, the actual internship, the department's efforts to provide induction support to graduates who teach in

Oklahoma, and the TLE evaluation system that has been adopted by the State. The college is not yet ready to enact changes.

University of Science and Arts of Oklahoma (USAO)

Adjustments in various classes have been made to better prepare candidates for the elementary OSAT. A "Test Prep" session has been made available for candidates prior to testing sessions.

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 \$1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets. In 2005-2006, colleges of education reported that technology expenditures included but were not limited to upgrade network infrastructure, purchase computers, update phone systems, create a web-based data collection system, provide on-line courses, and support technology upgrades. As technology continues to evolve, expenditures reflect current technology needs.

CU

The unit annually analyzes technology needs for the programs. Instructional technology is focused upon to allow for optimal instructional tools and technology modeling. In 2012-13 the department acquired two TruTouch Smartboards (\$6,000), and one additional laptop computer (\$1,100). These acquisitions provided interactive technologies for classrooms. Additional technology acquisitions include updating faculty office computers on the university's annual schedule.

ECU

\$81,506 was budgeted for technology in the 2012-13 academic year. \$4,090 was allocated for the Education Media Lab; \$56,500 was allocated for the Education computer lab (new computers were purchased); \$4,800 was allocated for new faculty computers; \$13,000 was allocated for new technology to update classrooms; \$3,116 was allocated for computer lab for physical education teacher certification majors for a total allocation of \$81,506.

LU

During the 2012-13 year, the School of Education and Behavioral Sciences was not identified as a high-need priority area. As such, there was not a specific allocation for technology acquisition. However, teacher education candidates and faculty did utilize software and programs purchased and updated for the university community. Examples include, but are not limited to, D2L and Turnitin. Ongoing professional development is provided to improve utilization of these programs. The Director of Computer Technology Integration estimated the portion attributed to the School of Education and Behavioral Sciences as about \$16,000. This amount does include maintenance of the equipment already in the School of Education and Behavioral Sciences.

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.

NSU

During the 2012-2013 academic year, the College of Education spent \$50,227 for technology purchases. Technology funds come from the college's portion of student technology fees, as well as other funds distributed at the institutional level. These funds supported instruction directly and

included the purchase of classroom technology, such as an additional SmartBoard and projector, HD TV's, charging carts, iPad minis, software upgrades, Digital Measures, Haberman Star Teacher online software, fitness assessment software, and psychophysiology teaching kits. These purchases enhanced learning of teacher candidates and provided opportunities for faculty to model effective use of technology in K-12 classrooms.

NWOSU

Expenditures on instructional technology totaled \$93,637.80. The Writing Center and Enid testing labs were updated at a cost of \$39,115. The Academic Success Center (ASC) spent \$4,950 on upgrades: a virtual server for ASC and IE105 was purchased at \$5,348.70, and a Symantec Ghost was purchased \$1,224.10. The total expenditure for the Education Department was \$8,438.80. The items purchased included a Laptop computer, 11 iPads, 1 mini tower, 1 iClicker2 instruction kit, 30 remote clickers, 1 iClicker case, and 1 Microsoft Table for teacher candidate and faculty use. Regular rotation of new computers continues every year.

OPSU

\$4,049 was budgeted for resources to support instructional technology during the 2012-2013 year. This was used to replace printers, laptops, and light bulbs in projectors. All equipment is relatively new and in excellent working condition.

OSU

Agricultural Education

Students in AGED 3103 (N = 53, Fall 2012), AGED 4103 (N = 5 Fall 2012 and N=17 Spring 2013), and AGED 4200 (N = 5 Fall 2012 and N=17 Spring 2013) are all required to develop micro-lessons and Units of Instruction that will be taught in a university lab setting, school-based Ag-Ed classroom and, ultimately, during student teaching. Each lesson is recorded, reviewed, and reflected on by the pre-service teacher. Three Flip Video cameras were purchased last year to facilitate this process. The cameras work fine, however, the battery life is limited when lab size increases beyond 8 students. Eight students require four students to be recorded during lab, which requires the cameras to be in-service for approximately four hours. This timeframe exceeds the camera's battery life by about one hour, so the department requested two more Flip Video cameras at an estimated cost of \$300. Additionally, the department requested two iPad minis. The iPad minis can be used to critique and record student teachers during student teaching. Real time feedback is very important to student teacher growth and performance. Cooperating teachers and university supervisors will be able to electronically document the feedback for the student teacher and capture images and video that can be used to reinforce and coach effective teaching behaviors real time. In addition to feedback, the electronic documentation can be used as evidence of growth and serve as an artifact for the teacher certification portfolio and the summative evaluation of the student teaching experience that culminates in an electronic binder that is accessible via the internet.

Tech Fee Request

- Two Flip Cameras - estimated cost is \$300.00
- Two iPad Minis – estimated cost is \$700.00
- Total Tech Fee request for the Ag-Ed Work Group, \$1000.00

CAS - tech fee proposals funded for Smart Boards for the computer lab and seminar room, as well as iPads for student clinicians.

Early Childhood Education

All students take EDTC 3123 (Applications of Educational Technologies) before entering the program. Throughout the program they maintain a professional portfolio on LiveText and participate on discussion boards via D2L. The ECE program owns a cart of 20 Macs, regularly used in class. The model classroom has a Smart Board, as well as IBM and Mac computers. Students and faculty have access to video cameras, cameras, recorders, and technology that facilitates documentation of student learning. In the different courses students are required to utilize the equipment to complete assignments. For example, the HDFS 3103 (Social Development and Social Studies in Early Childhood) and HDFS 3223 (Mathematics and Science in Early Childhood) courses require students to develop an electronic children's book that addresses certain content.

College of Education

Technology currently provides technology services in support of the college in the areas of Technical Support, Instructional Support, and Administrative Applications.

College of Education Administrative Applications - \$40,190

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

College of Education Computer Support - \$351,756

The College of Education technical support area is responsible for support of College of Education hardware and software including faculty and staff computers, classroom technology facilities, and student lab resources. The College of Education technical support area provides not only technology resources in terms of hardware and software, but it also provides support for technology related problems and individualized training. Desktop computer support is provided for faculty and staff including acquisitions, new installations, upgrades, 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 maintain computing and multimedia equipment within all College of Education offices, classrooms, and student computer labs.

College of Education Instructional Support - \$483,342

College of Education Instructional Support provides resources and instruction for all students, faculty, staff, and administrators in the college. The area is divided into two main parts, the College of Education Technology Resource Center and College of Education Faculty Support. Resources in the College of Education Technology Resource Center include access to and assistance with a cross-platform computer lab that has a very wide range of hardware and software available for both faculty and students, and with traditional media and equipment for making less IT oriented projects and presentations. This facility is open weekdays, weekday

evenings, and on weekends during the fall and spring semesters. A reduced schedule is implemented for student holidays and the smaller academic terms. There are additional computer lab facilities available in other areas of the college. The College of Education Technology Resource Center maintains multimedia equipment in the instructional spaces of the College of Education. Resources include access to and assistance with multimedia educational technologies, video production, and traditional media equipment and production. The facility has a wide range of hardware and software available for both faculty and students. The Faculty Support staff is dedicated to streamlining resources for the integration of technology into the classroom and support its use in teaching and learning initiatives in the College of Education. The Faculty Support staff provides consultation and assistance in instructional design, web and multimedia production, delivery, distance and distributed learning, as well as evaluation to most effectively utilize technology tools within learning strategies. Services provided include one-on-one or small group assistance with: 1) determining the most appropriate technology tool for an instructional activity, 2) website development and on-line course components, 3) video-conferencing, and 4) multimedia presentations. Instruction and training are provided in the use of instructional resources as well as consultation in the development of strategies for the effective implementation of these tools.

