OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Agenda

May 29, 2015

NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 29, 2015 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 29, 2015.

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

A G E N D A

Friday, May 29 2015 – 9 a.m.
State Regents' Conference Room
655 Research Parkway, Suite 200, Oklahoma City
Chairman Michael C. Turpen, 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.**

    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 FY2016 and Acceptance of FY16 Budget Principles and Guidelines. Page 5.

9. **Tuition.** Approval of FY16 Tuition and Mandatory Fee Principles and Guidelines. Page 7.

10. **Policy.** Posting of changes to the Chapter Four Fiscal Policies of the State Regents Policy Manual. Page 11.

11. **Contracts and Purchases.**

18. **State Authorization Reciprocity Agreement.** Approval of participation in the State Authorization Reciprocity Agreement (SARA). Page 115. (Supplement.)

19. **Prior Learning Assessment.** Approval of the prior learning assessment matrix for technical education. Page 117. (Supplement*)*

20. **Scholars for Excellence in Child Care.**

    a. Approval of contract and contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program. Page 119.

    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 127.

21. **Temporary Assistance to Needy Families.** Approval of the contract with the Department of Human Services to fund the job readiness Temporary Assistance to Needy Families (TANF) program at OSU-OKC. Page 129.

22. **Oklahoma Tuition Aid Grant.** Approval of the 2015-2016 Oklahoma Tuition Aid Grant Award Schedule. Page 135.

EXECUTIVE

23. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 139.

24. **Executive Session.** Page 143.

    a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

    b. Enter into executive session.

    c. Open session resumes.

    d. Vote to exit executive session.

CONSENT DOCKET

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

REPORTS

        (1)   Chiropractic Education Scholarship Program 2014-2015 Year End Report. Page 213.

        (2)   Future Teachers Scholarship Program 2014-2015 Year End Report. Page 215.

        (3)   William P. Willis Scholarship 2014-2015 Year End Report. Page 217.

        (4)   George and Donna Nigh Scholarship 2014-2015 Year End Report. Page 219.

        (5)   Tulsa Reconciliation Education and Scholarship Program-Year End Report for 2014-15. Page 221.

        (6)   Seventeenth Teacher Education Annual Report. Page 223.

        (7)   National Guard Tuition Waiver 2014-15 Year-End Report and Institutional Reimbursement. Page 247.

        (8)   Current Income and Expenditures Report, FY2014. Page 249.

27.   **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.

28.   **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."

29.   **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, June 24, 2015 at 10:30 a.m. and Thursday, June 25, 2015 at 9 a.m. at the State Regents Office in Oklahoma City.

30.   **Adjournment.**

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.

AGENDA ITEM #7-b:

> **Student Advisory Board.**

SUBJECT: 2015 Annual Report of the Student Advisory Board.

RECOMMENDATION:

> **It is recommended that the State Regents accept the 2015 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. A copy of the report is attached.

- Academic Advisement – Encourage institutions to improve academic advising programs to enhance the propensity for students to complete their degrees in an efficient amount of time, and encourage institutions to engage in best practice professional development training for academic advisors.

- Campus Safety – Make campus safety a top priority, and promote efforts to significantly enhance the safety of campuses by providing Title IX compliant training on sexual assault and violence to all college students, and by educating students on the topics of campus violence and sexual assault.

- Diversity – Recommend that all public colleges and universities actively promote diversity in race, age, culture, gender, disability, sexual orientation, and socioeconomic status, and that each institution develop a general academic recruitment plan that has an intentional focus on increasing the diversity of their student populations to be reflective of the state demographics.

- Library Hours – Work with institutions to develop a plan to increase campus libraries hours of operation and provide students with greater access to campus libraries.

- Oklahoma's Promise – Work with the state legislature to consider the most economically vulnerable students when proposing changes to Oklahoma's Promise, and support an increase in the income eligibility standard to reflect inflation since the last adjustment.

- Priority Enrollment – Strongly support any measure to encourage military student veterans and students with disabilities to continue their education, and specifically encourage all institutions to provide these students with priority enrollment. Recommend that institutions provide students with disabilities an equal opportunity to participate in a college's courses and activities, and strongly encourage the development of more services to assist student veterans and students with disabilities.

- Reach Higher – Support the Oklahoma State Regents Reach Higher initiative to help students complete their degrees. Encourage the Oklahoma State Regents to enhance the Reach Higher opportunities by developing more degree options, and by encouraging nonparticipating institutions to offer the program.

- Substance Abuse – Spearhead a program to provide access to substance abuse counseling for any of the state's college or university students. Recommend a therapeutic approach, as opposed to a punitive approach, and support the implementation of a peer group designed to provide support for students who are abusing alcohol, drugs, or other substances.

- Sustainability – Acknowledge that sustainability efforts in higher education are recognized as a crucial issue, and that creating a more sustainable college campus is vital for an economically viable future. Collaborate with institutions to develop innovative sustainability policies for college campuses, and encourage all institutional presidents to signal commitment by signing the Presidents' Climate Commitment.

- Weapons on Campus – Ban all firearms other than those possessed by campus security and properly certified law enforcement officers from all institutions of higher education.

- Campus WiFi – Support institutions improving the information technology infrastructure on their campuses to provide a better WiFi service to students to meet the growing demands in technology.

Supplement available upon request.

AGENDA ITEM #8:

E&G Budget.

This Item Will Be Available At the Meeting.

AGENDA ITEM #9:

       Tuition.

SUBJECT: Approval of FY16 Tuition and Fee Guidelines.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY16 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 FY16 Tuition and Fee Approval Guidelines serve to define those responsibilities and to outline Regents' expectations concerning the process.

POLICY ISSUES:

The proposed FY16 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 five percent (5%) 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 *FY16 Tuition and Fee Approval Guidelines* for dissemination to state system presidents and governing boards.

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 2015 fall semester, the hearing took place at the State Regents for Higher Education office in Oklahoma City, Oklahoma on <u>Thursday, April 9, 2015</u>. 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 five percent (5%); and

6) Dedication to cost-effectiveness in institutional operations.

Use of Revenue from Dedicated Fees. Institutions that charge students 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.

AGENDA ITEM #10:

       Policy.

SUBJECT: Posting of Amendments to the Chapter 4 –Budget and Fiscal Affairs Policy.

RECOMMENDATION:

       It is recommended that the State Regents post amendments to the Chapter 4 – Budget and Fiscal Affairs Policy to include updates to incorporation of new policy language to address current industry standards and accounting requirements.

BACKGROUND:

The State Regents Chapter 4- Budget and Fiscal Affairs Policy provides guidances on all aspects of the fiscal administration of the State Sytem of Higher Education. In 2006 a comprehensive review and update of the State Regents' entire policy manual was undertaken. Since that time, various components of the Chapter 4 – Fiscal policy have been updated as necessary. These proposed changes are intended to incorporate policy in relation to current GASB Accounting practices, deletion of outdated policy and to incorporate relevant language as required.

POLICY ISSUES:

The proposed policy amendments are provided as a supplement and require State Regents' approval.

ANALYSIS:

The proposed policy updates are summarized below:

4.11 Disclosure of Pension Information

- The State Regents have historically provided standard actuarial assumptions to attain consistency throughout the system for reporting supplemental pension plan liabilities. The Governmental Accounting Standards Board (GASB) adopted new standards for disclosure that must now be incorporated into the process used by the system. The GASB Statements 67 & 68 allow for a trust to be established to meet the potential liability and for actuarial assumptions to be determined through the trust guidelines. Therefore, the recommended language allows for both types of actuarial to be used by our institutions dependent upon each institution's individual situation.

4.21.4 Other Funds and Programs Administered by the Oklahoma State Regents

- In October 2014, the State Regents accepted and adopted a formal plan document for Supplemental Post Employment Insurance. The proposed policy update to 4.21.4-C is language to incorporate this formal plan into the investment policy to ensure that the funds in the trust are being invested in a prudent manner to address the actuarial valuation of the liability. The recommended language is to include the OPEB plan and allow for input from our investment consultants on the investment vehicles chosen for this fund.

4.11 Disclosure of Pension Information

4.11.1 Reporting Standards

To achieve equity, uniformity, and efficiency of reporting for all components of The Oklahoma State System of Higher Education, and to maximize the reliability of financial reporting documents, information on supplemental pension obligations and post-employment benefits other than pensions shall be disclosed in accordance with the Governmental Accounting Standards Board's Statement No. 5, *Disclosure of Pension Information by Public Employee Retirement Systems and State and Local Governmental Employers,* and Statement No. 12, *Disclosure of Information on Post-employment Benefits Other Than Pension Benefits by State and Local Governmental Employers and newly adopted GASB Statements 67 and 68.*

4.11.2 Standard Actuarial Assumptions

1.By no later than June 1 of each fiscal year, the Oklahoma State Regents for Higher Education will establish standard actuarial assumptions for use by all components of The State System that do not utilize plans that meet the pension standards of GASB Statements 67 and 68. Those institutions that have adopted a Trust (or equivalent) that meets the GASB Statements 67 & 68 standards shall determine the actuarial assumptions used in accordance with each institution's trust guidelines.

2. The final standard actuarial assumptions for those plans that do not meet GASB pension standards shall be established based on recommendations of a Systemwide Actuarial Assumptions Committee consisting of institutional business officers appointed by the Vice Chancellor of Budget and Finance. All These components of The State System shall use the final standard actuarial assumptions in the preparation of actuarial studies required with the disclosure of information on pensions and post-employment benefits for inclusion in annual financial reports.

Each institution shall notify the external auditor of the requirements of this policy and obtain commitments concerning compliance. In January of each year, the Systemwide Actuarial Assumptions shall be reviewed and circulated to The State System institutions.

Approved by the State Regents for Higher Education on June 19, 1992. Revised February 18, 2000. Revised June 25, 2015.

4.21.4 *Other Funds and Programs Administered by the Oklahoma State Regents*

A.   William P. Willis Scholarship Program

   1.   Oklahoma Statute 70 Section 2291 requires that the State Regents, in their role as Board of Trustees for the William P. Willis Scholarship Fund, "invest the trust capital in a reasonable and prudent manner which, consistent with any long-term investment needs, will produce the greatest trust income over the term of the investment while preserving the trust capital."

   2.   Given that the principal of the fund is not to be expended, the fund can tolerate the volatility of investments other than fixed income. The principal of the fund, defined as the total legislative appropriations, may be treated as quasi-endowment funds and invested in up to sixty percent (60%) equity and equity-like investments. The remainder of the principal should be held in fixed income investments and cash.

   3.   All earnings generated through the investment of these funds will be credited to the William P. Willis Scholarship Fund.

B.   Oklahoma Tuition Aid Grant Funds

   1.   Funds appropriated to the Oklahoma Tuition Aid Grant Program (OTAG) by the Oklahoma legislature are eligible for investment at the discretion of the Oklahoma State Regents. These funds cannot tolerate volatility since the full appropriation is expended each year.

   2.   Therefore, investment of these funds is restricted to investment grade fixed income securities. Securities should be fully collateralized or backed by the full faith and credit of the federal government, a federal agency, or the state of Oklahoma.

   3.   Fixed income investment maturities should coincide with scheduled OTAG distributions. That is, since the cash flows of the program are known, the maturity date of individual investments should be set to the time of the expected cash distribution rather than purchasing a security with a significantly longer maturity with the expectation of realizing a capital gain at the time of sale.

   4.   All earnings generated through the investment of these funds will be credited to the Oklahoma Tuition Aid Grant Fund.

C.   Oklahoma State Regents' Retirement Funds

   1.   To fund the liability associated with the supplemental retirement plan and the Supplemental Post Employment Insurance Plan the State Regents must hold a pool of funds equal based upon the actuarial value of the retirement liability and the post-benefit employment plan liability projections of the approved plans. The year-to-year cash need of the fund will vary depending on the number of retirees and is projected to extend to

approximately the year 2021.

2. The long time horizon of these funds permits exposure to volatility associated with equity investments. As a general rule, <u>unless as advised and recommended by our investment consultant,</u> equity and equity-like investments should comprise no more than fifty percent (50%) of the portfolio. The balance of the fund may be invested in a variety of fixed income investments.

3. Alternately, the State Regents will purchase annuities to fund all or part of this obligation.

D. Investment of All Other Funds

All other funds eligible for investment by the State Regents shall be restricted to fixed income investments. Only by a direct action of the State Regents may staff be authorized to invest funds for which an investment policy does not exist in any vehicle other than investment grade fixed income securities.

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.**

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

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

Purchases Over $100,000

OneNet
1) GrayBar in the amount of $162,000 for the purchase of Ethernet testing equipment to provide the capability of testing the OneNet 100 Gigabit research network backbone. The testing equipment will provide the capability of fiber qualification testing for future dense wavelength division multiplexing (DWDM) and 100 Gigabit service deployments. The equipment will include the capability for testing 10 Megabit through 10 Gigabit Ethernet services which are currently provided by OneNet and it will also be able to determine the integrity and quality of the fiber optic cable, which will reduce turn up time for new services and troubleshooting issues. The equipment will permit OneNet to provide verifiable very high speed Ethernet services across the state of Oklahoma and connections to other research and provider networks. (Funded from 718-OneNet).

2) KPMG LLP in the amount of $350,000 to perform a financial and operational review of the Oklahoma Community Anchor Network (OCAN), for which OneNet serves as the network manager and operator. The purpose of the review is to assess OCAN services and operations. The KPMG review will be coordinated with the Oklahoma Management for Enterprise Services (OMES) and the Oklahoma Department of Transportation (ODOT). (Funded from 718-OneNet).

Change Order's to Previously Ratified Purchase Orders

3) American Institute for Research (AIR) was previously ratified for the amount of $92,412.00 at the October 16, 2014 Oklahoma State Regents for Higher Education meeting as a new FY15 purchase. Due to unexpected issues with collecting the data, the timeline for completion of the Educator Supply and Demand Study will be extended to August 2015 and additional funding of $15,000.00 is needed to complete the project. Part of the challenge has been trying to ensure that the AIR has the correct information from both the State Regents and the State Department of Education to move forward with data analysis and reporting. The new total of this purchase order will be $107,412.00. (Funded from 210-CORE)

AGENDA ITEM #11-b:

> **Contracts and Purchases.**

SUBJECT: Approval of FY-2016 Purchases in excess of $100,000.

RECOMMENDATION:

> **It is recommended that the State Regents approve FY-2016 purchases for amounts that are in excess of $100,000 that need to be in effect July 1, 2015.**

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
4) Schnake Turbo Frank in the amount of $100,000.00 to implement a statewide communications effort designed to increase the number of students who are enrolled in the Reach Higher program. Another key goal of this communications effort is to increase the awareness of and affinity for the Reach Higher program among the general public. (Funded from 210-Core).

5) United States Postmaster in the amount of $130,000.00 to cover the OSRHE annual postage charges for FY16. (Funded from 210-Core).

6) Ellucian in the amount of $134,736.00 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).

7) Xerox Corporation in the amount of $142,704.32 for the FY16 lease on the production copiers in Central Services. (Funded from 210-Core).

8) University of Missouri, Great Plains Network in the amount of $162,577.00 to purchase annual membership fees, network fees and Internet II connection fees. The Great Plains Network is a

consortium of universities in the Midwest, partnering to connect its members to the National Research and Education infrastructure, including Internet II, and to facilitate the use of advanced cyber infrastructure across the network. OneNet is a member of the Great Plains Network and leverages the consortium for the benefit of Oklahoma research institutions by reducing internet related costs. (Funded from 210-Core).

OCAP

1) XAP in the amount of $300,000.00 to exercise the option to renew our agreement with XAP Corporation for the operation and maintenance of the Student Portal also referred to as OKcollegestart.org. (Funded from 701-OCAP).

OneNet

2) Dobson Technologies Transport and Telecom Solutions in the amount of $125,000.00 for FY16 fiber maintenance of the Oklahoma Community Anchor Network. The cost of this project will be recovered from OneNet user fees. (Funded from 718-OneNet).

3) Cross Cable Television, LLC in the amount of $168,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 7 I 8-OneNet).

4) Pioneer Long Distance Incorporated in the amount of $251,200.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

5) Dobson Technologies Transport in the amount of $500,700.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

6) Panhandle Telecom Cooperative Inc. in the amount of $167,575.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718- OneNet).

7) American Telephone and Telegraph Corporation in the amount of $7,318,500.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

8) Indian Nations Fiber Optics in the amount of $718,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

9) Cox Communications in the amount of $1,474,100.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from O718-OneNet).

10) MBO Networks, LLC in the amount of $711,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

11) Windstream Oklahoma, LLC in the amount of $451,800.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

12) University of Indiana in the amount of $300,000 for network monitoring services provided by the Global Research Network Operating Center (GNOC). The cost of the monitoring services will be recovered from OneNet user fees. (Funded from 718-OneNet).

13) Rural Broadband Services Corporation in the amount of $109,000 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-0neNet).

14) Presidio in the amount of $330,000.00 for SMARTnet maintenance to provide support for Cisco network equipment that is integrated into the OneNet network. The cost for this support will be recovered from OneNet user fees. (Funded from 718-OneNet).

15) ePlus in the amount of $150,000 for maintenance of video servers and endpoints which provides video switching capabilities for distance learning, video conferences, and meetings. The cost of this maintenance will be recovered from OneNet user fees (Funded from 718-OneNet).

16) Pine Telephone in the amount of $132,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-0neNet).

17) Skyrider in the amount of $260,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-0neNet).

18) Sudden Link in the amount of $137,000.00 for circuits to provide services to OneNet customers. These costs are related to services for current OneNet customers, which OneNet invoices on an annual or monthly basis to recover these circuit cost obligations. (Funded from 718-OneNet).

Endowed Chairs Program
19) Mercer in the amount of $390,000.00 for FY16 investment consulting services. (Funded from 707-Endowed Chairs Program).

Multiple Funds
20) University of Oklahoma Health Science Center in the amount of $1,093,236.00 for the FY16 lease of office space located at 655 Research Parkway, Suite 200 and 840 Research Parkway, Suite 450, Oklahoma City, Oklahoma. Included in this amount is the cost of employee and visitor parking. (Funded from 210-Core, 701-OCAP and 718-OneNet).

AGENDA ITEM #12:

Deleted Item.

AGENDA ITEM #13-a:

      New Programs.

SUBJECT: Oklahoma State University. Approval to offer the Graduate Certificate in International Disaster and Emergency Management.

RECOMMENDATION:

> **It is recommended that the State Regents approve the Oklahoma State University's request to offer the Graduate Certificate in International Disaster and Emergency Management 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.**

- **Graduate Certificate in International Disaster and Emergency Management.** Continuation beyond Fall 2019 will depend upon meeting the following criteria:
  Majors enrolled: a minimum of 8 students in Fall 2018; and
  Graduates: a minimum of 5 students in 2018-2019.

BACKGROUND:

Academic Plan

Oklahoma State University's (OSU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

- Online courses are being considered in several departments in order to provide greater enrollment flexibility.
- A degree option, the Masters in International Agriculture, which has attracted significant numbers of students, will be adjusted to a separate degree with no additional resource investment.
- Online instruction culminating in both degrees and certificates, particularly in graduate programs, will continue to be emphasized.
- An online Master of Agriculture in Agricultural Sciences and Natural Resources will be developed to serve new audiences who are primarily practicing professionals desiring to achieve career advancement and professional development. There are sufficient online courses offered by various departments in DASNR and other OSU colleges for students to be able to complete this proposed degree. Further academic efficiencies and initiatives will be identified and implemented with new administrative leadership in the college.
- An increase in the number of interdisciplinary graduate certificates to meet an unaddressed need for short-term, specialized graduate training is under consideration. The Graduate College is specifically well positioned to offer such programs.

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

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

30	Degree and/or certificate programs deleted
84	Degree and/or certificate programs added

Program Review
OSU offers 225 degree and/or certificate programs as follows:

23	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
86	Baccalaureate Degrees
71	Master's Degrees
45	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 proposal, which was reviewed and approved by institutional officials. OSU's governing board approved delivery of the Graduate Certificate in International Disaster and Emergency Management at the January 23, 2015 meeting. OSU requests authorization to offer the certificate as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Graduate Certificate in International Disaster and Emergency Management

Program purpose. The proposed graduate certificate is designed to prepare students interested in disaster and emergency management careers to work internationally.

Program rationale and background. Although there is a tremendous demand for expertise in the field of international disaster and emergency management, there are relatively few graduate programs to address the need. Existing programs typically focus solely on domestic needs and the few programs that concentrate on international disaster generally target humanitarian assistance rather than disaster. Over the past few years OSU has experienced increasing demand for FEMA courses from international

students. In addition, OSU reports a substantial demand for international experiences by FEMA students. The proposed graduate certificate will combine and build upon the existing strengths of the Master of Science in Fire and Emergency Management Administration (FEMA) (414) and the Master of Arts in International Studies (410) programs and will meet the demand for professional development in the area of international disaster and emergency management.

Employment opportunities. The field of emergency management is growing. According to the Oklahoma Employment Security Commission, careers for Emergency Management Directors are expected to increase approximately 15 percent through 2022. However, disasters overseas are often management by individuals who have not received adequate training in the field of international disaster management. OSU indicates that the proposed graduate certificate will attract professionals already working in the field of disaster and emergency management who wish to work internationally. Currently there are over one million non-governmental organizations (NGO) in the Western Hemisphere in which graduates of this program can find employment. In the aftermath of the Haitian earthquake in 2010 an estimated 15,000 NGOs assisted in response and recovery. As of March, 2015, the United Nations had 27 vacancies in disaster management. ReliefWeb, which lists career opportunities from a variety of organizations, indicated over 160 openings around the world. OSU is confident that students completing the proposed graduate certificate 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.

Productivity Category	Criteria	Deadline
Minimum Enrollment of majors in the program	8	Fall 2018
Minimum Graduates from the program	5	2018-2019

Duplication and impact on existing programs. There are no Graduate Certificate in International Disaster and Emergency Management programs offered in Oklahoma. A system wide letter of intent was communicated by email December 22, 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 graduate certificate will consist of 18 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
International Studies Core	6
Fire and Emergency Management Administration Core	6
Electives	6
Total	**18**

Faculty and staff. Existing faculty will teach the proposed 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 Graduate Certificate in International Disaster and Emergency Management are shown in the following tables.

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	$20,704	$31,055	$36,231	$41,407	$41,407
Narrative/Explanation: Tuition was calculated based on enrollment of 4, 6, 7, 8, and 8 students completing 18 credit hours per academic year. Calculations are based upon in-state tuition rates ($187 per credit hour) and mandatory fees of ($100.55 per credit hours).					
TOTAL	**$20,704**	**$31,055**	**$36,231**	**$41,407**	**$41,407**

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	$13,665	$23,912	$25,724	$28,570	$28,570
Narrative/Explanation: The amounts above reflect a percentage of the salary of one FTE to teach the courses.					
Graduate Assistants	$0	$0	$0	$0	$0
Student Employees	$0	$0	$0	$0	$0
Equipment and Instructional Materials	$1,000	$1,000	$2,000	$2,000	$2,000
Narrative/Explanation: The amounts above reflect costs for specialized materials and equipment for disaster management instruction.					
Library	$0	$0	$0	$0	$0
Contractual Services	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts above will be used for translation services and other international assistance.					
Other Support Services	$0	$0	$0	$0	$0
Commodities	$0	$0	$0	$0	$0
Printing	$0	$0	$0	$0	$0
Telecommunications	$500	$500	$500	$500	$500
Narrative/Explanation: The amounts above will be used for international telephone and telecommunication expenses.					
Travel	$5,000	$4,500	$4,500	$4,500	$4,500
Narrative/Explanation: The amounts above will be used for international travel expenses for overseas internship and experience opportunities.					

Awards and Grants	$0	$0	$3,000	$3,000	$3,000

Narrative/Explanation: *The amounts above will be used for grants for student research travel and hosting international scholars.*

TOTAL	**$20,665**	**30,412**	**$36,224**	**$39,070**	**$39,070**

Attachment

OKLAHOMA STATE UNIVERSITY
GRADUATE CERTIFICATE IN INTERNATIONAL DISASTER AND EMERGENCY MANAGEMENT

Certificate Requirements		Credit Hours
International Core		**6**
INTL 5110	International Studies in Internship	3
INTL 5020	Independent Study	3
Fire and Emergency Management Administration Core		**6**
POLS 5693	Emergency Management in the International Setting	3
POLS 6203	Comparative and International Dimensions of Fire and Emergency Management	3
Electives		**6**
	Students must select 2 courses from the following:	
POLS 6303	Populations at Risk	3
POLS 5933	Disaster Response	3
POLS 5923	Preparedness and Planning	3
POLS 6300	Complex Emergencies	3
INTL 5200	Study Abroad	3
AGCM 5503	Disaster Management and Communication in Agriculture and Natural Resources	3
Total		**18**

AGENDA ITEM #13-b:

> **New Programs.**

SUBJECT: East Central University. Approval to offer the Graduate Certificate in Psychological Services-School Psychologist and the Graduate Certificate in Psychological Services-School Psychometrist.

RECOMMENDATION:

> **It is recommended that the State Regents approve East Central University's requests to offer the Graduate Certificate in Psychological Services-School Psychologist and the Graduate Certificate in Psychological Services-School Psychometrist, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Graduate Certificate in Psychological Services-School Psychologist.** The certificate is embedded within the Master of Science in Psychological Services (086) and will be included in the regular 5-year program review.
>
> - **Graduate Certificate in Psychological Services-School Psychometrist.** The certificate is embedded within the Master of Science in Psychological Services (086) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

East Central University's (ECU) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

ACADEMIC PRIORITY ONE:

Maintain excellence in academic programs to prepare students with intellectual capacity and workplace skills to be productive participants in a global world.

Objective 1:   Reassess annually undergraduate degree programs with five-year trend averages of fewer than 12.5 majors **and** fewer than 5 graduates per year.

Objective 2:   Reassess annually graduate degree programs with five-year trend averages of fewer than 6 majors **and** 3 graduates per year.

Objective 3:   Review and revise using assessment data as necessary the general education program for explicit learning outcomes leading to a traditional liberal education with a global perspective.

Objective 4:   Attract and retain a talented, diverse mix of faculty with a minimum of 70% of full-time faculty holding a doctorate.

Objective 5: Maintain and expand incentives for faculty to encourage exceptional performance in teaching, scholarship/creative activity, and service.

Objective 6: Establish the Center of Undergraduate Research and Learning (CURL).

Objective 7: Strengthen existing academic programs as needed through the Program Review process, including preparation of student intellectual capacity in all programs and work place skills in appropriate program.

Objective 8: Maintain existing specialty program accreditations and add additional specialty program accreditations as appropriate.

ACADEMIC PRIORITY TWO:

Improve student retention rates and increase the number of undergraduate and graduate certificates and degrees awarded.

Objective 1: Achieve an institutional enrollment of 4,900 students in the Fall 2016 Semester by working cooperatively with Student Development and Administration and Finance divisions.

Objective 2: Reduce withdrawal rates by 2% annually in all departments with course withdrawal rates above the college or school average.

Objective 3: Provide faculty and students annually with quality academic advising information and services.

Objective 4: Improve the accuracy of faculty and staff student advisement in support of retention and graduation rates.

Objective 5: Improve the undergraduate six-year graduation rate (within the institution) to 40% by 2016-17.

Objective 6: Improve the one-year retention rate of beginning freshmen (within the institution) to 68% by 2016-17.

Objective 7: Improve the one-year retention rate of undergraduate transfer students (within the institution) to 64% by 2016-17.

Objective 8: Increase the number of students completing graduate degrees by 5% in 2016-17, using 2009-10 as the baseline.

Objective 9: Improve the one-year retention rate of second year students (within the institution) to 80% by 2016-17, using 2009-10 as the baseline.

Objective 10: Develop a minimum of ten undergraduate and graduate certificate programs and award a minimum of 50 certificates annually by 2016-17.

ACADEMIC PRIORITY THREE:

Maintain a learner- and student-centered academic environment that enriches teaching and learning.

Objective 1: Assess current student academic services, enhance current services, and implement new and innovative changes in support of academic teaching and student learning.

Objective 2: Improve student satisfaction to a level equal to or exceeding the public college norm by 2017 for survey items currently below the public college norm and continue to equal or exceed the public college norm for survey items currently equal to or exceeding the public college norm, using 2011-13 as the base line years for the ACT Survey of Student Opinions.

Objective 3: Increase faculty and staff engagement with students, such as serving as research mentors, sponsoring student clubs and organizations, etc. by 15% by 2016-17, using data from 2010-11 as the baseline.

Objective 4:	Transform the current Service Learning graduation requirement into a Student Engagement graduation requirement with options in Service Learning, Undergraduate Research, Honors Program completion, and Study Abroad.
Objective 5:	Enhance educational programs and outreach services/activities for Native American students.
Objective 6:	Develop and offer a minimum of five additional online degree programs by 2016-17.

ACADEMIC PRIORITY FOUR:

Promote the University as a key component of economic development and public cultural and arts programming and enrichment throughout the University's service area.

Objective 1:	Strengthen existing Fine Arts academic programs and Fine Arts programming in support of the Hallie Brown Ford Fine Arts Center and the Arts District of Ada.
Objective 2:	Use the "Making Place Matter" project to establish ECU as the leader in cooperative economic development throughout the university's service area.
Objective 3:	Capitalize on the economic development opportunities offered by the new Chickasaw Business and Conference Center through effective use of the Business Conference Center and Harland C. Stonecipher School of Business.
Objective 4:	Develop undergraduate and graduate certificate programs in support of economic development and workforce development needs within the University's service area.
Objective 5:	Develop new undergraduate and graduate degree programs, and non-credit programs to meet documented economic and workforce needs in the University's service area.
Objective 6:	Strengthen the University's outreach component for economic development and public service.

ACADEMIC PRIORITY FIVE:

Engage faculty and staff in providing academic affairs with effective and efficient administrative and management oversight.

Objective 1:	Improve average faculty compensation (salary and benefits) to rank third among RUSO institutions by 2016-17.
Objective 2:	Lead University efforts annually to make the campus a hospitable and stimulating environment for students, staff and faculty.
Objective 3:	Engage in campus master planning to assure that the University has first-rate instructional facilities and instructional technology infrastructure.
Objective 4:	Insure that Academic Affairs is appropriately and efficiently organized and administered.
Objective 5:	Establish "Centers of Excellence" in strategic areas for interdisciplinary and multidisciplinary instruction and research, and administrative effectiveness.
Objective 6:	In conjunction with Program Review and Assessment of Student Learning, undertake a program prioritization and resource allocation study to be completed by December 1, 2013.

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

8	Degree and/or certificate programs deleted
14	Degree and/or certificate programs added

Program Review
ECU offers 49 degree and/or certificate programs as follows:

6	Certificates
0	Associate of Arts or Sciences Degrees
0	Associate of Applied Science Degrees
33	Baccalaureate Degrees
10	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 ECU'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

ECU's faculty developed the proposals, which were reviewed and approved by institutional officials. ECU's governing board approved delivery the Graduate Certificate in Psychological Services-School Psychologist and the Graduate Certificate in Psychological Services-School Psychometrist at the January 23, 2015 meeting. ECU requests authorization to offer these certificates, as outlined below.

POLICY ISSUES:

This action is consistent with the Academic Program Approval policy.

ANALYSIS:

Graduate Certificate in Psychological Services-School Psychologist

Program purpose. The proposed certificate is embedded within the Master of Science in Psychological Services (086) and will prepare students for School Psychologist certification.