Changes to technology resources that have occurred within the academic year in the College of Education:

- Computer lab scanner replacements
- Computer lab printer replacements
- Willard Hall 002 computer lab color laser replacement
- Display for Willard Hall 104 classroom
- Computer lab Mac replacements
- Computer replacements for all COE classrooms
- Computer replacements for Willard Hall 002 computer lab
- Computer replacements for Willard Hall 012 classroom
- Displays for Willard Hall meeting rooms
- Upgrade to video recording equipment in PIO clinical observation facility
- Display for Willard 004 classroom
- Deployment of iPads for student checkout
- Scheduled replacement of faculty and staff computers

Music Education

The OSU Institute for Teaching and Learning Excellence (ITLE) Department houses the resources for technology and training. All Music Department classrooms have internet access, but there is only one classroom with Smart Board technology. It is very difficult to access the Smart Board because it has to be manually set up and taken down for each use.

SEOSU

Expenditures for education technology are estimated at \$82,000 for the 2012-13 school year. These funds were used to update and replace faculty and classroom computers, as well as purchase laptops for classrooms and faculty. Five additional iPads were purchased for use in the ELED 4444 - Reading Diagnosis classes for elementary, special, and early childhood majors.

SWOSU

The 2012-13 SRA 6 Report to the Oklahoma State Regents lists the ITS Allocation for the Education Department as \$27,641. These funds were used to purchase replacement computer

work stations for faculty, for the computer lab located in the education building, and the necessary software/licenses for these computers.

UCO

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

Equipment, software, infrastructure maintenance	170,580.21
Professional staff (ITC, network, lab)	206,090.77
Student wages (resource center, labs, e-portfolio)	47,419.37
Misc. (supplies, lamps, batteries, etc.)	9,093.96
Total	\$433,184.31

*Note: The College of Education does not divide the spending between the teacher education and the professional education units. Both have access to the resources provided through the budget above. These figures do not include technology resources provided through the College of Arts and Sciences departments' (Liberal Studies; Art, Graphic Design and Art History; Mathematics; and various sciences) budgets for the few faculty members housed there who are part of teacher education.

OU

Technology-related expenditures are covered by the OU-JRCOE technology course fee generated each year based on the number of credit hours produced within the college. Currently, the fee is \$24.00 per credit hour. The budget for technology needs is \$547,242 which covers the salaries and benefits for two IT support technicians, and several undergraduate student lab technicians. These technicians and fees cover maintenance of all electronic equipment within the college, the student computer lab, the computer classroom as well as equipment for students to check out. All video-conferencing technologies in four conference rooms, the teaching podiums in eight college classrooms (with linked Smart Boards and ceiling-mounted projectors), as well as the college security system, are also maintained with these funds. Additionally, a new Active Learning Classroom is planned for the Fall 2014 semester; a portion of the IT Technology is being provided with these fees. In addition, some technology fees are used to purchase faculty requested hardware or software needed for student instruction.

In addition to routine revenue and expenditures as noted above, in December 2012, the OU-JRCOE and OU central administration partnered to provide all fully-admitted undergraduate education students in good standing with an iPad to be used in class and for individual learning and studying. Technology fees will also be used to maintain all of the iPads issued to the faculty/students.

USAO

The Education Department technology expenditures in the amount of \$8,389.80, for the time period 7/1/12 - 6/30/13, are outlined below:

<u>ITEM DESCRIPTION</u>	<u>Quantity</u>	<u>Price per unit</u>	<u>Total Price</u>
Brother HL-2240D laser printer	1	\$88.59	\$88.59
Dell Optiplex 990, 3.4GHz Intel Core i7 processor, 4GB DDR3 RAM	8	\$975.89	\$7,807.12
Electrified Projector Lamp for CP-X2010 (replacement bulb) -- Model #: DT-01021	1	\$74.95	\$74.95
Lexmark E260dn laser printer	1	\$149.39	\$149.39
Transfer Roller (replacement) for Xerox Phaser 6360 printer	1	\$74.15	\$74.15
Tripp Lite SMART1500LCD rack-mountable UPS (1500VA)	1	\$195.60	\$195.60
		Total	\$8,389.80

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. Many faculty continue to support first year teachers through mentorship activities after successful completion of their programs. Such a process gives faculty an opportunity to observe, assess and model best practices.

*Please note that in spring 2010, the legislature placed a moratorium on the Residency Year program that helped to provide mentorship and professional development support to first year teachers. However, with the recent passage of HB 2885, signed by the governor on April 22, 2014, opportunities to reinstate residency committees to support novice teachers will begin again in Fall 2014. Additionally, OCTP and OSRHE have partnered to create the Oklahoma Teacher Induction Program designed to support educator preparation programs in piloting first-year teacher induction models for 2014-2015.

CU

Faculty model best practices by integrating diversity and technology within the curriculum. The unit subscribes to and has incorporated the conceptual framework of core belief number four, which holds that an effective educator plans instruction based on student needs, curriculum goals and standards, community needs, and in response to diversity. Faculty have committed to culturally-responsive teaching-awareness of cultural beliefs and biases, understanding of beliefs and values of other cultures, and sharing a variety of cultural contributions to subject areas. Faculty members present and share information relating to diversity learned through professional development seminars, lectures and conferences. For example, this past year, Marco Columbus attended the "Connecting across Cultures" conference for teacher candidates and took teacher candidates nominated by the faculty to participate in the conference. The faculty also had the opportunity to attend the "Working with the Military Children and Children from Highly Mobile Families" presentation by Dr. Sandy Foster, from the Military Child Education Coalition professional development workshop, planned by the department chair, Jennifer Dennis. Similarly, the unit has made the commitments listed in number seven of the conceptual framework core beliefs, holding that the educator is able to think critically and solve problems and use technology to enhance instruction. This means a commitment to facilitate content-centered experiences using

technology; to use technology to address individual student needs; to apply technology to develop higher-order thinking skills; to manage the environment in which students use technology; and to utilize technology to enhance teacher productivity. As another example, in relation to utilizing technology to enhance instruction, Jennifer Holloway and Lisa Weis presented information on “Using Mobile Technology in the Classroom” and Stephanie White presented “Using Virtual Learning Communities to Ignite Student Engagement” to the faculty. The Rogers State University (RSU) faculty also used iPads funded by the Cameron Innovative Instructional Grant to support purposeful integration of technology in the Media and Technology course. This technology was acquired specifically for students to conduct research on educational apps appropriate for different age groups and curriculum goals for an assignment.

The unit has policies and practices that encourage all faculty to be continuous learners. Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.