Program rationale and employment opportunities. Career opportunities for certified School Psychologists are expected to increase nine percent through 2022. The National Association of School Psychologists (NASP) requires that programs within the same institution leading to School Psychology accreditation be essentially the same program. It is common for institutions to offer two pathways to School Psychology: one that results in a Master's degree and a Post-Master's program for students who already possess a Master's degree. In both cases, NASP requires that the institution provide notation of the completed program on the final transcript. In the two most recent submissions to NASP for program accreditation, reviewers have shown concern that there is no notation on ECU's transcript for students who complete the Post-Master's path. The proposed embedded certificate will allow ECU to provide notation of completion on the transcript and meet NASP standards.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Science in Psychological Services (086) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Psychological Services-School Psychologist programs offered in Oklahoma. A system wide letter of intent was communicated by email December 22, 2014. None of the 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 60 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
Required Courses	60
Total	**60**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Master of Science in Psychological Services (086) 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.

Graduate Certificate in Psychological Services-School Psychometrist

Program purpose. The proposed certificate is embedded within the Master of Science in Psychological Services (086) and will prepare students for School Psychometrist certification.

Program rationale and employment opportunities. Educators who wish to advance in their career or to fill a need in their school districts often consider pursuing School Psychometry. To qualify for certification as a School Psychometrist, one must possess a Master's degree, as well as specific course work related to psychological testing and assessment. The proposed embedded certificate provides the courses needed to qualify for the state certification exam for School Psychometrist.

Student demand. The proposed certificate program is expected to fulfill student demand within the Master of Science in Psychological Services (086) program.

Duplication and impact on existing programs. There are no Graduate Certificate in Psychological Services-School Psychometrist programs offered in Oklahoma. A system wide letter of intent was communicated by email December 22, 2014. None of the 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 30 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).

Content Area	Credit Hours
Required Courses	30
Total	**30**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Master of Science in Psychological Services (086) 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.

Attachments

EAST CENTRAL UNIVERSITY
GRADUATE CERTIFICATE IN PSYCHOLOGICAL SERVICES-SCHOOL PSYCHOLOGIST

Degree Requirements		Credit Hours
Required Courses		**60**
EDPSY 5143	Introduction to School Psychological Services	3
EDPSY 5353	Standardized Group Tests	3
PSYCH 5133	Theories of Personality and Human Behavior	3
PSYCH 5183	Advanced Abnormal Psychology	3
PSYCH 5313	Advanced Educational Psychology	3
PSYCH 5473	Advanced Psychology of Childhood and Adolescence	3
EDPSY 5403	Non-Traditional Assessment	3
PSYCH 5403	Intellectual Assessment	3
PSYCH 5433	Diagnostic Assessment	3
PSYCH 5153	Statistics and Design in Applied Psychology	3
EDPSY 5163	Cognitive Behavioral Theories and Method of Counseling and Psychotherapy	3
EDPSY 5433	Affective Theories of Counseling and Psychotherapy	3
PSYCH 5333	Behavioral Intervention with Children	3
PSYCH 5363	Adolescent Psychopathology and Treatment	3
PSYCH 5443	Multicultural Consultation and Intervention	3
H/P/E/ 5443	Advanced Group Counseling	3
EDPSY 5493	Practicum and School Psychology	3
EDPSY 5693	Practicum in School Psychometry	3
EDSPY 5593	Internship in School Psychology I	3
EDSPY 5613	Internship in School Psychology II	3
Total		**60**

EAST CENTRAL UNIVERSITY
GRADUATE CERTIFICATE IN PSYCHOLOGICAL SERVICES-SCHOOL PSYCHOMETRIST

Degree Requirements		Credit Hours
Required Courses		**30**
EDPSY 5143	Introduction to School Psychological Services	3
EDSPY 5353	Standardized Group Tests	3
PSYCH 5113	Theories of Personality and Human Behavior	3
PSYCH 5183	Advanced Abnormal Psychology	3
PSYCH 5313	Advanced Educational Psychology	3
PSYCH 5473	Advanced Psychology of Childhood and Adolescence	3
EDPSY 5403	Non-Traditional Assessment	3
PSYCH 5403	Intellectual Assessment	3
PSYCH 5433	Diagnostic Assessment	3
EDSPY 6993	Practicum in School Psychometry	3
Total		**30**

AGENDA ITEM #13-c:

> **New Programs.**

SUBJECT: University of Central Oklahoma. Approval of request to offer the Bachelor of Arts in Arts Entrepreneurship and the Certificate in Accounting.

RECOMMENDATION:

> **It is recommended that the State Regents approve the University of Central Oklahoma's request to offer the Bachelor of Arts in Arts Entrepreneurship and the Certificate in Accounting with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**
>
> - **Bachelor of Arts in Arts Entrepreneurship.** Continuation beyond Fall 2020 will depend upon:
>   Majors enrolled: a minimum of 50 students in Fall 2019; and
>   Graduates: a minimum of 10 students in 2019-2020.
>
> - **Certificate in Accounting.** The certificate is embedded within the Bachelor of Science in Accounting (001) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

The University of Central Oklahoma (UCO)'s 2014-2015 Academic Plan lists the following institutional priorities:

The following programs have been approved to move forward into UCO's academic curriculum review process. Before they are submitted to OSRHE as a new program request, they must be validated in this process and also be approved in a parallel resource allocation process.

New academic programs:
CFAD: BA Arts Entrepreneurship

Current academic programs seeking approval for 100% online:
None (note that the Organizational Leadership program in Reach Higher is moving toward 100% online through an OSRHE initiative).

New majors:
CFAD: MM Music-Vocal Pedagogy, MM Music-Vocal Performance, MM Music-Music Theatre, MM Music-Piano Performance, MM Music-Collaborative Piano, MM Music-Piano Pedagogy.

New minors:
CLA: Minor in Documentary, Minor in Interpersonal Communication.
CFAD: Arts Entrepreneurship.
CFAD: ACM Contemporary Music Business.
CFAD: ACM Contemporary Music Production.
CFAD: ACM Contemporary Music Performance.
CFAD: Dance.

New certificates:
CB: Embedded Certificate in Accounting.

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:

61	Degrees and/or certificate programs deleted
30	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
65	Baccalaureate Degrees
34	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 Arts in Arts Entrepreneurship and the Certificate in Accounting at the January 23, 2015 meeting. UCO requests authorization to offer this degree and certificate as outlined below.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Arts Entrepreneurship

Program purpose. The purpose of the proposed program is to provide a degree option for non-business students seeking a career related to the arts and entrepreneurial ventures.

Program rationale and background. The field of Arts Entrepreneurship is growing throughout the United States with an emphasis being placed on breaking the stereotype of "starving artist" by teaching students how to create opportunities and employment for themselves. Most entrepreneurial programs are offered through schools of business and do not focus on the arts. Furthermore, with little exception, educational institutions have trained artists in technique but have failed to teach real business skills and application, specifically in the area of entrepreneurial skills. The proposed program will be unique to Oklahoma and will bridge the gap between technique and application and provide students with the knowledge needed to establish a career for themselves. Another objective of the proposed program is to provide an option for students in the performing arts majors who previously would have not graduated because of a lack of performance ability. Providing an alternative pathway for students to complete a degree in a similar discipline will help to retain students and allow them to graduate in a field of their choice. Additionally, the proposed program will provide students interested in learning how to create their own employment opportunities and business enterprises in the area of the arts. With the high demand for creative thinkers and problem solvers in the workplace, the proposed program provides an alternative solution for those students seeking careers in the arts.

Employment opportunities. The goal of the proposed program is to help students gain the skills needed to be able to create a career in the arts. Therefore, with the wide variety of careers and possible self-employment opportunities expected for graduates of the proposed program, it is difficult to quantify the potential for job growth in the field. In addition to self-employment opportunities, students completing the program could pursue careers as gallery owners, museum directors, self-employed studio artists, consultants, and managers for artists. A recent search of the website Indeed.com provided a list of approximately 20 careers in which a degree in Arts Entrepreneurship is needed. UCO is confident that students completing the program will be successful in their chosen profession.

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	50	Fall 2019
Minimum Graduates from the program	10	2019-2020

Duplication and impact on existing programs. There are no Bachelor of Arts in Arts Entrepreneurship programs offered in Oklahoma. A system wide letter of intent was communicated by email on November 11, 2014. None of the State System institutions notified State Regents' staff of a protest to the proposed program. Approval will not constitute unnecessary duplication.

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

Content Area	Credit Hours
General Education	42-44
Major Core	30
Option	38-40
General Electives	13
Total	**124**

Faculty and staff. Existing faculty will teach the proposed Bachelor of Arts in Arts Entrepreneurship 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 Arts in Arts Entrepreneurship are shown in the following tables.

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	$69,675	$116,125	$162,575	$185,800	$232,250

Narrative/Explanation: Tuition estimates are based on projected enrollment of students completing 24 credit hours per academic year at the resident credit hour cost of $193.55. UCO anticipates student enrollment in years 1 through 5 of 15, 25, 35, 40, and 50 students.

TOTAL	**$69,675**	**$116,125**	**$162,575**	**$185, 800**	**$232,250**

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	$45,750	$45,750	$45,750	$45,750	$45,750

Narrative/Explanation: The above amounts reflect adjunct faculty salaries should enrollment in the existing courses require additional sections and the need for part-time faculty.

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	**$45,750**	**$45,750**	**$45,750**	**$45,750**	**$45,750**

Certificate in Accounting

Program purpose. The proposed certificate is embedded within the Bachelor of Science in Accounting (001) and will prepare students to sit for the Uniform Certified Public Accountant (CPA) Examination.

Program rationale and employment opportunities. The proposed certificate is designed for individuals who have bachelor or master's degree in another discipline and need to complete course work to be eligible to sit for the CPA exam. Therefore, many individuals interested in the certificate will already be employed but need additional course work for career advancement or change in career focus. According to the Oklahoma Employment Security Commission, careers in accounting and auditing are expected to increase almost 14 percent through 2020. A recent search of Indeed.com resulted in 158 job openings listing CPA in the description or requirements. UCO is confident that students completing the certificate will gain the knowledge and skills needed to meet their career needs.

Student demand. The proposed certificate program is expected to fulfill student demand within the Bachelor of Science in Accounting (001) program.

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

Institution	Existing Program
Northwestern Oklahoma State University	Certificate in Accounting (068)

A system wide letter of intent was communicated by email November 11, 2014. Oklahoma State University (OSU) requested a copy of the proposal, which was sent February 6, 2014. Neither OSU nor any other State System institutions notified the State Regents' office of a protest. Due to distance between institutions approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 48 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).

Content Area	Credit Hours
Required Courses	33
Accounting Electives	15
Total	**48**

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

Financing and program resource requirements. The proposed program is an embedded certificate within the Bachelor of Science in Accounting (001) 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.

Attachments

UNIVERSITY OF CENTRAL OKLAHOMA
BACHELOR OF ARTS IN ARTS ENTREPRENEURSHIP

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
Core Courses		**30**
MCOM 2193	Principles in Public Relations	3
OCTE 3413	Creativity for Leaders	3
DES 3523	Print Media and Marketing for Fine Arts and Design	3
DES 3533	Digital Media and Marketing for Fine Arts and Design	3
ACM 3743 or ACCT 2113	Music Publishing I Accounting I	3
ACM 4013 or OCTE 4153	Creating Your Team Organizational Dynamics	3
ACM 4533	Media Techniques for Business	3
ACM 4543	Current Events in the Creative Industry	3
DES 4713 or ACM 3133	Design Entrepreneurship Music Business and Entrepreneurship	3
ACM 4783	Business Management for Artists	3
Major Requirements		**38-40**
	Select one of the following	
	Art	
ART 1023	Beginning Drawing I	3
ART 1043	Beginning Drawing II	3
ART 1063	2-D Fundamentals	3
ART 1073	3-D Fundamentals	3
ART 1083	Color	3

ART 1153	Global Art and Visual Culture I	3
ART 3513	Contemporary Art and Visual Culture	3
	Art Electives	16

Dance

DANC 2892	Dance Improvisation	2
DANC 2101	Rhythm Analysis and Dance Forms	1
DANC 3432	Dance Composition	2
DANC 4433	Dance Composition II	3
DANC 4960	Institute in Dance	2
DANC 3572	Materials and Methods in Dance	2
DANC 3xx2	History and Philosophy of Dance I	2
*DANC 4xx2	History and Philosophy of Dance II	2
	Students must complete at least 8 credit hours in each area of Modern, Ballet, and Jazz for a total of 24 credit hours. Levels can be repeated and count toward the 8 credit hours; however, students must be proficient and complete Level III in at least 2 areas of dance coursework	
DANC 2512	Modern Dance I	2
DANC 2522	Modern Dance II	2
DANC 3532	Modern Dance III	2
DANC 4542	Modern Dance IV	2
DANC 2712	Jazz I	2
DANC 2722	Jazz II	2
DANC 4712	Jazz III	2
DANC 4722	Jazz IV	2
DANC 2912	Ballet I	2
DANC 2922	Ballet II	2
DANC 3932	Ballet III	2
DANC 4942	Ballet IV	2

Design

DES 1023	Design Foundations I	3
DES 1033	Design Foundations II	3
DES 1043	Design Foundations III	3
DES 1053	Design Foundations IV	3
	Design Electives	28

Music

MUS 1143	Music Theory I	3

MUS 1183	Music Theory II	3
MUS 2223	Music Theory III	3
MUS 2593	Music Theory IV	3
MUS 1151	Aural Skills I	1
MUS 1161	Aural Skills II	1
MUS 2151	Aural Skills III	1
MUS 2161	Aural Skills IV	1
MUS 3433	Music History Survey I	3
MUS 3443	Music History Survey II	3
MUS 3731	Music Technology	1
MUS 4443	Arts Management	3
	Applied Study	6
	Large Ensemble	3
	Chamber Music	1
	Piano	4
Theatre Arts		
THRT 1311	Production and Performance: Scene Shop	1
THRT 1321	Production and Performance: Costume Shop	1
THRT 1331	Production and Performance: Electrics Shop	1
THRT 1341	Production and Performance: Sound Shop	1
THRT 1523	Beginning Acting for Majors	3
THRT 2123	Stage Make-Up	3
THRT 2133	Stage Lighting	3
THRT 2153	Stagecraft	3
THRT 2173	Stage Costuming	3
THRT 2303	Script Analysis	3
THRT 2901	Portfolio Seminar	1
THRT 3142	Stage Management	2
THRT 3151	Stage Management Lab	1
THRT 3343	Development of Drama	3
THRT 4353	Theatre History I: Origins to Renaissance	3
THRT 4363	Theatre History II: Renaissance to Contemporary	3
THRT 4712	Directing and Collaboration	2
THRT 4731	Directing and Collaboration Lab	1
General Electives		**10-14**

	Students will complete credit hours so that the total number of credit hours taken for the degree equal 124
Total	**124**

UNIVERSITY OF CENTRAL UNIVERSITY
CERTIFICATE IN ACCOUNTING

Degree Requirements		Credit Hours
Required Courses		**33**
MATH 1453	College Algebra for Business	3
LS 3113	Legal Environment of Business	3
ACCT 2113	Accounting I	3
ACCT 2133	Accounting II	3
ACCT 3213	Intermediate Accounting I	3
ACCT 3233	Intermediate Accounting II	3
ACCT 3333	Income Tax Accounting I	3
ACCT 3413	Cost Accounting	3
ACCT 4363	Auditing	3
LS 4143 or LS 4223	Law of Business Organizations Law of Commercial Transactions	3
	3000/4000 level business elective	3
Accounting Electives		**15**
	Select 15 credit hours of 3000/4000 level accounting courses (ACCT 3113 will not apply)	15
Total		**48**

AGENDA ITEM #13-d:

New Programs.

SUBJECT: Tulsa Community College. Approval to offer the Certificate in Manufacturing Production Technician, the Certificate in Early Childhood, the Certificate in Infant Toddler, and the Certificate in Hospitality Management.