The unit encourages all professional faculty to be continuous learners, mentor new faculty, and support scholarly work related to the conceptual framework. The education unit at CU places high priority on professional development for staff. Funds identified within the department budget indicate that an average of \$500 per full-time faculty member is earmarked for annual professional travel and events. Faculty engage in regular on-campus professional development activities documented in a summary chart showing fifteen professional development department meetings during the 2012-2013 academic year. In addition, all unit faculty submit documentation of at least fifteen hours of professional development to the Director of Teacher Education on an annual basis. The Faculty Development Committee reviews all documentation and provides feedback to the faculty member.

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. Faculty have been provided faculty Professional Development on campus in the following areas:

- edTPA
- PD360
- Utilizing Mobile Devices for Teaching
- Chalk and Wire

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.

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 developments in the field of education.

NSU

Teacher education faculty continue to have opportunities for professional development through college-sponsored activities, experiences supported through the NSU Center for Teaching and Learning, and professional workshops and conferences at state and national levels.

Online/Blended Professional Development for Effective Teaching:

In addition to previously available Quality Matters training, all faculty must now complete two courses—Online Educator Certification Courses Parts 1 and 2 (OEC 1 and 2)—in order to teach online or blended courses. Faculty must be certified in OEC 1 by January 2014, and OEC 2 by September 2014. OEC 1 is a series of tutorials that teach faculty how to use Blackboard, the learning management system (LMS) used by NSU. OEC 2 course provides instruction on online and blended course design in Blackboard with an emphasis on alignment learning objectives, content, delivery, and assessment.

NWOSU

The Oklahoma Association of Colleges for Teacher Education (OACTE) Fall Conference and Specialized Professional Association (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 AACTE and 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 (NCTQ) Conference, Board of Examiners (BOE) training, and a variety of state and national conferences related to particular content areas.

NWOSU professional development workshops on Assessment Day were offered to the faculty across campus while students were being tested. Additionally, several presentations were provided to public schools and Career Tech participants. Some of these trainings included Common Core and Bullying. Examples of other professional development offered on campus include: Diversity training, Career Day exploration, Common Core training, SPA Training, Advisement training and more. Education faculty who were not presenting these workshops attended other professional development.

OPSU

All education faculty (and other unit faculty) attended OACTE, OCTP, and the Oklahoma Association of Teacher Educators (OATE) conferences in 2012 and 2013. Additional professional development meetings have been held on the OPSU campus. Some faculty have also attended other state and national conferences. Two faculty are working toward a terminal degree.

OSU

Agricultural Education

Four faculty and approximately ten graduate students attended various professional development events and activities held during the American Association for Agricultural Education (AAAE) Southern Region Research Conference (February 2013), the AAAE Western Region Research Conference (April 2013), and the AAAE National Agricultural Education Research Conference (May 2013), as well as faculty professional development seminars offered through OSU's Institute for Teaching and Learning Excellence unit.

Early Childhood

Early Childhood Education faculty attended conference sessions (and presented sessions) focusing on teaching styles, inquiry, common core, and collaborative learning. Conferences

attended during 2012-2013 include: the National Association for the Education of Young Children (NAEYC), the National Association of Early Childhood Teacher Educators (NAECTE), and the American Educational Research Association (AERA).

Elementary Education

Two elementary education faculty, one secondary education faculty, deans from the Colleges of Education and Arts and Sciences (A&S), and A&S faculty attended the UTeach conference in Austin, Texas to gain an understanding of this program and its potential application in order to submit a proposal for the OSUTeach replication program. Faculty participated in ITLE courses/trainings such as online teaching, use of SPSS for various statistics techniques, difficult dialogue sessions, assessment series, and flipping a classroom. Dr. Wang was selected and funded to participate in the National Center for Special Education Research (NCSER) in the Institute of Education Sciences (IES) of the U.S. Department of Education Summer Research Training Institute on Single-Case Intervention Research Design and Analysis at the University of Wisconsin, Madison. Marla Ruark and Amy Goad, adjuncts for elementary education and classroom teachers, participated in several professional development sessions that impacted their teaching. Sessions included: 1) Inquiry Based Science Training, 2) Curriculum mapping, 3) Six Traits Training, 4) Training from "Chaos to Classroom: Managing Disruptive Classroom Behavior," 5) Training from "Strategies that Work - Reading Comprehension," 6) Collaborative meetings with grade level teams, 7) Book studies including *The Art and Science of Teaching* by Marzano, and 8) Data Review Teams analyzing student progress. Faculty participated in a literacy workshop conducted by Kathy Froelich. Dr. Suzii Parsons co-presented a workshop for junior faculty on effective university teaching.

Library Media

Faculty in this program attended and presented at the Oklahoma Technology Association Encyclomedia conference, the Association for Education Communication and Technology annual international convention, the AACE EdMedia international convention, and the Society for Information Technology in Teacher Education international convention. Each of these has a strong focus on effective teaching and technology integration. Each of the faculty members participated in and presented at OSU's Institute for Teaching and Learning Excellence faculty development offerings.

Music

Some music faculty members have consistently taken advantage of free workshops offered by ITLE taught by OSU master teachers. Others attend state and national music education workshops at their own expense.

School Administration

Faculty have provided in-service and school board training as well as participated in a leadership workshop.

Reading/Literacy

Dr. Sheri Vasinda facilitated an effort to strengthen the connection between assessment and instruction by the redesign and repositioning of the certification portfolio across the disciplines of the school. Faculty re-examined their syllabi and assignments and aligned them with the Oklahoma General Competencies and Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

School Counseling

Faculty attended professional conferences, including the OSU Institute for Teaching and Learning Excellence faculty development workshops, and worked on an individual basis with College of Education staff to improve teaching effectiveness.

Secondary Education

All faculty are members and officers in their content area for both state and national organizations and present yearly workshops and sessions. Drs. Angle and Foster presented for the National Science Teachers Association and the Oklahoma Art Education Association a workshop on effectively integrating art/science/music. They also taught for the OSU Grandparents University during the summer. Dr. Angle taught an ITLE session that included Standards-based Instruction for Chinese Faculty. Additionally, Dr. Angle taught other sessions such as Preparing Teachers to Teach Science - "Flipping Your Classroom," "Teaching Evolution in the Classroom" through the Difficult Dialogue Series, and Earth & Science teachers and stakeholders for the Stake-Holder Summit at the College of Education. Dr. Nowell worked with Tulsa Public Schools teachers in several workshops concerning "Instruction in Common Core for Literacy and American History."

Special Education

Faculty members presented ITLE workshops on student engagement.

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 2012-13, twenty-three (23) 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: the National Association of Literacy Educators; Exploring New Frontiers in Teaching, Technology, and Transliteracy Conference; the Annual Bill Martin Memorial Symposium of Teaching Reading; the Annual Hawaii International Conference of Education; the International Society for Technology Education conference; the Texas Rural Education summer conference; the Society of Philosophy and History of Education conference; Chalk and Wire Training conference; the Annual Meeting of the Education Law Association; Quality Matters Training - Applying the QM Rubric; the Play Therapy Summer Institute; the Ethics and Supervision Workshop; Black Board training; SMART Board training, the National Mathematics conference, Organization of Rural Oklahoma Schools fall conference; OCTP training; the Oklahoma Music Educators Association conference; the Oklahoma Choral Directors Association conference; the Native American Symposium; and the Southeastern Faculty Symposium.