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Community College's requests to offer the Certificate in Manufacturing Production Technician, the Certificate in Early Childhood via electronic delivery, the Certificate in Infant Toddler via on-site and electronic delivery, and the Certificate in Hospitality Management via electronic delivery, with the stipulation that continuation of the certificates will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.

- **Certificate in Manufacturing Production Technician.** The certificate is embedded within the Associate in Applied Science in Engineering Technology (151) and will be included in the regular 5-year program review.

- **Certificate in Early Childhood.** The certificate is embedded within the Associate in Applied Sciences in Child Development (200) and will be included in the regular 5-year program review.

- **Certificate in Infant Toddler.** The certificate is embedded within the Associate in Applied Sciences in Child Development (200) and will be included in the regular 5-year program review.

- **Certificate in Hospitality Management.** The certificate is embedded within the Associate in Applied Science in Business (153) and will be included in the regular 5-year program review.

BACKGROUND:

Academic Plan

Tulsa Community College's (TCC) 2014-2015 Academic Plan lists the following institutional priorities and new funding initiatives:

Student Affairs
Academic Advisement Models
Currently completing a comprehensive evaluation of our academic advisement services, including a Lean/Six Sigma analysis of processes. Exploring different academic advisement models to better meet the needs of our students. Using the research through our new partnership with the Education Advisory

Board Community College Forum to identify effective practices and programs. Analyzing data from a new software to further understand the student experience.

Northeast Campus

Aviation/Aerospace, Advanced Manufacturing Grants

To address Tulsa area workforce strengths and weaknesses, the Northeast Campus (NEC) will focus efforts on Aviation and Aerospace, Energy and Advanced Manufacturing, which are highly concentrated industry sectors across the entire Tulsa region. NEC will strengthen its Manufacturing programs and help increase the number of programs and credential levels (certificate, Associate, Bachelor and higher) available to residents in these fields across Tulsa. This in part will be accomplished through two TAACCCT Grants (National Aviation Consortium and Advanced Manufacturing and Related Pathways) totaling $3.9M with a focus on Aviation, Aerospace, and Advanced Manufacturing. Both grants were award from the U.S. Department of Labor and allow TCC to build linkages between secondary, community colleges, four-year institutions, and community partners to create new career pathways in the aviation/aerospace, manufacturing, and transportation and logistics industries.

As a member of the National Aviation Consortium (NAC), NEC, in partnership with Tulsa Tech, is providing opportunities for individuals to earn an Aerospace Manufacturing Assembly Mechanic Technician Certificate or an Aerospace Manufacturing Composite Technician Certificate with the skills required to be employed as aerospace structural assembly technician or in the aerospace composites manufacturing field. By September 30, 2015, NEC anticipates training over 260 new students and reaching the NAC goal for TCC of 501 students trained. Presently, TCC and Tulsa Tech are providing pre-employment training for Spirit Aerosystems with a 93% employment rate after training.

The Advanced Manufacturing and Related Pathways grant provides the opportunity for individuals to earn national certifications as a Certified Production Technician (CPT), which follows specifications set by the Manufacturing Standard Skills Certification (MSSC), a national industry-standard certifying body. Graduates of the TCC program are eligible to sit for CPT national certification. In addition, graduates earn 12 college credit hours within the Engineering Technology degree program and receive a TCC Workforce Certificate of Achievement. The CPT credential is stackable, and is embedded as an option in the Engineering Technology AAS degree. Students who complete the training will be assisted with job placement for entry-level positions such as machinist, assembler and technician. Seventy-five students will receive training this year bringing the total anticipated CPT training by September 30, 2015 to 131 credit and 326 non-credit students.

Innovative High School/Industry Partnerships - Manufacturing

TCC is partnering with Union High School, East Central High School, APSCO and BAMA to provide 25 high school seniors national certification training in manufacturing. The third-party credential is called the Certified Production Technician and is administered by the Manufacturing Skills Standards Council. These high school students are enrolled through TCC's Continuing Education. They will be eligible to receive up to 12 hours of extra-institutional credit after they sit for and pass the national certifications and subsequently enroll at TCC after completing 12 credit hours within the Engineering Technology division. During their first semester of their senior year, students will take classes at Union and East Central High School, as well as the partner manufacturer's shops. Their spring semester, students may also have the option to select an internship from one of these manufacturers OR additional manufacturing sites as the program expands.

Electrical Substation Technology – Priority to hire a full-time instructor: Given the urgent need for good relay technicians, NEC and ENOSERV are partnering to offer classes in a new electrical substation technology program. TCC is one of the few community colleges in the country to offer the training associated with this program. The classes and curriculum were developed in partnership with ENOSERV and industry experts after TCC learned about the need for skilled workers both for power utility

companies and large manufacturers, which depend on their own electrical substations. In addition to helping secure knowledgeable industry instructors for the courses, ENOSERV has donated $100,000 and relay equipment to TCC. In order for program sustainability, it is critical that a full-time faculty member is hired.

STEM Partnership
STEM education is a major priority of NEC and the College and TCC is stepping up to the plate this year by providing personnel and resources in a regional partnership. The Tulsa Regional STEM Alliance (TRSA) Program Director position is a shared position between Tulsa Community College and the Oklahoma Innovation Institute (OII). The Director will provide strategic leadership on a local, regional, state, and national level, cultivating relationships with the goal of ensuring sufficient engagement and access to services/resources and strategies that will maximize the synergies among stakeholder programs and communicate STEM training requirements and career opportunity awareness for elementary, secondary, and post-secondary students.

EMS & Fire Science Training – Tulsa Fire and Safety Training Facility
TCC sought and received approval by the Oklahoma State Department of Health to provide EMS training in cooperation with the Tulsa Fire Department and other area EMS agencies through numerous continuing education courses designed to meet our EMS community needs. The College also received permission from the state to design, develop, and implement Emergency Medical Technician coursework and has since entered into EMS clinical agreements with numerous local ambulance services and hospitals. In the fall of 2014, TCC offered Emergency Medical Technician credit coursework in an innovative 8 week cohort approach designed to meet student schedules and community needs. In cooperation with the Tulsa Fire Department, TCC also anticipates expanding credit and non-credit FEMS coursework in response to the completion of the Tulsa Fire Training Academy located at TCC Northeast Campus. Given the size of the Tulsa Fire Department in combination with local and area agencies and the ongoing need for EMS and Fire Science training, individuals served will reach well into the hundreds.

West Campus
Strategic Goal #1 - Learning Effectiveness and Student Success
- Continue the fall and spring semester One-College-Wide orientation and professional development for all 1,100 part-time instructors. Create an additional online orientation component for new part-time instructors.
- Receive NAEYC reaccreditation for the Child Development Academic Program.
- Participate in the implementation of the annual college-wide systematic process that assesses and supports effective teaching and learning.
- Received HLC Accreditation for two locations, Osage Nation Department of Education and Glenpool Community Campus, for TCC to conduct classes. This will permit TCC to investigate the possibility of offering more classes leading to an associate degree at these sites.
- Provide mentoring and hands-on learning experiences through The Child Development Center (CDC) to TCC students majoring in Child Development.
- Provide mentoring and hands-on learning experiences through the Vet Tech Center to TCC students majoring in Veterinary Technology.
- Provide day and evening access to the Developmental Reading/Writing lab to promote student persistence and success.
- Add horticulture programs leading to a certificate to the curriculum offered at Dick Conner Correctional Center.
- Build a greenhouse at Dick Conner Correctional Center to enhance the Horticulture Program.
- Actively support and increase course offerings in the online and/or blended format.
- Actively support and increase course offerings at various community campuses.

- Research a Hispanic outreach program to include Academic Strategies and Child Development at TCC Education Outreach Center in an effort to better serve the growing Hispanic population in Tulsa.
- Increase chemistry offerings as needed at West Campus.
- Provide fall and spring information sharing sessions for university Teacher Education Transfer Program and teacher education students at TCC.
- Continue to explore ways of cutting down the cost of textbooks for students (e.g. alternative textbook options).
- Explore a Corrections Education orientation to college class that features "Who Owns The Ice House" and uses Chef Jeff Henderson's TCC presentations.
- Explore offering a Corrections Education Culinary program at Dick Conner Correctional Center using their facility kitchen.
- Explore different successful national models currently offering successful internship and support programs for Corrections Education students.
- Seek continual and additional outside funding for teaching/learning projects at West Campus (Child Development, Second Chance Scholarship Program, Corrections Education, Cross Timbers Nature Trail, and Kamama Community Garden.)
- Establish a research-based Creative Writing Workshop at Turley Women's Prison.
- Continue to foster partnerships with area high schools to include concurrent science courses based on the CALC project model.
- Continue to foster an undergraduate research program in the sciences and child development as advocated by the Council of Undergraduate Research Workshop sponsored by the Oklahoma State Regents for Higher Education and as directed by the Early Child Care Initiative Legislative Appropriation.
- Establish research program in Child Development Lab School to look at brain development in children birth to age three.
- Participate in NAEYC onsite reaccreditation visit for our Child Development Academic Program.

Strategic Goal Goal #3 – Community Engagement
- Begin Phase 2 of the West Campus Kamama Community Garden (e.g. translated as "butterfly" in the Cherokee language) to benefit team building, intergenerational teaching and learning, community relations, and the awareness of the value of organic gardening and healthy eating. Kamama Community Garden will provide an aesthetically pleasing environment where the community can gather and learn.

APRA Implementation

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

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

90	Degree and/or certificate programs deleted
80	Degree and/or certificate programs added

Program Review
TCC offers 98 degree and/or certificate programs as follows:

33	Certificates
28	Associate of Arts or Sciences Degrees
37	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 TCC's program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

TCC's faculty developed the proposals, which were reviewed and approved by institutional officials. TCC's governing board approved delivery of the Certificate in Manufacturing Production Technician, the Certificate in Early Childhood, the Certificate in Infant Toddler, and the Certificate in Hospitality Management at the November 13, 2014 meeting. TCC requests authorization to offer these certificates, 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.

ANALYSIS:

Certificate in Manufacturing Production Technician

Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Engineering Technology (151) and will prepare students for supervisory and team lead positions in manufacturing environments.

Program rationale and employment opportunities. The proposed certificate will provide graduates the knowledge and skills needed to obtain the nationally recognized Certified Production Technician (CPT) certification and pursue entry-level jobs in manufacturing. Individuals pursuing careers in manufacturing can find employment in a variety of areas, with job opportunities increasing more than 10 percent state-wide through 2022, depending on the occupation. The Tulsa Workforce Investment Area projects growth in the following entry-level jobs: Sheet Metal Workers (17 percent), Pipelayers, Plumbers, Pipefitters, and Steamfitters (22 percent), Structural Metal Fabricators and Fitters (22 percent), Assemblers and Fabricators (17 percent), and Computer-Controlled Machine Tool Operators, Metal and Plastic (30 percent). TCC indicates that partner manufactures have agreed to give interview preference to those individuals who possess CPT certificate. TCC is confident students completing the certificate will find employment within the area.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Engineering Technology (151) program.

Duplication and impact on existing programs. There are no Certificate in Manufacturing Production Technician programs offered in Oklahoma. A system wide letter of intent was communicated by email November 11, 2014. None of the 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 16 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
Required Courses	16
Total	**16**

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 Engineering Technology (151) 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.

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Certificate in Early Childhood

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Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Child Development (200) and will provide students with specialized training and skills in infant and toddler development and prepare students for employment in child care centers.

Program rationale and employment opportunities. TCC reports that enrollment in the Associate in Applied Science in Child Development (200) program is rapidly increasing. In Fall 2011, 40 students were enrolled in the program. By Fall 2013, enrollment has increased to 91 students. This enrollment growth is attributable to the increasing need for child care workers in the State of Oklahoma and the Oklahoma Reward program that provides salary incentives to workers who complete certain educational programs. The Oklahoma Employment Security Commission (OESC) projects 500 annual job openings through 2022 for child care workers. In the Tulsa and Northeast Oklahoma workforce areas, the OESC estimates jobs for child care works to increase 19 and 22 percent, respectively. TCC is confident students completing the certificate will find employment.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Child Development (200) program.

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

Institution	Existing Program
Connors State College	Certificate in Child Development (076)

A system wide letter of intent was communicated via email on August 13, 2014. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to the distance between institutions and workforce demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 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).

Content Area	Credit Hours
General Education	3
Technical Specialty Courses	9
Electives	6
Total	**18**

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

Delivery method. The proposed program is embedded within the Associate in Applied Science in Child Development (200) which was approved for electronic delivery February 7, 2002 and will also be offered via electronic media.

Financing and program resource requirements. The proposed program is an embedded certificate within the Associate in Applied Science in Child Development (200) 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.

Certificate in Infant Toddler

Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Child Development (200) and will provide students with specialized training and skills in infant and toddler development and prepare students for employment in child care centers.

Program rationale and employment opportunities. Oklahoma has more infants and toddlers in need of licensed child care providers. The Oklahoma Employment Security Commission (OESC) projects 500 annual job openings through 2022 for child care workers. In the Tulsa and Northeast Oklahoma workforce areas, the OESC estimates jobs for child care works to increase 19 and 22 percent, respectively. TCC is confident students completing the certificate will find employment.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Child Development (200) program.

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

Institution	Existing Program
Oklahoma State University-Oklahoma City	Certificate in Early Care Education Infant/Toddler (112)

A system wide letter of intent was communicated via email on August 13, 2014. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to the distance between institutions and workforce demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 21 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment C).

Content Area	Credit Hours
General Education	3
Technical Specialty Courses	9
Electives	9
Total	**21**

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

Delivery method. The proposed certificate program is embedded within the Associate in Applied Science in Child Development (200) which was approved for electronic delivery February 7, 2002 and will also be offered via electronic media.

Financing and program resource requirements. The proposed certificate program is an embedded certificate within the Associate in Applied Science in Child Development (200) 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.

Certificate in Hospitality Management

Program purpose. The proposed certificate is embedded within the Associate in Applied Science in Business (153) and will provide students with knowledge and skills needed to obtain entry-level positions in the hospitality industry.

Program rationale and employment opportunities. TCC reports that their Hospitality Management Advisory Committee recommended the development of the proposed certificate as there is sufficient employer demand for graduates to find employment in the Tulsa area. According to the Oklahoma Employment Security Commission (OESC), careers in the hospitality and leisure services industry are expected to increase 15 percent through 2022. Specifically, careers as meeting/convention/event planners, gaming managers, lodging managers, and food service managers are anticipated to grow 3 to 30 percent, depending on the career. In the Tulsa area, OESC reports a projected a 27 percent increase in the arts, entertainment, and recreation industry. TCC is confident students completing the certificate will find employment.

Student demand. The proposed certificate program is expected to fulfill student demand within the Associate in Applied Science in Business (153) program.

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

Institution	Existing Program
Southwestern Oklahoma State University	Certificate in Hospitality, Restaurant and Gaming Management (161)

A system wide letter of intent was communicated via email on December 22, 2014. None of the State System institutions notified State Regents' staff of a protest to the proposed certificate program. Due to the distance between institutions and workforce demand, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment D).

Content Area	Credit Hours
Required Courses	15
Electives	3
Total	**18**

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

Delivery method. The proposed certificate program is embedded within the Associate in Applied Science in Business (153) which was approved for electronic delivery September 12, 2003 and will also be offered via electronic media.

Financing and program resource requirements. The proposed program is an embedded certificate within the Associate in Applied Science in Business (153) 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.

Attachments

TULSA COMMUNITY COLLEGE
CERTIFICATE IN MANUFACTURING PRODUCTION TECHNICIAN

Certificate Requirements		Credit Hours
Required Courses		**16**
MATH 1454	Technical Mathematics	4
ENGT 1513	Manufacturing Safety	3
ENGT 1523	Manufacturing Quality	3
ENGT 1533	Manufacturing Processes	3
ENGT 1543	Manufacturing Maintenance	3
Total		**16**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN EARLY CHILDHOOD

Certificate Requirements		Credit Hours
General Education		**3**
ENGL 1113	Composition I	3
Technical Specialty Courses		**9**
CHLD 2233	Physical Development and Creative Expression: Birth to Eight	3
CHLD 2243	Language and Cognitive Development: Birth to Eight	3
CHLD 2263	Social and Emotional Development: Birth to Eight	3
Electives		**6**
	Students must select 2 courses from the following:	
CHLD 2003	Child Development in the Lifespan	3
CHLD 2033	Child Development and Parenting	3
CHLD 2103	Child Guidance	3
CHLD 2213	Children with Special Needs	3
CHLD 2203	Child and Family in the Community	3
Total		**18**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN INFANT TODDLER

Certificate Requirements		Credit Hours
General Education		**3**
ENGL 1113	Composition I	3
Technical Specialty Courses		**9**
CHLD 2513	Infant Toddler Programming	3
CHLD 2233	Physical Development and Creative Expression: Birth to Eight	3
CHLD 2263 or CHLD 2243	Social and Emotional Development: Birth to Eight / Language and Cognitive Development: Birth to Eight	3
Electives		**9**
	Students must select 3courses from the following:	
CHLD 2003	Child Development in the Lifespan	3
CHLD 2033	Child Development and Parenting	3
CHLD 2103	Child Guidance	3
CHLD 2213	Children with Special Needs	3
CHLD 2203	Child and Family in the Community	3
Total		**21**

TULSA COMMUNITY COLLEGE
CERTIFICATE IN HOSPITALITY MANAGEMENT

Certificate Requirements		Credit Hours
Required Courses		**15**
CSCI 1203	Computer Concepts and Applications	3
BUSN 1153	Introduction to Hospitality Operations-Hotels, Restaurants and Tourism	3
BUSN 2203	Supervision and Leadership-Hospitality Industry	3
BUSN 2403	Guest Relations and Customer Service	3
BUSN 2613	Labor and Food Cost Management	3
Electives		**3**
	Students must select 1 course from the following:	
BUSN 2713	Principles of Casino Gaming Management	3
BUSN 2723	Principles of Hotel Management	3
BUSN 2733	Principles of Meeting and Convention Management	3
BUSN 2743	Principles of Restaurant Management	3
Total		**18**

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 programs listed below:
- Certificate in Counseling Proficiency (671)
- Bachelor of Science in Biology Education (315)
- Bachelor of Arts in Romance Languages Education (186)

Langston University (LU) requests authorization to delete the programs listed below:
- Bachelor of Arts in Theatre Arts (035)
- Bachelor of Arts in History (020)

University of Central Oklahoma (UCO) requests authorization to delete the program listed below:
- Bachelor of Science in Clinical Lab Science/Medical Technology (123)

Eastern Oklahoma State College (EOSC) requests authorization to delete the program listed below:
- Associate in Applied Science in Technical Studies (055)

Western Oklahoma State College (WOSC) requests authorization to delete the program listed below:
- Associate in Arts in Art (069)

POLICY ISSUES:

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

ANALYSIS:

CU requests authorization to delete the Certificate in Counseling Proficiency (671). This program was approved at the June 23, 2011 State Regents' meeting. Reasons for requesting the deletion include:
- CU reports a lack of student demand for the program.
- There are currently 3 students enrolled in the program with an expected graduation date of Spring 2015.
- No courses will be deleted as they will continue to be offered as electives for the Master of Science in Behavioral Sciences (130) program.
- No funds are available for reallocation.

CU requests authorization to delete the Bachelor of Science in Biology Education (315). This program was approved at the April 26, 2007 State Regents' meeting. Reasons for requesting the deletion include:
- CU reports a lack of student demand for the program.
- There are currently 7 students enrolled in the program with an expected graduation date of Spring 2017.
- One course will be deleted.
- No funds are available for reallocation.

CU requests authorization to delete the Bachelor of Arts in Romance Languages Education (186). This program was approved at the April 26, 2007 State Regents' meeting. Reasons for requesting the deletion include:
- CU reports a lack of student demand and for the program.
- There are currently 15 students enrolled in the program with an expected graduation date of Spring 2017.
- No courses will be deleted and they will be used as electives for other programs.
- No funds are available for reallocation.

LU requests authorization to delete the Bachelor of Arts in Theatre Arts (035). This program was approved prior to 1990. Reasons for requesting the deletion include:
- The State Regents ratified suspension of the program at the December 2, 2010 meeting.
- LU reports low enrollment and graduation rates in the program.
- There are currently no students enrolled in the program.
- Seventeen courses will be deleted.
- No funds are available for reallocation.

LU requests authorization to delete the Bachelor of Arts in History (020). This program was approved prior to 1990. Reasons for requesting the deletion include:
- The State Regents ratified suspension of the program at the September 13, 2007 meeting.
- LU reports low enrollment and graduation rates in the program.
- There are currently no students enrolled in the program.
- Thirteen courses will be deleted.
- No funds are available for reallocation.

UCO requests authorization to delete the Bachelor of Science in Clinical Lab Science/Medical Technology (123). This program was approved prior to 1990. Reasons for requesting the deletion include:
- This program was approved as an option under the Bachelor of Science in Microbiology/Cell and Molecular Biology (149) at the April 9, 2015 State Regents' meeting.
- There are currently 4 students enrolled in the program with an expected graduation date of Spring 2015.
- No courses will be deleted.
- No funds are available for reallocation.

EOSC requests authorization to delete the Associate in Applied Science in Technical Studies (055). This program was approved prior to 1990. Reasons for requesting the deletion include:
- EOSC reports the program is not a good candidate to continue under the new guidelines for cooperative agreement programs.
- There are currently 16 student enrolled in the program with an expected graduation date of Spring 2016.

- Eight courses will be deleted.
- No funds are available for reallocation.

WOSC requests authorization to delete the Associate in Arts in Art (069). This program was approved at the February 12, 2009 State Regents' meeting. Reasons for requesting the deletion include:
- The State Regents ratified suspension of the program at the September 4, 2013 meeting.
- WOSC reports lack of full-time faculty to oversee the program and that it is no longer economically viable.
- No students are currently enrolled.
- No courses will be deleted.
- Funds have already been reallocated to hire additional science faculty.

AGENDA ITEM #15-a:

> **Intensive English Programs.**

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve The Language Company in Ada, Oklahoma for four years.**

BACKGROUND:

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

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

In response to federal legislation requiring accreditation status for Intensive English Programs (IEPs) by December 2014, the policy was updated in 2012 to allow IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the United States Department of Education (USDE) to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents.

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

POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have

earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

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

ANALYSIS:

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

The Language Company in Ada, Oklahoma (TLC-Ada) was reviewed by the following evaluators:

- **Dr. Rebecca Smith-Murdock,** Commission on English Language Program Accreditation Specialist, Denton, Texas.
  Credentials: Doctor of Philosophy in English Literature from the University of Alberta, Edmonton, Alberta, Canada; Master of Arts in English Literature from the University of Arkansas, Fayetteville, Arkansas, Bachelor of Arts (Magna Cum Laude) in English Literature from Ouachita Baptist University in Arkadelphia, Arkansas.

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

English as a Second Language Program	
Date of Visit:	February 12-13, 2015
Evaluators' Recommendation:	Provisional approval with reexamination in four years.
Summary of Evaluators' Report:	The Language Company-Ada (TLC-Ada), OK, is well run administratively, fiscally, and academically. The operational handbooks created and implemented by TLC home office are exemplary in their completeness. The recruitment information created by TLC in print and electronic formats is clear, complete, accurate, and helpful. The policies and procedures reflect administrative good practice in the field of Teaching English as a Second Language (TESL). Faculty working conditions, salaries, contact hours, fringe benefits, and other considerations are exemplary among like-institutions, and faculty appear to be pleased with their situation as employees of TLC-Ada. The facilities offered to TLC-Ada by their host university, East Central University, are spacious, attractive, and centrally located on the campus. The availability of technology and its abundant and appropriate use in the classroom are excellent. The TLC-Ada curriculum, textbooks, and assessments are based on a carefully constructed framework of goals, objectives, and student learning outcomes, are completely integrated, and are closely monitored and reviewed. Student services include appropriate orientation, timely and comprehensive

English as a Second Language Program	
	immigration/personal/academic advising, and extensive extra-curricular activities every month. In on-site interviews, students, staff, and faculty were positive about being part of TLC-Ada. The one area in which TLC-Ada lacks full compliance impacts two of the standards set by the Oklahoma State Regents for Higher Education: Administration/Director/Academic administrative personnel and Faculty Degree Level. The Administrative standard states "academic administrative personnel should have master's degrees or equivalent training/experience in a field appropriate to their responsibilities." The Faculty Degree Level standard states "the members of the IEP [Intensive English Program] faculty [must] have at least master's degrees in TESOL [Teachers of English to Speakers of Other Languages], or training and/or experience appropriate to their course assignments." Examination of faculty members' resumes and transcripts indicates that all faculty except one, Erin James, do not meet the requirements of this standard. Other faculty may have a master's degree or a bachelor's degree in fields not directly related to TESOL or foreign language instruction, may have a course or two in linguistics or a related area, and may have various combinations of relevant experience and/or completed certificate programs, but their individual combinations of degrees, experience, and certificates do not appear to add up to the equivalent of a master's degree in TESOL, which is the industry standard for IEP faculty who teach university and college preparatory courses. Assignment of a faculty member who does not fulfill the requirements of the Faculty Degree Level standard to academic administration, also creates a standard-compliance problem in the area of Administration/Director/academic administrative personnel. TLC-Ada has taken steps to rectify this one area of non-compliance, which has been noted in previous reviews; however, the steps do not yet appear to be enough to compensate for the faculty members' lack of adequate education and formal training as required by the standard. With the generous financial support for tuition offered by TLC to faculty and the availability of excellent, reputable on-line Master of Arts in TESOL programs nowadays, it is hoped that TLC-Ada will be able to rectify this one remaining area in which they lack full compliance with the Oklahoma State Regents' standards.
Center's Staff Comments	TLC reported some factual corrections were needed and accepted the report.
State Regents' Staff Comments	State Regents' staff concurs with these recommendations.
State Regents' Comments	State Regents' review noted concerns with the length of time allowed for the IEP to meet the faculty qualifications requirement. As noted in policy, *"Recommendation for Provisional Approval With Qualifications with reexamination in one, two, three, or four years. A program with this designation does not meet the standards for 'approval without qualifications' required by the State Regents. The team shall recommend measurable goals and timelines to correct deficiencies in the program. Within two months of the State Regents accepting the report, the IEP will be required to submit an implementation plan addressing the noted deficiencies. Thereafter, an annual report on the status of the implementation will be required."* (3.5.3.E.b.)

English as a Second Language Program	
	State Regents requested that following the second annual report, State Regents' staff verify progress on correcting the faculty qualifications deficiency.

AGENDA ITEM #15-b:

> **Intensive English Programs.**

SUBJECT: Approval to offer Intensive English Programs.

RECOMMENDATION:

> **It is recommended that the State Regents approve Educational and Cultural Interactions, Inc. in Oklahoma City, Oklahoma for four years.**

BACKGROUND:

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

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

In response to federal legislation requiring accreditation status for Intensive English Programs (IEPs) by December 2014, the policy was updated in 2012 to allow IEPs that have sought and obtained accreditation status from an accrediting body specializing in intensive English instruction recognized by the United States Department of Education (USDE) to use this accreditation status in lieu of a secondary visit by an evaluation team from the State Regents.

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

POLICY ISSUES:

Consistent with State Regents' Institutional Admission and Retention policy, students for whom English is a second language must demonstrate English proficiency by meeting standards described in this policy. Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (5.5 for undergraduate and 6.5 for graduate students) who have

earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an Intensive English Program (IEP) approved by the State Regents prior to admission.

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

ANALYSIS:

As allowed by policy, Educational and Cultural Interactions, Inc. (ECI) requested continued approval based upon achieving accreditation from an accrediting body specializing in intensive English instruction recognized by the USDE. ECI submitted verification of accreditation from the Commission on English Language Program Accreditation and supporting documents. State Regents' staff reviewed the documents and determined that the IEP is in compliance with all standards and recommends approval for four years.

AGENDA ITEM #16-a:

    Teacher Education.

SUBJECT: Posting of revisions to the State Regents' Oklahoma Teacher Connection policy.

RECOMMENDATION:

    It is recommended that the State Regents post revisions to the Oklahoma Teacher Connection policy, as described below.

BACKGROUND:

Created through House Bill 1017, the Oklahoma State Regents for Higher Education (OSRHE) Oklahoma Teacher Connection (OTC), has the responsibility of developing and implementing programs to recruit, retain, and place teachers in Oklahoma schools. To fulfill the mission to recruit, retain, and place teachers in Oklahoma schools, three pre-collegiate teacher recruitment programs were implemented in Oklahoma schools: Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP), and the Future Educators Association (FEA) program.

The ACE curriculum, developed in 2003-2004, is designed to give students a suitable, flexible, and practical introduction to careers in education. This occurs through direct instruction in aspects of teaching including lesson planning, pedagogy, and child development, as well as an internship component for every student. It is implemented in high schools across the state. The LEAP curriculum, piloted during the 2004-2005 academic year, is designed to help eighth and ninth grade students become leaders and explore education as a potential career choice. FEA, sponsored nationally by Phi Delta Kappa, is a co-curricular or extra-curricular organization that gives high school students, who are interested in teaching as a career, opportunities to explore the profession in more depth, which includes a chance to participate in annual national competitions.

To further advance the mission of the OTC, collegiate grant programs were established. These collegiate programs are funded through a competitive RFP process among universities and colleges. Once awarded, the grants may include various conferences, professional development classes, workshops, seminars and training that work to support the goals and missions of The Oklahoma Teacher Connection to recruit, retain and place teachers in Oklahoma schools.

POLICY ISSUES:

The revision to the State Regents' Oklahoma Teacher Connection policy incorporates changes to the name of the pre-collegiate programs.

ANALYSIS:

The proposed changes are to better align with recognition of the statewide curricula and their purpose to recruit, place, and retain teachers in Oklahoma schools. An excerpt of the proposed changes is attached and a summary is provided below.

The proposed revisions changing the names of the pre-collegiate programs are summarized below:

3.22.2 – Programs and Services

- Change "Academic Commitment to Education" to "Teach Oklahoma";
- Change "Leadership, Education, and Achievement Program" to "Lead Oklahoma"; and
- Change "Future Educators Association" to "Educators Rising."

Specific programmatic information regarding the pre-collegiate programs will be deleted from policy and placed in the Academic Affairs Procedures Handbook due to the language being procedural and not policy.

3.22   OKLAHOMA TEACHER CONNECTION

Administrative Rule Title 610 Chapter 1 Subchapter 13 (610:1-13)

3.22.1 Purpose (610:1-13-1)

The purpose of this Subchapter is to describe the Oklahoma Teacher Connection (OTC). The OTC is to continue the recruiting, retaining, and placing of teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:

A.   The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist students who intend to become teachers;

B.   The establishment and development of recruiting programs for potential teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions form other careers and other areas of study;

C.   The hosting of conferences and workshops dealing with issues that affect teacher recruitment, retention, and placement;

D.   The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and

E.   The creation and development of placement services providing assistance to both educators and school districts seeking to hire qualified teachers. [70 O.S. § 6-130]

3.22.2   Programs and Services (610:1-13-3)

To achieve its primary goal of recruiting, retaining, and placing teachers in the public schools of the State of Oklahoma, <u>administered by the Oklahoma State Regents for Higher Education,</u> the OTC <u>shall</u> offers ~~a variety of~~ <u>curriculum,</u> programs<u>,</u> and services. ~~Parties interested in the programs and services can obtain additional information by contacting the OTC at the State Regents for Higher Education office.~~ <u>For additional information, refer to the *Academic Affairs Procedures Handbook.*</u>

~~A.   Academic Commitment to Education (ACE). The ACE program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations and focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.~~

~~B.   Leadership, Education and Achievement Program (LEAP). LEAP~~

is a course designed for middle and junior high school students and targeted towards those students that exhibit the

potential for academic success. Like ACE, LEAP is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.