SWOSU

Eight faculty members from the Department of Education attended the Association for Supervision and Curriculum Development (ASCD) Teaching and Learning conference in Las Vegas, Nevada, November 1-3, 2013. Several conference sessions dealt with modeling effective teaching styles such as inquiry, group discussion, collaborative learning, and many others. Faculty were able to implement many of these strategies upon returning to the classroom that have proved beneficial to our candidates.

In spring 2013, Canvas was adopted by SWOSU as the new learning management system to replace Desire-2-Learn (D2L). All education faculty have participated in training to implement this new instructional tool. Canvas incorporates discussion boards that promote candidate discussion and collaboration.

UCO

Faculty members are required to participate in annual faculty development as part of the promotion, tenure, and post-tenure processes. Many professional development opportunities are provided on campus, including opportunities for dialogue and intellectual exchange with contemporary national and state leaders in education. UCO's Center for Excellence in Transformative Teaching and Learning 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 during faculty in-service trainings and presenting during faculty sessions on issues such as cooperative learning, developing course syllabi, infusing technology into the curriculum, understanding and implanting strategies to enhance learning based on diversity, approaches to working with English language learners, and other relevant issues.

Additionally, the Information Technology Center (ITC) in the College of Education and Professional Studies (CEPS) provides technology support for college faculty and those using CEPS buildings. The ITC provides ongoing training in technology and the integration of technology into classes to faculty and teacher candidates. As part of the unit's focus on technology to enhance teaching, college leaders funded an iPad Academy just for college faculty since enrollment in the university-wide academy was limited.

Relatively all of the Teacher Education faculty have been involved in participating in state, national, and international conferences and webinars. Faculty tenure and promotion (and annual evaluation, as appropriate) dossiers provide a long list of activities and engagement in professional growth and continued learning. This information is available through Digital Measures for future accreditation visits.

OU

In the OU-JRCoE, faculty development is continuous and takes many forms. All teacher education faculty are actively involved in a variety of national and international professional organizations that support and disseminate education research and provide professional development on topics ranging from effective pedagogy and pedagogical content knowledge, to quantitative, qualitative, and action research methodologies. Not only are OU faculty attending research and professional development sessions at these national and international venues, they are often the presenters. All teacher education faculty actively conduct and publish educational research in their areas of expertise.

The OU-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. Faculty members are also supported for sabbatical leaves, which often include professional development goals.

USAO

Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas (fall – Body Politic, spring – Storytelling), the Abelson Reconciliation Lecture with Scott Atran, the Giles Symposium with Arun Gandhi, the Emerson-Weir Symposium with Elaine Pagels, the summer History Symposium with James “Bud” Robertson, and a Woody Guthrie Festival. Opportunities designed to improve each unit faculty member's ability to model effective teaching styles included offerings such as Moodle training sessions and some opportunities on and off campus related to Common Core State Standards and Oklahoma's new Teacher/Leader Evaluation system. Other professional development opportunities specific to the

teacher education faculty included the annual Fall Work/Learning Day, Read Across America opportunities, and monthly SNEA speakers. The Oklahoma Writing Project sponsored 2 sessions on campus during this time period allowing faculty and teacher candidates to participate. Initial and pairs training for co-teaching was required for university supervisors. The OACTE/OCTP/OATE fall Conference and Common Core training sponsored by OCTP offered other professional development opportunities. In addition, 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 – 10/26/12
- Giles Symposium – Arun Gandhi – 10/25/12
- Festival of Art and Ideas – Body Politic – 10/15-16/12
- Co-Teaching training for university faculty – 1/4/13
- Festival of Arts and Ideas – Storytelling – 2/25-26/13
- Emerson/Weir Symposium – Elaine Pagels – 3/7/13
- Civil War History Symposium – Dr. James “Bud” Robertson – 6/27/13
- Woody Guthrie Festival – 7/23/13
- Oklahoma Writing Projects Workshops – 10/24/12, 7/17/13

Faculty and students regularly attend area Reading Council events. Faculty and students attend Student National Education Association/Kappa Delta Pi monthly meetings and/or events. During this report period, some of the opportunities were:

- “Do You Believe,” Kristin Shelby, 2012 Oklahoma Teacher of the Year – 9/12/12
- “Classroom Management and Discipline,” Principal panel – 10/3/12
- “Parent Teacher Relationships and Communications” – 11/7/12
- “The New Normal RE: Technologies,” Scott Charlson – 11/14/12
- Tips About Health and First Aid Issues – Janice Cockrum, R.M. - 2/6/13
- Read Across America – Chickasha Public Schools – 3/1/13
- “What Can We Do About Bullying?” Kirk Smalley – 3/7/13
- “What Is Right with Our Schools” Kevin Sims, Minco Superintendent – 3/13/13
- Celebrate Reading – Chickasha Public Schools; speaker Author Darlene Bailey Beard – 4/24/13

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 coursework in elementary, early childhood, 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 No Child Left Behind (NCLB) grants provide opportunities for arts and science faculty, teacher education faculty, and K-12 teacher collaborations.

CU

Arts and sciences faculty along with teacher education faculty analyze data on advisory committees. In addition, arts and sciences faculty supervise student teaching along with teacher education faculty. A third area of cooperation involves preparation of each secondary education program's Program Quality Improvement Report (PQIR), a process wherein each program at Cameron is required to analyze and improve its assessment of student learner outcomes as a Higher Learning Commission (HLC) requirement.

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. 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, the secondary candidates have been more active in education programs provided on campus for education majors such as the homecoming parade, the "Teacher of the Year" lecture, and the Education Scholarship and Awards Banquet.

Every coordinator of a certification program participated in writing and submitting a SPA report. Every coordinator participated in the meetings prior to NCATE/State Accreditation and during the on-site visit.

Education faculty work with content faculty to write grants. Currently, education and math faculty are collaborating on a STEM grant to attract more candidates into the Mathematics Education field and a NOYCE grant to attract more candidates into the Science Education field.

LU

Faculty in arts and sciences are made aware of the competencies on the OGET so they can emphasize those competencies in their classes.

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, and Physical Education along with faculty from Elementary, Special and Early Childhood Education.

Faculty from arts and sciences are completely involved in the NCATE accreditation process along with the faculty in education. These faculty serve on the various committees related to the NCATE standards. Faculty in the different content areas worked very closely with the education faculty in writing the program reports.

Faculty from arts and sciences assist in Oklahoma certification test sessions, particularly with the OGET. Faculty from specific content areas conduct study sessions for the candidates who need extra help. These sessions are separate from the class that is offered and are conducted during times that are most convenient for the candidates. Once they pass the OGET and are admitted to a teacher education program, candidates work closely with the faculty in arts and sciences on the content for the OSAT.

NSU

Faculty representatives for secondary and K-12 programs continue to be members of the COE's Teacher Education Council (committee consists of secondary faculty, COE faculty, COE administrators, graduate/undergraduate students, a public school administrator, and a public school teacher.) The committee discusses and approves all program changes for teacher education prior to submission to the university's Curriculum and Educational Policy Committee and the Regents. The committee provides oversight, guidance and direction to the teacher education programs, and serves as an avenue for communication of teacher education standards, policies, and requirements. The committee meets three times per year (additional meetings are called as needed).