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

Permanent Rule Effective 5/13/, Revised 10/26/06. Revised October 20, 2011. June_____, 2015

AGENDA ITEM #16-b:

> **Teacher Education.**

SUBJECT: Acceptance of Elementary and Secondary Education Act (ESEA), Improving Teacher Quality (ITQ), Title II, Part A, Supplemental Allocation of State Grant Program funds from the United States Department of Education (USDE).

RECOMMENDATION:

> **It is recommended that the State Regents accept supplemental grant funds in the amount of $273.00.**

BACKGROUND:

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

> (A) An LEA that serves no fewer than 10,000 children from families with incomes below the poverty line **OR** for which not less than **20 percent** of the children served by the agency are from families with incomes below the poverty line,

> **AND**

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

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

ISSUES:

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

ANALYSIS:

During summer 2014, 296 teachers participated in workshops in mathematics, science, and reading/language arts. After completing the professional development programs, these teachers will serve approximately 120,515 students during the current school year. The following map indicates the PK-12 districts served by the sub-grant awardees.
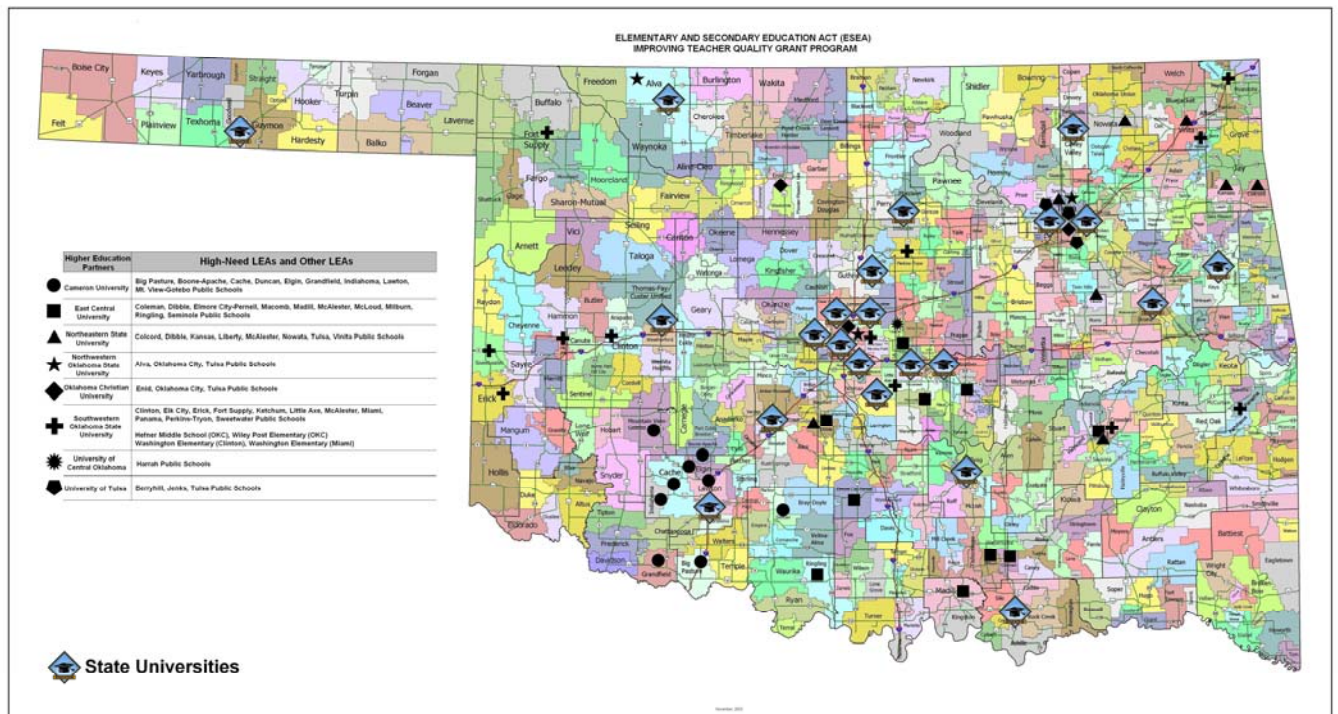
The goal of the program is to ensure that all students have highly effective teachers - teachers with the subject-matter knowledge and effective teaching and learning skills necessary to help all children achieve high academic standards, regardless of individual learning styles or needs.

Oklahoma's Title II State Grant Program will meet these priorities by funding professional development activities that will:

- Provide high-quality and sustained professional development for Oklahoma PK-12 teachers, highly-qualified paraprofessionals, and principals who have subject matter knowledge in core academic subject areas to enhance student learning;
- Enhance teacher knowledge on how to utilize student achievement data and/or classroom-level formative assessments to make effective adjustments in curriculum and instruction;
- Provide effective professional development to prepare teachers with higher thinking skills and supporting resources necessary for Oklahoma Academic Standards implementation and transition.

- Provide teachers with challenging curriculum that aligns with the Oklahoma Academic Standards;
- Provide teachers with challenging curriculum that aligns with the ACT Standards for Transition to ensure students' success in higher education and to decrease the remediation rate;
- Include participation of appropriate higher education faculty to promote the inclusion of proven methods and knowledge within teacher education programs; and
- Incorporate scientifically research-based curriculum and practices.

As part of the 2015 grants, applicants must continue to focus on Oklahoma Academic Standards and effective professional education growth to high-need schools.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #17-a:

>   **Academic Policy.**

SUBJECT: Amendment to the *In-State/Out-of-State Status of Enrolled Students* policy.

RECOMMENDATION:

>   **It is recommended the State Regents approve the amendments to the *In-State/Out-of-State Status of Enrolled Students* policy.**

BACKGROUND:

Revisions to the In-State/Out-of-State Status of Enrolled Students policy adopted by the State Regents in recent years are summarized below:

- April 1, 2004 - Revisions aligned with Senate Bill 596, which allowed an equitable system of determining residence status for undocumented students, Oklahoma high school graduates, military dependents, and full-time professional practitioners or workers' dependents. Additional revisions included updating language and updating the introduction to reflect legislative changes regarding the way tuition is determined by institutions.
- June 29, 2006 - A comprehensive revision to Chapter 2 (now Chapter 3) – Academic Affairs Policies and Procedures necessitated non-substantive changes to the Residence Status of Enrolled Students policy including format, definitions, and separating policy from procedures into the Academic Affairs Procedures Handbook to include detailed information regarding admission standards scores, frequently asked questions, and other useful information pertinent to policy application.
- October 25, 2007 - Revisions to the policy were required to enact legislation regarding undocumented students according to state law, Title 70, O.S. Section 3242 (2007), that requires a postsecondary student without lawful immigration status to establish eligibility to pay resident tuition by filing an affidavit upon admission or an application for permanent resident status in order to qualify for state financial aid.
- April 22, 2010 - Revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status. The revisions also included a title change from Residence Status of Enrolled Students to In-State/Out-of-State Status of Enrolled Students.
- June 24, 2010 – Revisions pertained to an amendment adding language to policy section 3.17.7 Military Personnel to allow institutions better flexibility and provide clarity to better serve members of the armed forces.
- May 25, 2012 – Revisions clarified and linked Chapter 3 Academic Affairs In-State/Out-of-State Status of Enrolled Students policy with the Chapter 4 Budget and Fiscal Affairs Student Tuition and Fees policy pertaining to the Oklahoma National Guard tuition waiver.
- December 6, 2012 – Revisions align with House Bill 2689 that included provisions for dependent children of members of the military reserve.

- September 4, 2014 – Revisions align with Senate Bill 1829 that included resident tuition provisions for students who participate in the Reserve Officer Training Corps.

On August 7, 2014 President Barack Obama signed H.R. 3230, Veterans Access, Choice, and Accountability Act of 2014, which contains provisions in section 702 of the legislation that directs the United States Secretary of Veterans Affairs to disapprove, for purposes of the All-Volunteer Force and the Post-9/11 Educational Assistance programs, courses of education provided by a public educational institution of higher education that charges veterans living in the state higher tuition and fees than it charges in-state residents, regardless of the veteran's state of residence. This provision shall be applicable to: (1) veterans who were discharged or released from at least 90 days of active service less than three years before their date of enrollment in the applicable course, and (2) family members eligible for such assistance due to their relationship to such veterans. This legislation shall be effective July 1, 2015.

A. Additionally, on April 21, 2015 Governor Mary Fallin signed Senate Bill (SB) 138 relating to higher education, which relates to in-state status for dependents of military personnel; provides criteria for in-state status for military personnel and their dependent children and spouses; modifies eligibility criteria for in-state status; provides criteria for in-state status for students who file a letter of intent; and establishes criteria for maintaining certain eligibility. This legislation shall be effective July 1, 2015.

POLICY ISSUES:

The In-State/Out-of-State Status of Enrolled Students policy sets the principles, definitions, criteria and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for tuition and scholarship purposes.

The State Regents' policy revision process allows for changes to be posted for one month and changes approved at a subsequent State Regents' meeting. However, due to the H.R. 3230 and SB 138 July 1, 2015 effective date, the need for ample time to communicate and implement necessary procedural changes with State System institutions, and it being immediately necessary for the preservation of services that are in the best interest of student veterans, an emergency is hereby declared to exist, by reason whereof these policy revisions, without the customary one month posting, shall be effective and be in full force from and after State Regents' approval.

ANALYSIS:

These revisions align with the provisions of H.R. 3230 section 702 and of SB 138. The recommended changes will provide increased guidance to State System institutions. An excerpt of the policy that includes the proposed changes is attached.

Summary of proposed change:

3.17.7 – Military Personnel	New sections were added to align with SB 138 that allows for in-state status to military personnel who meet specific conditions and sections that describe eligibility requirements to maintain in-state status.
3.17.8 – Reserve Officer Training Corps	Section deleted and language moved to section 3.17.7 to align with SB 138, which expands in-state status to recipients of full- or part-time ROTC scholarships.

3.17.8 – Access, Choice, and Accountability Act   New section that aligns with H.R. 3230 Section 702, which allows for in-state status for eligible veterans and, under certain conditions, dependents, and their spouse.

It is recommended that the State Regents approve the amendments to policy as outlined above.

Attachment

[Policy Excerpt]

3.17   IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

3.17.1 Purpose

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile, as defined below.

Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities.   Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

3.17.2 Definitions

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

~~"Armed Forces" means Army, Navy, Air Force, Marine Corps and Coast Guard. Such term does not include full-time National Guard duty. For details regarding the Oklahoma National Guard, refer to Chapter 4 Budget and Fiscal Affairs policy section 4.18.5.j pertaining to eligibility requirements for the tuition waiver.~~

"Dependent Person" is one who is under the care, custody, and support of a parent or legal guardian.

"Domicile" is a person's true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intent to remain. When these two occur, there is domicile.

"Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a

naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

~~"Full-Time Active Duty Military Personnel" for the purposes of this policy, are members of the armed forces who are on active duty for a period of more than 30 days (means active duty under a call or order that does not specify a period of 30 days or less). Personnel and their spouse and dependent children may be classified upon admission as in-state as long as they are continuously enrolled.~~

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or Lawful Permanent Resident who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

"Full-Time Student" is an undergraduate student enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester or as required by the institution.

"Home of Record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.17.4, 3.17.7 and 3.17.~~9~~8. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal Policy*.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.17.6

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

"U.S. Citizen" is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

3.17.3   Principles

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators

interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

A.   Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.

B.   Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.

C.   An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

D.   An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.

E.   Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.17.6, 3.17.7, and 3.17.8 and 3.17.9.

F.   Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.17.7 or 3.17.98.

G.   Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as

defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.

H.   Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees Policy* 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.

I.   When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.17.4   Dependent and Independent Persons

A.   The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.

B.   In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures manual.

C.   A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

d.   If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

3.17.5   Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.

Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation

company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.

3.17.6 Undocumented Students

Pursuant to Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution but who:

A.   Graduated from a public or private Oklahoma high school;

B.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

C.   Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

1.   Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or

2.   Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:

a.   One (1) year after the date on which the student enrolls for study at the institution, or

b.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, and

3.   If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:

a.   One (1) year after the date on which the student enrolls for study at the institution, or

b.   If there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.

4.   Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be

disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:

    a.   Graduated from a public or private Oklahoma high school;

    b.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

    c.   Satisfies admission standards for the institution.

5.   This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition wavier and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.17.7   ~~Military Personnel~~Uniformed Services and Other Military Service/Training

A.   Active Uniformed Services and Discharged or Released from Active Uniformed Service from whom Oklahoma is the Home of Record

The following shall be eligible for in-state status:

1.   Members of the ~~armed forces~~uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the ~~armed forces~~ uniformed services stationed in Oklahoma or temporarily present through military orders ~~shall be immediately classified upon admission as in-state status along with their spouse and dependent children~~. Further, when members of the ~~armed~~ uniformed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

2.   Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.

3.   ~~Pursuant to Title 70, O.S., Section 3247, dependent children of members of the military reserve on full-time active shall be immediately classified upon admission as in-state status provided that Oklahoma is the home or record and the student maintains continuous enrollment. These dependent children shall retain in-state status without the 12 month requirement provided that the member of the military reserve was discharged or released under conditions other than dishonorable and as long as the student remains continuously enrolled.~~

~~4.~~3.   Person, or dependent children or spouse of a person, who was

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discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record.

5.4. Former full-time active ~~military~~ uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

B. Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)

Pursuant to Title 70, O.S., Section 3247 (as amended), the following section expands and is compliant with the eligibility criteria prescribed in the Veterans' Access, Choice, and Accountability Act of 2014.

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:

   a. was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned, and

   b. is pursuing a course of education with educational assistance under Chapters 30 or 33 of Title 38 of the United States Code while living in Oklahoma; or

2. Is a person who:

   a. is entitled to assistance under Section 3311(b)(9) or 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services, and

   b. enrolls in the course(s) concerned within five (5) years of the date the related person was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services.

C. Military Reserve Member on Full-Time Active Duty

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.

D. Reserve Officer Training Corps (ROTC)

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall

be eligible for in-state status.

E.	To be eligible for in-state status as provided in 3.17.7.A, 3.17.7.B, 3.17.7.C, and 3.17.7.D to maintain eligibility, the student shall:

1.	Have secured admission to and enrolls full-time or part-time in a program of study; and

2.	Satisfy admission and retention standards.

F.	A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:

1.	As described in 3.17.7.A or 3.17.7.C, is discharged or released from active duty service;

2.	As described in paragraph 3 of 3.17.7.A or 3.17.7.B.1 and 3.17.7.B.2 exceeds the five-year period after being discharged or released from active duty uniformed service;

3.	As described in 3.17.7.B.1 has exhausted education assistance provided under Chapter 30 or 33 of Title 38 of the United States Code; or

4.	As described in 3.17.7.B.2 has exhausted education assistance provided under Section 3311(b)(9) or 3319 of Title 38 of the United States Code.

Reserve Officer Training Corps

Pursuant to Title 70, O.S., Section 3242.3, an out-of-state student participating in the Reserve Officer Training Corps shall be eligible for an out-of-state tuition waiver (i.e., resident tuition) under the following conditions:

B.	Satisfies admission standards, has secured admission to and enrolled in an institution within the State System; and

C.	Presents to the institution valid documentation of receipt of an Air Force Reserve Officers' Training Corps, Army Reserve Officers' Training Corps, Marines Reserve Officers' Training Corps, or Navy Reserve Officers' Training Corps full scholarship.

A student who is only a participant in or who has received only partial scholarships from the Air Force Reserve Officers' Training Corps, Army Reserve Officers' Training Corps, Marines Reserve Officers' Training Corps, or Navy Reserve Officers' Training Corps shall not be eligible for resident tuition.