Secondary faculty collaborates with COE faculty in the following ways:

- Review state and national specialized program area documents and continued assessment.
- Revision of program information--including online website consistency and accuracy
- Participate in all aspects of the teacher education unit including unit governance (TEC) and subcommittee work.
- Creative scheduling that best meets student needs.

Math Education faculty are a part of a group of educators working on the One Agenda project initiated by/through the Higher Education Forum. "One Agenda is a project of the Higher Education Forum that promotes collaboration among member institutions to increase academic preparedness for college and college completion in northeastern Oklahoma through explorations of curriculum alignment and related strategies to increase college readiness among high school students and college completion in the Tulsa area. With its proven track record of promoting critical dialogue among member institutions and building relationships among education professionals and community partners in northeastern Oklahoma, the Higher Education Forum provides an ideal venue for collaboration to align curriculum in K-12 school systems and institutions of higher education."

NWOSU

Collaboration with arts and sciences faculty continued as all faculty assisted candidates in passing tests and 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, as well as the 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 sciences TEC members provide significant suggestions and collaboration with the unit.

OSU

Many examples are included in the program summaries above.

SEOSU

The faculty from the School of Arts and Sciences are included in the TEC which is the governing body of the teacher education program at SEOSU. 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 sub-committees are designed to include faculty from both schools and various departments to maintain a balance among the academic units.

SWOSU

Dr. Lisa Boggs (Biology faculty) and Dr. Evette Meliza have collaborated for the past several months on the Natural Sciences program report, submitted March 15, 2014. Dr. Meliza has also collaborated with social science faculty the past several months in order to assume teaching responsibility for the SOCS 4133 Teachers Course in the social science department. Dr. Ruth Boyd and Dr. Ray Read collaborated with E.K. Jeong, then chair of the art department, on her program report submission for art education which was recognized with conditions in 2013.

Bruce Belanger meets each semester with university supervisors from arts and sciences and education faculty. He shares important data on student teaching numbers, employment data from prior graduating classes, and reviews the assessment schedules/procedures, among other relevant topics.

The Admission and Retention Committee meets regularly to approve candidates' application to the teacher education program. The committee is comprised of education faculty and three faculty from arts and sciences.

UCO

Faculty from the Colleges of Liberal Arts, Math and Science, and Fine Arts and Design teach courses in education preparation programs and continue to participate in unit governance. These faculty hold membership on the Council on Teacher Education and the committees that make up that Council: Admissions & Retention, Assessment and Curriculum. These faculty members also attend general Teacher Education Faculty meetings to receive program updates, to provide input, and collaborate with College of Education and Professional Studies' staff. A strong, healthy relationship exists between the four undergraduate colleges' administrators and faculty that house teacher preparation programs.

OU

Arts and sciences faculty members serve on each of the certification area committees and in the Education Professions Division (EPD), the teacher education steering committee in the college. College faculty members collaborate with arts and sciences faculty advisors to encourage arts and sciences students in the STEM areas, world languages, English, and history/political science to add teacher certification to their bachelor's programs.

Arts and sciences modern and classical language faculty assist with advising of OU-JRCOE world language education students on efficient completion of their language courses. College faculty collaborated with arts and sciences faculty members to revise the teacher certification offerings in foreign language. These revisions resulted in a World Languages Education bachelor's degree that also qualifies graduates for state certification. Revisions were approved in 2013.

USAO

The Teacher Education Committee with representatives from all certification programs meets monthly. The committee sets all policy related to the education of pre-service teachers, approves

candidates for admission to the Teacher Education program and to the Professional Trimester. Faculty representing math, science, English, social studies, art, music, and physical education (PE) are outside the Division of Education.

Arts and sciences 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 Education (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 26, 2012, with teacher education faculty from all program areas. The theme of changing from incandescent to LED light from the previous year gave way to "Finding Our Way." After review and discussion of assessment data from the prior year and five year trends, earnest examination of the recommendations from the summer meetings with teachers, administrators, parents, members of the business community, teacher candidates, and teacher education faculty ensued. Information regarding a co-teaching model for student teaching was presented and discussed in light of results from the ThinkTank meetings and an ad hoc Clinical Committee (C²). Discussion followed based on feedback from stakeholders: C² + (C² plus PK-12 school representatives), President John Feaver, and Vice-President for Academic Affairs Dexter Marble. At the November 20, 2012 meeting, the Teacher Education Committee voted to proceed with implementation of the co-teaching model beginning with the Fall 2013 Professional Trimester teacher candidates.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2014

AGENDA ITEM #22-b (7):

Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2013-14 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2013-14 academic year, the State Regents allocated \$1,912,853 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2012-13 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents' policy.

ANALYSIS:

For the 2013-14 academic year, National Guard members received waivers totaling \$2,965,516, an increase of 0.44 percent or \$12,922 from 2012-13. The total number of hours waived decreased by 4.8 percent. Of the total dollar amount waived, \$2,050,291 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY15 allocation to be approved along with the FY15 E&G budget item.

The current allotment is not sufficient to cover the total dollars waived in FY14, by a minimum of approximately \$140,000. The shortage will be funded with the use of one-time carryover funds to reimburse the institutions for 100 percent of these waivers.

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

MINUTES

Seven Hundred Fifty-Seventh Meeting



April 24, 2014

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

Minutes of the Seven Hundred Fifty-Seventh Meeting
April 24, 2014

CONTENTS

	Page
Announcement of filing of meeting and posting of the agenda	19381
Call to order	19381
Minutes of the previous meeting.....	19381
Chairman’s Report	19381
Chancellor’s Report	19381
Report.....	19382
Chancellor Hans Brisch Scholarship Program Awards	19382
New Programs.....	19383
Program Deletions	19383
Policy	19383
2014 Newman Civic Fellows.....	19383
E&G Budget.....	19384
Master Lease Program	19384
Contracts and Purchases	19384
Investments	19385
Policy	19385
Commendations	19385
Executive Session	19385
Consent Docket.....	19385
Reports	19386
Report of the Committees	19387
Announcement of next regular meeting.....	19387
Adjournment	19387

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

**Minutes of the Seven Hundred Fifty-Seventh Meeting
of the
Oklahoma State Regents for Higher Education
April 24, 2014**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 10:00 a.m. on Thursday, April 24, 2014, 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 December 11, 2013. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
2. **CALL TO ORDER.** Regent Harrel called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Ike Glass, Jimmy Harrel, Mike Turpen and John Massey.
3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' Committee-of-the-Whole and the minutes of the State Regents' regular meeting on April 23, 2014, and April 24, 2014. Voting for the motion were White, Helm, Parker, Holloway, Glass, Harrel, Turpen, Massey and Stricklin. Voting against the motion were none.
4. **Report of the Chairman.** Regent Harrel thanked Chancellor Glen Johnson for hosting the Regents at the Chancellor's 60th birthday party.
5. **Report of the Chancellor.** Chancellor Glen Johnson recognized several Presidents that were in attendance at the meeting and also stated that Regent Jody Parker was reappointed to another nine-year term and will be sworn in at the May State Regents meeting. Chancellor Johnson also stated that Dr. George Pernsteiner, President of the State Higher Education Executive Officers

Association gave a brief profile of the Oklahoma State System of Higher Education in several key areas at the Committee-of-the-Whole meeting on April 23, 2014 and according to the national data, Oklahoma scored very well. Chancellor Johnson also stated that the next five weeks will be very critical in making a case for higher education funding to the Governor and the Legislature.