3.17.8	Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status as described in section 3.17.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

AGENDA ITEM #17-b:

        Academic Policy.

SUBJECT: Approval of revisions to the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy.

RECOMMENDATION:

        It is recommended that the State Regents approve revisions to the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy, as described below.

BACKGROUND:

In 1988, the State Regents adopted the Educational Outreach General Policy – Policies and Procedures Pertaining to Off-Campus Programs and Courses. This policy served as the umbrella policy for both electronic media and off-campus courses and programs. In 1994, the Council on Instruction and State Regents' staff recommended that the electronic media and off-campus policies be separated because the policy was outdated and did not allow for institutional flexibility to serve the increasing population of post-traditional learners, particularly as it relates to emerging technology and innovations. The Off-Campus Policy was adopted in September 1994 and the separate Electronic Media Policy was adopted in June 1995.

In 1999, the State Regents adopted the Oklahoma Learning Site Policies and Procedures following a 1998 National Center for Higher Education Management Systems report that found 63 of Oklahoma's 77 counties had an unmet need for access to higher education. The Learning Site Policy was designed to encourage the creation of a proactive, equitable means of using higher education resources to address the unmet higher education needs in communities around the state. This policy was designed to operate under the umbrella of the Electronic Media Policy.

In 2003 the State Regents adopted the Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs. This policy revision effectively combined the three existing policies: Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs, Policy and Procedures Pertaining to Off-Campus Programs and Courses, and Oklahoma Learning Site Policies and Procedures. Substantive changes were made by eliminating large sections of duplicative or unnecessary policy sections and merged sections (academic standards, fiscal provisions, reporting) that involved the electronic media program approval process.

In 2009 the State Regents approved revisions to the policy that included the addition of new definitions, clarified what constitutes electronically delivered and traditional off-campus courses and programs, set the trigger for program approval at 100 percent of the courses for the major offered through online delivery, streamlined the program approval process, strengthened the program proposal content section by adding language requiring specificity, removed the continuing approval requirement, and removed fiscal provisions for electronic and traditional off-campus instruction.

POLICY ISSUES:

The revisions of the State Regents' Electronically Delivered and Traditional Off-Campus Courses and Programs policy provides increased guidance to state system institutions and adds a process for participation in the State Authorization Reciprocity Agreement (SARA).

ANALYSIS:

Throughout the history of this policy, there has been a need to address changes amidst a dynamic policy environment affected by the emergence of technological innovation and changes regarding distance education. The proposed policy revisions reflect an initiative to streamline the understanding and application of policy and to provide guidance regarding the policy and approval process for institutional participation in SARA.

Revisions to the policy were developed by the Council on Instruction (COI) Electronic Media Committee. These policy changes were approved by COI and the Council of Presidents in January 15, 2015 and March 11, 2015, respectively. An excerpt of the proposed changes is attached and a summary is provided below.

- **Policy Title –** changed from Electronically Delivered and Traditional Off-Campus Courses and Programs to Distance Education and Traditional Off-Campus Courses and Programs.

- **3.16.1 Purpose –** updated language to align with current nomenclature regarding distance education.

- **3.16.2 Definitions –** Added definitions for "blended course," "Council of Regional Accrediting Commission," "Distance Education," "Financial Responsibility Index Score," "National Council for State Authorization Reciprocity Agreement," "Physical Presence," "Private Institution," "Regional Compact," "State," "State Authorization Reciprocity Agreement," and "State Portal Agency".

- **3.16.5 Academic Standards –** updated language to align with current nomenclature regarding distance education and added a section to policy that addresses faculty training for teaching distance education and a section that addresses identity verification of students.

- **3.16.6 Institutional Assessment –** updated language to address program assessments of distance education programs in accordance with institutional internal assessment plans.

- **3.16.7 Copyright and Intellectual Property –** section was updated to include images, graphic materials, tables, videos, and audios.

- **3.16.8 –** changed title of this section from Courses and Programs Offered Out-of-State by Oklahoma Colleges and Universities to Out-of-State Activity by Oklahoma Institutions, added a requirement of approval for those institutions who offer courses at out-of-state physical locations and a new section that addresses delivering distance education out-of-state.

- **3.16.9 State Authorization Reciprocity Agreement –** this new section establishes the policies for eligibility, compliance, SARA violations, and Post SARA Activity.

- **3.16.23 Reporting –** directs institutions to utilize the Unitized Data System to annually report distance education and traditional off-campus courses to the State Regents.

Attachment

3.16   ~~ELECTRONICALLY DELIVERED~~ DISTANCE EDUCATION AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

3.16.1 Purpose

The purpose of this policy is to establish standards and procedures for offering ~~electronic media~~ distance education and traditional off-campus courses and programs and for the operation of designated learning sites. ~~The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively~~. Institutions are responsible for ascertaining and ~~aggressively~~ proactively meeting the educational needs in their respective communities as guided by their function statement. In serving those needs, institutions are encouraged to utilize the programmatic and ~~course~~ content expertise of ~~sister~~ peer institutions. ~~The electronic delivery of~~ Distance education programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary education opportunities to Oklahoma citizens. Above all, the policy is intended to promote ~~systemwide~~ cooperation and collaboration among State System institutions.

A.   Scope

The use of ~~electronic media~~ distance education and traditional off-campus instruction should be applied to the multiple goals of the ~~Oklahoma college and university~~ State sSystem:

1.   to extend access to place bound and nontraditional students through ~~the electronic delivery of~~ distance education courses and programs ~~and inform business, government, and community organizations about the benefits of this delivery format~~;

2.   to inform business, government, and community organizations about the benefits of this delivery format;

3.   to improve the achievement and skill level of students, whether in traditional campus programs, or in traditional off-campus settings, or by means of ~~electronic media~~ distance education by actively engaging them in the learning process;

4.   to facilitate Oklahoma's economic development by strengthening pathways to academic degrees and certificates, ~~providing needed~~ increasing the number of college graduates, offering appropriate academic programs and marketing the State System and its institutions as an economic asset of the state; and

5.   to enhance institutional resource efficiency, all for the purpose of improving student participation and enrollment by increasing access to postsecondary education and expanding use of distance education for the citizens of Oklahoma.

B.   ~~Electronic~~ Distance Education and Traditional Off-Campus Courses and Programs

The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma.

This policy incorporates language and standards from ~~Middle States Association of Colleges and Schools Commission on Higher Education and the Higher Learning Commission of the North Central Association Commission of Colleges and Universities (HLC)~~ the Council of Regional Accrediting Commissions (C-RAC) *Guidelines for the Evaluation of Distance Education (On-line Learning).*

C. Learning Sites

~~D~~ A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma's population is within 30 miles of an existing campus or site. However, it also found that 63 of Oklahoma's 77 counties have unmet higher education needs of some kind. These educational needs are in low population areas and are episodic in nature; thus the creation of centers, branch campuses, or other traditional higher education infrastructure is not warranted. These higher education needs will be met through this policy.

3.16.2 Definitions

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

"Asynchronous" learning occurs when students and faculty are not present and available at the same time. Regular communication and instruction may be facilitated by e-mail, discussion boards or other electronic formats.

"Blended" programs ~~or courses~~ utilize both on-site and ~~electronic delivery~~ distance education methods. Blended programs ~~must meet quality standards outlined in 3.16.5 and~~ are not exempt from online program approval if ~~offered as defined in sections~~ distance education activity is utilized to an extent which requires approval under sections 3.16.~~10~~11 or 3.16.~~11~~12.

"Blended course" is a course in which at least 50 percent, but less than 75 percent, of the instruction occurs via distance education and the remaining portion occurs on-site.

 "Council of Regional Accrediting Commissions (C-RAC) Guidelines" refers to the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance education developed by learning practitioners of distance education.

"~~Electronic Media~~ Distance Education" for the purpose of this policy includes courses and programs offered through videotape, CD ROM, telecourses, web-based (online), Interactive Television, or other digital methodologies.

"Distance Education Course" is a course in which at least 75 percent of the instruction and interaction occurs through a distance education format.

 "Financial Responsibility Index Score" is a United States Department of Education (USDE) issued score to determine a private institution's financial stability for Title IV participation.

"Learning Site" is a site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions. Designated learning sites include the 25 public colleges and

universities, and the University Centers of Southern Oklahoma, (UCSO) and the University Center in Ponca City (UCPC).

"Major" for the purpose of this policy is defined as courses in the discipline of the student's declared major, excluding support courses, general education courses, and elective courses.

"National Council for State Authorization Reciprocity Agreements (NC-SARA)" is the administrative entity responsible for establishing SARA policies and standards and coordinating SARA efforts within the four regional higher education interstate compacts.

"Online Delivery" for the purpose of this policy is defined as teaching and learning that occurs in an online environment through the use of the Internet or other computer-mediated format that results in the awarding of a degree.

"Online Program" for the purpose of this policy is defined as (1) a program that is offered in such a manner that an individual can take 100 percent of the courses for the major through online delivery or other computer-mediated format, or (2) the program is advertised as available through online delivery.

"Physical Presence" is a measure by which a state defines the status of an educational institution's presence within the state.

"Private Institution" is defined as an educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

"Program" is a sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous. Programs offered through electronic media distance education must also meet the requirements outlined in section 3.16.1011 of this policy.

"Regional Compact" refers to the Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, or Western Interstate Commission for Higher Education.

"State" means any state, commonwealth, district, or organized territory of the United States.

"State Authorization Reciprocity Agreement (SARA)" is an agreement among member states, districts and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.

"State Portal Agency" means the single agency designated by each SARA member state to serve as the interstate point of contact for SARA questions, complaints, and other communications.

"Synchronous" learning takes place when learners and/or instructors are in different geographical locations but are able to interact (or meet) in real-time using specific enabling technology.

"Traditional Off-Campus Courses and Programs" are those taught for credit at a location which is remote from the main originating campus of the a State System college or university institution and is not considered part of the college or

~~university's~~ <u>institution's</u> physical plant.

3.16.3   Applicability of Credit

Credit awarded for the completion of courses offered through ~~electronic media~~ <u>distance education</u> and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees and certificates consistent with State Regents' and institutional residence and degree requirements.

3.16.4   Program and Course Principles and Procedures

The principles and procedures in this section apply to ~~electronically delivered~~ <u>distance education</u> and traditional off-campus programs or courses as indicated.

Note: Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or ~~electronic media~~ <u>distance education</u> offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents' *Functions of Public Institutions ~~Policy~~* <u>policy</u>.

A.   Online and Traditional Off-Campus Programs. ~~College and university~~ <u>Institutional</u> requests for new online or traditional off-campus educational programs ~~will~~ <u>shall</u> be submitted in the same manner as on-campus program requests. (See the State Regents' *Academic Program Approval ~~Policy~~* <u>policy</u>).

B.   Online Programs. Existing programs offered through online delivery ~~will~~ <u>shall</u> be submitted as specified in 3.16.~~10~~<u>11</u> and 3.16.~~11~~<u>12</u>.

C.   ~~Electronic~~ <u>Distance Education</u> Programs in Other Formats. Existing courses and programs offered through ~~electronic delivery~~ <u>distance education</u> formats that do not meet the requirements outlined in 3.16.~~10~~<u>11</u>do not require program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet ~~3.16.5~~ requirements <u>as specified in 3.16.5.</u>

D.   Traditional Off-Campus. The principles outlined below apply to section 3.16.~~12~~<u>13</u>.

1.   Courses and programs authorized for offering on<u>-</u>campus at State System ~~colleges and universities~~ <u>institutions</u> will form the basis for traditional off-campus offerings at State System ~~colleges and universities~~ <u>institutions</u>. ~~Colleges and universities~~ <u>Institutions</u> may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

2.   A<u>n</u> ~~college or university~~ <u>institution</u> may offer approved on<u>-</u>campus courses outside its geographic service area without separate approval by the State Regents providi~~ng~~<u>ed</u> that a<u>n</u> ~~college or university~~ <u>institutional</u> off<u>-</u>campus agreement exists with the ~~college or university~~ <u>institution</u> closer to the class site and is on file at the State Regents' office. Courses outside a<u>n</u> ~~college's or university's~~ <u>institution's</u> geographic service area shall be for a specified time period <u>as outlined in the off-campus agreement</u>.

3.16.5   Academic Standards

The section applies to ~~electronically delivered~~ distance education, blended, and traditional off-campus courses and programs. Certain standards may address particular delivery methods as appropriate. Overall, the expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to ~~electronic~~ distance education and traditional off-campus instruction. Some of the language in this section is from the ~~Higher Learning Commission's *Best Practices for Electronically Offered Degrees and Certificate Programs*~~ C-RAC *Guidelines for the Evaluation of Distance Education (On-line Learning)*).

~~Electronic media~~ Distance Education and traditional off-campus courses and programs must meet the following academic standards.

A.   Faculty. The work shall be taught by a person qualified for appointment to the faculty of the ~~college or university~~ institution proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

   1.   ~~Faculty should receive training and faculty development to achieve competency in the technology required for teaching at a distance.~~ The institution shall provide training to ensure technological competency required for teaching at a distance and create professional development opportunities which are based on best practices in distance learning pedagogy.

   2.   The originating institution ~~will~~ shall appoint qualified faculty with content expertise ~~as~~ to provide oversight ~~to~~ and ensure that the course objectives, curriculum, and academic requirements are equivalent to those for the courses and programs ~~as presented on campus~~ taught in a traditional format on-campus.

B.   Faculty/Student interaction. Institutions offering ~~electronically delivered~~ distance education courses and programs ~~must~~ shall make provisions for appropriate real-time or delayed interaction ~~between faculty and students and~~ among ~~other~~ students ~~enrolled in the class~~ and between faculty and students.

C.   Academic integrity. The integrity of student coursework and credibility of credits and degrees awarded must be ensured. Methods for ensuring academic integrity shall be in place, including methods for administering exams.

D.   Student confidentiality. There shall be methods in place to ensure the confidentiality and privacy of students' personal data.

E.   Identity verification. Institutions shall have an appropriate method to verify the identity of students taking distance courses. More detailed information regarding identity verification can be found in the *Academic Affairs Procedures Handbook.*

F.   Advertising. Institutions that advertise to recruit students must provide adequate and accurate information. This includes, but is not limited to the

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following: admissions requirements, ~~equipment standards~~ <u>computer and software requirements</u>, estimated or average program costs, skills needed to complete the programs, curriculum design and time frame for which courses are offered, estimated time to <u>complete</u>~~ion~~, ~~required trips to campus,~~ <u>expectations for any required face-to-face, on-ground work (internships, specialized laboratory work)</u>, other services available, etc.

G.   Learning resources. Students shall have access to facilities and learning materials (~~textbooks,~~<u>information resources</u>, library, ~~tapes~~, <u>laboratories, equipment,</u> etc.) on essentially the same basis as students in the same program or courses taught at the ~~main~~ <u>originating</u> campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

H.   Academic calendar requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the ~~main~~ <u>originating</u> campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' *Academic Calendars ~~Policy~~* <u>policy</u>. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section.

I.   Admission, retention, assessment. The standards for student admission, retention, and assessment shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' *Institutional Admission and Retention and Assessment <u>and Remediation</u> ~~policies~~* <u>policies</u>).

J.   Student services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, career counseling, enrollment/registration, tutoring, financial aid, and related services on the same basis as the students located on the ~~main~~ <u>originating</u> campus. Online programs ~~must~~ <u>shall</u> make these services available to students in electronic format using the working assumption that these students will not be physically present on<u>-</u>campus.

K.   Technical support system. Students in ~~electronic media~~ <u>distance education</u> or off-campus courses or programs and faculty shall have access to appropriate technical support services. A comprehensive technical support system will be defined and available for all hardware, software and delivery systems specified by the institution as required for the courses and program. The support system must include a process for responding to technical problems in a timely manner.