The Presidents will be at the Oklahoma State Capital next week for several scheduled meetings to discuss funding. And lastly, Chancellor Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents.

- 6. REPORT.** Dr. Robert Dauffenbach, Associate Dean and Director for the Center for Economic Management Research at the University of Oklahoma gave a brief presentation on his recently published report that discusses the differential impact of education on labor market outcomes. Dr. Dauffenbach stated that he analyzed data from the Tax Foundation's recent annual report to examine real earnings and employment changes of full-time workers by educational attainment. His findings indicate that real earnings for all educational attainment categories from 2000-2013 were essentially flat, except for those with bachelor's and advanced degrees, which were persistently higher. Additionally, he found that workers with bachelor's and higher degrees earn substantially more than non-college graduates on average. Dr. Dauffenbach also stated that Oklahoma significantly lags the nation in the proportion of the adult population who have bachelor's and advanced graduate degrees at 23.8 percent in comparison to the national average of 28.6 percent. In closing, Dr. Dauffenbach stated that real earnings are persistently higher for those with advanced degrees which underscores the importance for higher education.
- 7. CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM AWARDS.** Regent Harrel made a motion, seconded by Regent Massey, to ratify the awards to the following 2014-2015 Chancellor Hans Brisch Scholarship recipients: Lindsay Beck, Stroud High School and Erika Vinson, Warner High School. Voting for the motion were Helm, Parker, Holloway, Glass, Harrel, Turpen, Massey, Stricklin and White. Voting against the motion were none.

8. NEW PROGRAMS.

- a. Regent Parker made a motion, seconded by Regent Massey, to approve the request from the University of Oklahoma to offer the Master of Science in Architecture in Architecture. Voting for the motion were Parker, Holloway, Glass, Harrel, Turpen, Massey, Stricklin, White, and Helm. Voting against the motion were none.
- b. Regent Massey made a motion, seconded by Regent Holloway, to approve the request from the University of Central Oklahoma to offer the Master of Arts in Liberal Studies and the Bachelor of Arts in Global Art and Visual Culture. Voting for the motion were Holloway, Glass, Harrel, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

9. PROGRAM DELETIONS. Regent Stricklin made a motion, seconded by Regent Helm, to approve the following requests for program deletions:

- Oklahoma State University requested to delete the Master of Science in Control Systems Engineering.
- Cameron University requested to delete the Associate in Arts in Leisure Service Management and the Certificate in International Business.

Voting for the motion were Glass, Harrel, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

10. POLICY. Regent Stricklin made a motion, seconded by Regent Parker, to approve Tulsa Community College's request to continue the EXCELerate pilot project, for a period of two years to conclude Spring 2016, under the same conditions and exceptions. Voting for the motion were Harrel, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

11. 2014 NEWMAN CIVIC FELLOWS. Regent Harrel made a motion, seconded by Regent Massey, to recognize the 2014 Newman Civic Fellows for achievements. The 2014 Oklahoma Newman Civic Fellows were Alfa Abame, Southwestern Oklahoma State University, Stephanie

Anderson, Connors State College, Cedric Bond, Oklahoma City University, Shannon Fish, Northern Oklahoma College, Corrynn Franklin, East Central University, Robin Goodiron, Rose State College, Shelly Joiner, Eastern Oklahoma State College, Rashida Jones-Frazier, Oklahoma State University – Oklahoma City, Lucy Mahaffey, University of Oklahoma, Cody McPherson, Oklahoma State University Institute of Technology, Charles McQuigg, Northeastern Oklahoma A&M College, Faith Mincher, Southwestern Christian University, Kylie Pethoud, Northwestern Oklahoma State University, Elizabeth Rodriguez, University of Central Oklahoma and Taylor Scaff, Southeastern Oklahoma State University. Voting for the motion were Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

- 12. E&G BUDGET.** Regent White made a motion, seconded by Regent Holloway, to approve an allocation of state appropriations to Quartz Mountain Arts & Conference Center of one-time supplemental funds for FY2014. Voting for the motion were Regents Massey, Stricklin, White, Helm, Parker, Holloway, Glass, Harrel and Turpen. Voting against the motion were none.

13. MASTER LEASE PROGRAM.

- a. Regent White made a motion, seconded by Regent Massey, to approve the listing of projects for submission to the Council of Bond Oversight of the 2014A Equipment Property Master Lease Program. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass, Harrel, Turpen and Massey. Voting against the motion were none.
- b. Regent White made a motion, seconded by Regent Massey, to approve the listing of projects for submission to the Council of Bond Oversight of the 2014 Master Lease Real Property Projects. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Harrel, Turpen, Massey and Stricklin. Voting against the motion were none.

- 14. CONTRACTS AND PURCHASES.** Regent White made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of \$100,000:

- Ellucian Company LP in the amount of \$129,440 for maintenance to provide telephone support and upgrades to our Banner software.

Voting for the motion were Helm, Parker, Holloway, Glass, Harrel, Turpen, Massey, Stricklin and White. Voting against the motion were none.

- 15. INVESTMENTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve a new investment manager and allocation of funds for the endowment trust fund. Voting for the motion were Parker, Holloway, Glass, Harrel, Turpen, Massey, Stricklin, White and Helm. Voting against the motion were none.

16. POLICY.

- a. Regents reviewed amendments to the Communicators Council bylaws to section 2.18 of the Policy and Procedures Manual. This item was for posting only and did not require State Regents' action.
- b. Regent Massey made a motion, seconded by Regent Parker to approve a proposed policy designed to enhance Enrollment Report responses and Unitized Data System capacity. Voting for the motion were Holloway, Glass, Harrel, Turpen, Massey, Stricklin, White, Helm and Parker. Voting against the motion were none.

- 17. COMMENDATIONS.** Regent Parker made a motion, seconded by Regent Glass, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Glass, Harrel, Turpen, Massey, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

- 18. EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

- 19. CONSENT DOCKET.** Regent White made a motion, seconded by Regent Stricklin, to approve the following consent docket items.

- g. Programs.

- (1) Program Modifications. Approval of institutional requests.
- (2) Program Suspension. Approval of institutional requests.
- h. Reconciliation. Approval of institutional requests.
- i. Cooperative Agreements. Approval of institutional requests.
- j. Academic Plans. Approval of academic plans submitted by institutions.
- k. Degree Completion Plans. Approval of degree completion plans submitted by institutions.
- l. GEAR UP. Ratification of a Letter of Agreement between ACT Inc. and Oklahoma GEAR UP to provide ACT tests to students in twenty-four GEAR UP partnership schools.
- m. Agency Operations. Approval of ratification of purchases over \$25,000.
- n. Non-Academic Degrees.
 - (1) Ratification of a request from Western Oklahoma State University to award a posthumous degree.
 - (2) Ratification of honorary degrees from Oklahoma State University.
 - (3) Ratification of honorary degrees from the University of Oklahoma.

Voting for the motion were Harrel, Turpen, Massey, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

20. REPORTS. Regent Massey made a motion, seconded by Regent Parker, to approve the following reports:

- a. Programs. Status report on program requests.
- b. Annual Reports.
 - (1) 2013-2014 Educational Planning and Assessment System Annual Report.
 - (2) Academic Policy Exceptions Quarterly Report.
 - (3) 2012-2013 Annual Student Developmental Education Report.
 - (4) Current Income and Expenditure Report, FY2013.
 - (5) High School Indicators Report: Headcount, Semester Hours, and GPA.

(6) Spring 2014 Preliminary Enrollment Report.

Voting for the motion were Turpen, Massey, Stricklin, White, Helm, Parker, Holloway, Glass and Harrel. Voting against the motion were none.

21. REPORT OF THE COMMITTEES.

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.
- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

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

23. ANNOUNCEMENT OF NEXT REGULAR MEETING. Regent Harrel announced that the next regular meetings are scheduled to be held on Thursday, May 29, 2014 at 10:30 a.m. and Friday, May 30, 2014 at 9 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

James D. Harrel, Chairman

John Massey, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Research Park, Oklahoma City

MINUTES OF THE COMMITTEE-OF-THE-WHOLE

Wednesday, April 23, 2014

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 10:40 a.m. on Wednesday, April 23, 2014, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on December 11, 2013. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Ike Glass, Jimmy Harrel, Mike Turpen and John Massey. Regent Harrel called the meeting to order and presided.
3. **PRESENTATION.** Dr. George Pernsteiner, President of the State Higher Education Executive Officers Association (SHEEO) gave a brief profile of the Oklahoma State System of Higher Education and framed the Oklahoma State System in the broader national context. Dr. Pernsteiner started by stating that he compared the Oklahoma State Regents with other boards around the country and researched what authority a coordinating board needs in order for students in their state to be successful. He looked at all 50 state boards and how they are structured. His conclusion is that Oklahoma's structure is not unusual but not universal either and in terms of legal authority, Oklahoma has exactly what it needs to be successful.

Dr. Pernsteiner stated that in 1950, fewer than half of American's had a high school diploma. The GI Bill of 1944 forever changed the education level demanded of adults in America and transformed our society. He stated that students must now have a postsecondary education to be competitive and successful locally, nationally and globally. Oklahoma has already taken a lot of important steps to move the needle on degree attainment in Oklahoma and Oklahoma is the only state that has taken a holistic approach to create programs for each target population.

Dr. Pernsteiner discussed nine key items that governing boards must do effectively to help students be successful:

- a. **Agenda and goal setting:** Coordinating boards must set the public agenda for student achievement and then devise plans and strategies needed to achieve the goals. Effective boards do two things to make sure the agenda is embraced by the state legislature: 1) find elected champions; and 2) maintain their student success agenda for longer than the political terms of their initial champions.
- b. **Budget preparation and the allocation of state appropriations:** Effective boards have the ability to present a consolidated budget and frame the discussion that will occur with the legislature. The allocation of money is also critically important. To be effective, boards must, in consultation with institutions and elected leaders, develop a way of allocating money focused on ways to advance student success.

- c. **Data:** Data is often the overlooked power that boards have to define, receive and report consistent information about students, student progress, institutions and their finances. Dr. Pernsteiner stated that Oklahoma does this more effectively than any other state. The data must be used to inform decision-making, institutional decision-making, how boards and institutions hold each other accountable and how well we are making progress with the goals and measures that have been set. It keeps us focused on student success.
- d. **Allocation of student financial aid:** Dr. Pernsteiner stated that many students can no longer afford tuition. The demographics of our country indicate that future students will have fewer resources available to them than students of the past. The cost of education is higher than ever before and students have fewer dollars to pay them. Oklahoma needs to work on allocating financial aid in a way that advances student success.
- e. **Capital planning and budgeting:** Coordinating boards are in a unique position of prioritizing institutional building requests. Oklahoma should be valuing capital projects that advance student success.
- f. **Programs and mission approval:** Dr. Pernsteiner stated that the original purpose for the creation of coordinating boards was to assure adequacy of programs but no duplication of programs. That issue has morphed into assuring adequacy but also now quality of programs. Oklahoma should be assuring that the programs offered are high quality and students can be successful in those programs.
- g. **Alignment and transfer policies:** Last year, more than half of the bachelor degrees awarded, were to students who did not complete their degree at the institutions they started at. Most students attend multiple institutions on their way to a degree. Dr. Pernsteiner stated that it is important that programs and curriculum align and transfer easy. Oklahoma has created approaches to allow that to happen and may also want to look at multi-institutional degree programs in the future.
- h. **Convening authority:** Dr. Pernsteiner stated that Oklahoma has the real power to bring together leaders in the state to organize a goal and an agenda to aim at student success.
- i. **Effective advocacy and integration into the success agendas of state leaders:** Dr. Pernsteiner stated that most coordinating boards have legislative advocacies as one of their functions and they must be effective in this function or they will not meet their other objectives.

Dr. Pernsteiner stated that the Oklahoma State Regents compare very well with other states and Oklahoma has the attention of the Governor and the Legislature to a degree not found in all states. He also stated that Oklahoma is among the top ten states that receive the highest proportion of the state budget and that shows the investments that have been made in Oklahoma because of the effectiveness of the State Regents. Several State Regents asked questions and Dr. Pernsteiner closed by thanking the board for their commitment to student success.

4. **CAMPUS SAFETY AND SECURITY.** President David Boren gave a brief presentation on the Gould Hall safety incident that occurred on January 22, 2014. President Boren stated that on January 22, the University of Oklahoma Police Department (OUPD) received a call from a faculty member in Gould Hall reporting sounds of gunshots in or near the building. President Boren was immediately notified of the situation and a text alert was sent to the campus community alerting all to “shelter in place.” All students were evacuated within 4 minutes and

President Boren, the OUPD and the SWAT team were on the scene within 6-7 minutes. Emergency responders swept the building three separate times and no sign of gunfire was ever found. There was ongoing construction in Gould Hall at the time and it could have been backfire from some of the construction equipment.

President Boren also stated that after any safety incident, he hosts an executive committee review of the incident and OU's emergency response. Overall, the committee thought OU's response was very effective but did have some recommendations, such as to change future alert notification language from "shots fired" to "possible shots fired," provide definition of "shelter in place," and ensure emergency responders have updated building maps.

President Boren stated that the university has invested approximately \$1.2 million in the Blackboard Connect System and the Vox Outdoor Alert System in an effort to reach all students, faculty and staff on campus in the event of an emergency. OU also continually encourages students, faculty and staff to keep their emergency contact information current. OU has approximately 37,000 contacts in their emergency response systems.

Regent Parker asked if this safety report has been shared with other institutions. President Boren said it has not but it certainly can be shared with any institutions interested. Regent Parker also asked if the State Regents phone numbers could be added to the alert system and President Boren stated that they could be added.

Regent Helm asked if this report could be shared with the legislature and President Boren stated it certainly could be shared with them.

Mr. Bob Anthony, General Counsel, stated that Mr. Anil Gollahalli, OU General Counsel, will be giving a presentation on the Gould Hall incident at the 2014 Legal Issues in Higher Education conference on September 30, 2014.

Chancellor Glen Johnson stated he would also like to have President Boren give this same presentation at the next Council of Presidents meeting.

5. **EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.
6. **UPDATE ON THE UNIVERSITY CENTER AT PONCA CITY.** Mr. Adam Leaming, Chief Executive Officer at the University Center of Ponca City (UC), gave a brief update on the Center activities. Mr. Leaming stated that the UC was created after it was determined through strategic planning that Ponca City was the largest community in Oklahoma that didn't have access to higher education within 40 miles. In 1998, the State Regents designated the UC as a learning site and it started in the basement of the Conoco complex with 45 students and 2 classrooms. The UC was given furniture, supplies and community support and Conoco supplied the facilities for 12 years at no cost to the state. Mr. Leaming stated that in 2011, the UC Foundation raised \$2.1 million to acquire and renovate the current 16,000 square foot facility.

In Fall 2013, there were over 400 students enrolled, with primary partnerships with Northwestern Oklahoma State University and Northern Oklahoma College. The UC serves both non-traditional and traditional students and pulls students from all over Kay County and southern Kansas. Mr. Leaming also stated that the UC Foundation helps harness overwhelming community support, assists with facility maintenance needs and strives to ensure the UC has adequate resources.

In 2013, the UC launched a Bachelor of Science in Nursing (BSN) degree as a three-year pilot program. The BSN program has an instructor on site, and there are currently 30 students with a BSN declared major.

The UC is currently discussing their strategic plan and how to expand the number of program offerings through partnerships with other institutions. Specifically, the UC would like to expand their STEM program offerings. Currently, there are no science labs or equipment to have STEM programs due to facility design. The UC is also working on meeting the needs of businesses in the community as well as learning how to budget and plan for expenses. Mr. Leaming finished by thanking the State Regents for their support for making the UC an affordable convenient option for higher education.

Regent White asked what the tuition structure is for the UC. Mr. Leaming responded that each student pays the tuition for their home institution plus a \$25 UC fee. Regent White said that the State Regents may need to review how the UC tuition is structured since students are paying variable tuition for the same instruction.

Chancellor Johnson thanked Regent Glass for his involvement and support of the UC.

7. **UPDATE ON EDUCATION COMMISSION OF THE STATES (ECS) MEETING.** Mr. Tony Hutchison, Vice Chancellor for Strategic Planning, Analysis and Workforce and Economic Development, stated that Oklahoma was invited to participate in the ECS meeting in Denver, Colorado. Mr. Hutchison and Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, attended the meeting along with faculty members Ms. Alana McAnally, University of Central Oklahoma, Ms. Linda Tucker, Rose State College, and Dr. Tamara Carter, Oklahoma City Community College. The meeting was at Arapaho Community College and focused on how Colorado has been reforming remediation. Mr. Hutchison stated that four Colorado institutions have implemented supplemental academic instruction in the form of embedded remedial courses or co-requisites in math and statistics courses.

Dr. Stuart stated that Colorado has asked their institutions to submit a remediation reform plan and that each institution must demonstrate certain benchmarks. Dr. Stuart also stated that the two out-of-state speakers at the meeting were Boise State University and Austin Peay State University.

Mr. Hutchison also stated that ECS paid for the Oklahoma team to attend the meeting.

8. **BUDGET REPORT.** Chancellor Johnson stated that the Legislature has indicated they would like to see no budget cuts to higher education during the budget discussions; however, there may be a budget shortfall for May and June. Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications and OneNet, stated that all agency directors were notified by Secretary Preston Doerflinger of this shortfall of approximately \$2 million but it all hinges on what the April collections are. Ms. Paliotta also stated that the shortfall is only on the dollars we receive from general revenue.
9. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt gave a brief legislative update and started by stating there were only a few bills that were of concern:

- HJR1026 – This joint resolution would restrict the state from imposing laws on licensure, registration or special taxation on the acquisition, ownership or possession of arms,

ammunition, or the components of arms or ammunition. Ms. Hunt stated that this resolution was moved back to conference and Oklahoma State Regents for Higher Education (OSRHE) staff will work with the author to modify the language.

- HB 3211 – This bill would require an Oklahoma’s Promise student to enroll in a minimum of 30 credit hours each academic year. OSRHE staff are working with the author on this bill to find a workable solution.
- HB 2873 – This bill would require institutions to not take action or enforce a policy that would deny a religious student association any benefit available to any other student association.

10. ANNUAL REPORT. Ms. Angela Caddell, Interim Director of Communications, gave a brief update on the 2013 Annual Report. Ms. Caddell stated the report design was revamped this year and has received very positive comments. The report contains an overview of public higher education, the OSRHE public agenda, key initiatives and outlines programs and services in several areas. Chancellor Johnson provided a “Year in Review” summary and Regent Harrel outlined the role of the State Regents. The report also includes a profile for every public higher education institution in the state. Ms. Caddell said that this report is distributed to the Legislature, the state cabinet, the presidents, governing board chairs, advisory councils and the media. The report is also available online at the State Regents website.

11. TASKFORCE REPORTS.

- a. **Online Education Task Force.** Dr. Blake Sonobe, Vice Chancellor for Academic Affairs, gave a brief update on the work of the Online Education Task Force. Dr. Sonobe stated that the task force has expressed interest in having institutional presentations on their online education programs, perhaps a 2-year and 4-year institution at the May and June task force meetings.

Dr. Sonobe also stated that on Friday, April 25, the first annual Quality Summit Conference will be at Rose State College. This conference is for online education providers and there are approximately 150 participants registered.

Dr. Sonobe also stated that the subcommittees are continuing their work on developing the policy and procedures necessary to approve institutions in Oklahoma for SARA. That work should be done in the next six months.

Chancellor Johnson stated that it may be necessary to keep the task force in tact beyond Regent Harrel’s term.

- b. **State Regents Campus Safety and Security Task Force.** Ms Angela Caddell, Interim Director of Communications, gave a brief update on the work of the State Regents Campus Safety and Security Task Force. Ms. Caddell stated that the task force has three work groups currently working on projects.

The Campus Best Practices workgroup is working on finalizing best practice compilations for each of the key security topics: guns on campus, campus threat assessment, drug, alcohol and mental health counseling, cyber security, weather safety, Title IX and Clery Act reporting compliance, and student travel. The compendium for each issue will include a set of original documents, notes, summary and best practices recommendations. This information will be available on the State Regents website in spring 2014.

The Issue Monitoring Advocacy and Research workgroup will be working closely with Ms. Hollye Hunt, Associate Vice Chancellor for Governmental Relations, on the composition of the legislature with respect to the State Regents view of no guns on campus.

The Training and Plan Development workgroup met to develop an assessment tool to help identify training needs on campus with respect to campus safety and security. The results of this survey will drive campus training needs going forward. Ms. Caddell stated that the survey did go out and OSRHE staff are currently compiling those survey results which will be brought to full task force for review.

Ms. Caddell also stated that the task force would like to hold a statewide summit this fall. The conference will be in partnership with the Memorial Institute for the Prevention of Terrorism, the City of Midwest City and Rose State College. The target date for the conference is October 27, 2014.

12. “BEST OF HIGHER EDUCATION” REPORT. Regents received the April 2014 update on institutional activities.

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

ATTEST:

James D. “Jimmy” Harrell, Chairman

Toney Stricklin, Secretary