L.   Equipment and software/tools. Institutions offering courses or programs in the formats outlined in this policy shall provide students with accurate information about the technology requirements necessary to complete the course requirements. Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, <u>audio/visual components</u>, e-mail, and Internet

services. Institutions that serve as a learning site by hosting ~~electronic media~~ distance education or traditional off-campus courses or programs delivered by another institution shall provide access to facilities with the electronic or computer resources necessary for successful completion of the class.

3.16.6 Institutional Assessment

~~Institutional policies governing faculty evaluation apply, including student evaluation of instruction, apply. Course and program assessment policies of the institution transcripting the course and the State Regents apply. Program assessments including faculty and student evaluations are defined with results to be included in the institution's program review process as required by the State Regents. The results of the review should be used to improve the program as appropriate~~ The program assessments, which are detailed in the State Regents *Academic Program Review* and *Assessment and Remediation* policies, shall apply to all programs offered via distance education or at traditional off-campus locations. Additionally, all traditional off-campus and distance education courses and programs shall be reviewed in accordance with the originating institution's internal assessment plan. The result of the annual internal assessment plan shall be used to ensure the continuous improvement of program and course content.

3.16.7 Copyright and Intellectual Property

Institutions must have policies in place that communicate copyright laws regarding the appropriate use of ~~films, videotapes, recordings,~~ text, images, graphic materials, tables, videos, audios, and other protected works.

3.16.8 ~~Courses and Programs Offered~~ Out-of-State Activity by Oklahoma ~~Colleges and Universities Institutions~~ Courses Offered at Physical Locations Out-of-State

A. The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other ~~colleges and universities~~ institutions seeking approval to offer ~~out-of-state~~ courses at physical locations out-of-state must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents' *Functions of Public Institutions ~~Policy~~* policy). A State System institution offering courses at physical locations out-of-state shall seek approval and gain authorization from the state agencies or accrediting associations in whose jurisdiction the courses are to be available. Because ~~T~~the primary responsibility of a State System ~~college or university~~ institution is to serve the citizens of the state of Oklahoma, when submitting this request, ~~therefore~~ an ~~college or university~~ institution ~~must~~ shall document that offering courses out-of-state will in no way diminish the performance of that responsibility. Tha~~t~~is documentation--when audited and upon State Regents' approval ~~certified~~--will be provided by the institution ~~college or university~~ when seeking approval from ~~to~~ the appropriate state agencies and accrediting associations ~~in whose jurisdiction the courses are to be available and the college or   university shall meet their requirements within those jurisdictions~~. Upon approval from the appropriate entities, the institution shall comply with any requirements within those jurisdictions.

B. Delivering Distance Education Out-of-State/Limited Out-of-State Activity

> Based on the State System's commitment to serve the citizens of Oklahoma, institutions shall primarily utilize distance education offerings to meet the needs of students residing within the state. However, an institution offering distance education to students residing out-of-state or conducting limited activity within another state shall:

1. seek approval and gain authorization from the appropriate state agencies in a state in which the institution is conducting limited activity and/or in a state in which a current distance education student resides. Upon approval from the appropriate entities, an institution shall comply with all the requirements within those jurisdictions; or

2. seek approval from the State Regents to participate in the State Authorization Reciprocity Agreement (SARA). Public and private institutions which are approved to participate in the SARA shall only engage in activities which are permissible under the SARA. Therefore, when a public or private SARA institution plans to engage in activity which is not permissible under the SARA, including conducting distance education related activities in non-SARA participating states, the public or private institution shall seek approval and gain authorization from the appropriate state agencies and comply with any requirements as noted above.

3.16.9   State Authorization Reciprocity Agreement (SARA)

An Oklahoma public or private institution wishing to participate in the SARA, which meets the eligibility criteria below, shall seek approval from the State Regents. Pursuant to 70 O.S. §3206, the State Regents have the authority to initiate, and preside over, Oklahoma's membership in the SARA. As the state portal agency, the State Regents shall administer the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Nevertheless, the State Regents will honor the approval and oversight of SARA state portal agencies permitting out-of-state institutional SARA members to offer distance education and conduct limited activity, which are acceptable under the SARA policies and standards, in Oklahoma. This section outlines the institutional eligibility criteria and compliance standards associated with participation in this voluntary agreement. More detailed information regarding the SARA application and approval process can be found in the *Academic Affairs Procedures Handbook.*

A.   Eligibility

To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval. Consistent with the USDE, the State Regents deems public institutions financially responsible, for the purposes of the SARA, based on their status as state or municipal institutions

B.   Compliance

To participate in the SARA, a public or private institution shall adhere to the principles and practices prescribed in the SARA policies and standards document. Additional information relating to the SARA policies and standards can also be found in the *Academic Affairs Procedures Handbook.*

C.   SARA Violations

Alleged SARA policy and standard violations shall be reviewed by State Regents staff. Prior to a conducting a formal investigation, the Chancellor will notify the public or private institution president of the alleged violation(s) and address the nature of the review. Upon request, a public or private institution under investigation shall provide all information relating to the alleged violation, which may include issuing temporary access to specific distance courses. At the conclusion of the review, the Chancellor will submit a SARA compliance report to the institution's president detailing the findings of the investigation as well as a recommendation regarding the institution's SARA membership status.

1.   Recommendations

The recommendations must be consistent with this policy and will be one of the following:

a.   Revocation

The institution has committed an egregious SARA policy and/or standard violation. In instances when violations of this magnitude occur, it is recommended that the institution's SARA membership be revoked.

b.   Probationary Status

The institution has committed a non-egregious SARA policy and/or standard violation. It is recommended that the institution continue participating in the SARA on a probationary basis provided that the institution modifies practices and makes adjustments which are necessary to comply with the SARA policy and/or standard. Corrective measures and timelines for improvements will be detailed in the compliance report. The date of a follow-up evaluation to review the institution's compliance with the SARA policy and/or standard that was violated will also be noted in the compliance report. A probationary period shall not exceed 12 consecutive months. Failure to meet the terms and conditions of the probationary status or committing an egregious violation during the probationary period shall result in a recommendation to revoke an institution's SARA membership.

c.   Continued SARA Participation

There is no sufficient evidence to substantiate that the institution violated the SARA policy and/or standard that was investigated. Therefore, it is recommended that the institution continue participating in the SARA.

2. Correspondence:

An institution receiving a compliance report with a recommendation to have its SARA membership revoked will have 30 days from the date of the compliance report to inform the Chancellor of any objections it may have thereto. If objections are not received within the 30 day time period, the SARA compliance report will be forwarded to the State Regents for their consideration and action.

3. Institutional Appeal and State Regents Action

The Chancellor will submit the SARA compliance report and any applicable documentation relating to the appeal to the State Regents for their consideration. Throughout the appeals process, the institution shall maintain the SARA status it held prior to the compliance investigation.

In response to an objection, the Chancellor will convene a neutral three-member panel of educators to review the objections. The appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal in Accreditation, of the State Regents' *Institutional Accreditation* policy. Upon completion of a hearing, the review panel will submit a report to the State Regents addressing the institution's objections as well as all records that were provided during the proceeding. At the next possible regularly scheduled State Regents meeting, the State Regents will review and discuss the SARA compliance report, the panel review report, and the official documentation pertaining to the objection. The State Regents meeting will also serve as an opportunity for the institution to state remarks to support their objection; however, no new evidentiary materials will be received at this meeting. The State Regents consideration of the matters and action taken thereon will constitute a final State Regents review of the institution's objections to the compliance report. Further information regarding the appeal process can be found in the *Academic Affairs Procedures Handbook*.

D. Post SARA Activity

A public or private institution which has its membership in the SARA revoked, is not reauthorized to continue participation in the SARA, or voluntarily withdraws from SARA participation shall seek approval and gain authorization, from the appropriate state agencies, in each state in which the institution is conducting limited activity and/or in each state in which a current distance education student resides. Upon approval from the appropriate entities, the public or private institution shall comply with all requirements within those jurisdictions.

3.16.10 Courses and Programs Offered in Oklahoma by Out-of-State ~~Colleges and Universities~~ Institutions

Out-of-state ~~colleges and universities~~ institutions planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the State Regents' *Institutional Accreditation ~~Policy~~* policy.

3.16.11 Program Approval Procedures for Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as described below. Once an institution establishes that a verifiable structure is in place including appropriate student and faculty support systems and other required quality standards, subsequent programs may be requested through an abbreviated process (see section 3.16.~~11~~12).

   A.   Program Request Procedures

       The institution requesting the State Regents' approval of an existing academic program to be offered in an online format will adhere to the following procedures.

       1.   The institutional president must submit a letter of intent to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as request for copies of the proposals when received. This "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the program request.

       2.   Submission of a Program Request

       ~~3~~   Upon the Chancellor's receipt of the Program Request from an institution, copies of the Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

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

          b.   The Chancellor will submit a recommendation to the State Regents.

          c.   The State Regents will take one of three actions:

             i.   disapprove the program with written explanation

to the institution of the reasons for this action;

    ii.   defer the program request until the institution meets specified criteria or provides additional information; or

    iii.   approve the program for offering in an online format as long as academic standards and policy are followed.

B.   Program Proposal Content:

The program request must address how the institution will meet the Academic Standards specified in section 3.10.5 3.16.5 and the criteria listed below:

1.   Mission. The proposal must contain a statement of the program's connection to the institution's mission.

2.   Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

3.   Student demand. Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers' preference for graduates of the proposed program and target student audience.

5.   Duplication. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents' *Academic Program Approval ~~Policy~~* policy).

6.   Curriculum. A list of the curriculum will be provided with a request to offer an existing program online.

7.   Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval ~~Policy~~* policy.

8.   Program cost. Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see the State Regents' *Academic Program ~~Policy~~* policy).

3.16.12 Approval of Subsequent Online Programs

Once the State Regents have approved an institution's offering a program through online delivery or other computer-mediated format, additional programs may be considered that do not require the comprehensive approval method described above. The process for requesting additional existing programs (new programs must be requested through the *Academic Program Approval ~~Policy~~* policy) through online delivery or other computer-mediated format is 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, 5) cost and financing. The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

3.16.13 Off-Campus Geographic Service Areas

This section outlines principles and procedures that ~~colleges and universities~~

institutions will use to coordinate traditional off-campus offerings. Coordination with nearby ~~colleges or universities~~ institutions should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. ~~Attached maps A and B are provided to clarify colleges' and universities' institutional geographic perimeters.~~ The geographic service area maps for two-year and four-year institutions shall serve as a reference to detail each institution's geographic service area perimeters.

The primary criterion is that each state ~~college or university~~ institution will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no ~~college or university~~ institution ~~may~~ shall deliver higher education services at any site whose location is closer to another ~~college or university~~ institution than the ~~college or university~~ institution desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

A.   Community Colleges

A map is on file at the State Regents' office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

B.   Regional Universities

A map is on file at the State Regents' office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

C.   Research Universities

The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

D.   Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off- campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

E.   Unique Programs

~~Colleges and universities~~ Institutions with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

F.   Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the ~~college or university~~ institution offering the program will be honored.

~~G.~~   ~~University Centers of Southern Oklahoma~~ UCSO and UCPC

Requests for traditional off-campus courses in the proximity of the

UCSO ~~will~~ or UCPC shall be coordinated with the<u>se</u> center<u>s</u>.

When geographical conflicts occur, ~~college or university~~ <u>institutional</u> officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

3.16.14 Fiscal Provisions for ~~Electronic~~ <u>Distance Education</u> and Traditional Off- campus Instruction

    H.   It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for ~~electronic media~~ <u>distance education</u> and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

    I.   Contract Credit Course Fee. ~~As set forth in~~ <u>Pursuant to</u> 70 O.S.§3219.3 (2001), the section authorizes the State Regents "….to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs."

    C.   This fee allows ~~universities and colleges~~ <u>institutions</u> to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

3.16.15 Oklahoma Learning Site State Goals, Objectives, and Strategies

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

    J.   Statement of Goals

        1.   Improve the quality of life of Oklahoma citizens.

        2.   Improve Oklahoma's rankings on national economic indicators – achieve a condition in which Oklahoma's growth rate on national economic indicators is consistently above the national average.

    K.   Objectives

The State System is committed to pursuing a public agenda for higher education encompassing the following objectives:

        1.   Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.

        2.   Enhance the capacity of Oklahoma's ~~colleges and universities~~

institutions to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:

1.   Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.

2.   Programmatic relevance: Consistent with this policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state ~~colleges and universities~~ institutions shall be based on demonstrated demand and a State Regents' determination that ongoing programmatic capacity should not be created in the state.

3.   Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.

4.   Responsiveness: Oklahoma's higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.

5.   Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

L.   Strategies to Increase the Educational Attainment Levels of the State's Adult Population

1.   A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).

2.   Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.

3.   A sub-goal is to reduce the disparities among the state's regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other employers who provide employment for an educated workforce).

3.16.16 Designation and Operation of Learning Sites

The 25 public colleges and universities, the ~~University Centers of Southern Oklahoma~~ UCSO ~~,~~ and ~~a learning site in Ponca City~~ the UCPC are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site

initiatives at their branch campuses and work aggressively to meet community educational needs.

These designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

M. The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

N. The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.

O. The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

P. Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

3.16.17 Responsibility

Consistent with the State Regents' functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

3.16.18 Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

3.16.19 Program Approval and Review

This policy and the State Regents' *Academic Program Approval ~~Policy~~* policy

and Academic Program Review Policy policy guide new program approval and review.

Consistent with the State Regents' Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state's existing educational institutions' programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions' academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents' policies cited above:

A. No acceptable providers either within or outside the state of a needed program can be identified.

B. The State Regents determine that the new program is in the long-term interests of the institution and the state.

C. Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.

3.16.20 Planning

A. Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus.

B. Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.

C. Identify areas, in conjunction with the institution's learning site designation, where the institution should import programs, courses, or modules from other institutions to serve both learning site and on-campus students.

D. Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

3.16.21 Host Institutions

The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

A. Capacity Building/Sustaining Grants (Receive Site Funding)

Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent

years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

B. Service Level Rewards

In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve. As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority. The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other that the host institutions, including services produced by another institution that replace those that would normally be taught by an institution's own faculty. (A methodology to determine service level rewards will be developed.)

C. Priority Investment Fund

To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

3.16.22 Provider Institutions

~~Electronic~~ Distance Education Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality ~~electronic~~ distance education courses, modules, or programs, the State Regents will expand on the cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to curricular design and delivery will be necessary. To the extent funds are available; grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on-campus to deliver instruction in a more effective and efficient way.

3.16.23 Reporting

A. All ~~electronic media~~ distance education and traditional off-campus course data will be an integral part of each institution's unitized data

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system.

B. ~~To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System (UDS). Until such time as UDS can accommodate these reports, institutions will submit the needed information.~~ Institutions will utilize the Unitized Data System (UDS) to annually report distance education and traditional off-campus courses to the State Regents.

C. Copies of signed and executed ~~college or university~~ institutional traditional off-campus agreements will be provided to the State Regents' office prior to the offering of the course(s).

D. Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

3.16.24 Policy Review

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy's effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #18:

State Authorization Reciprocity Agreement.

SUBJECT: Approval to participate in the State Authorization Reciprocity Agreement.

RECOMMENDATION:

It is recommended that the State Regents approve participation in the State Authorization Reciprocity Agreement.

BACKGROUND:

In 2010, the United States Department of Education articulated that each state is responsible for authorizing education offered to its residents from institutions outside the state. This regulation had major implications, one of which requires institutions of higher education to begin expensive and time-consuming processes to request authorizations for each state.

Institutions of higher education in Oklahoma require authorization from other states to offer online courses and programs across state lines. This process is often too costly and a time consuming process for institutions of higher education. State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. SARA offers an opportunity to expand educational offerings to postsecondary students in the state – and to promote affordability by reducing the compliance burden and associated costs on home state institutions that seek to expand their distance education offerings. SARA participation is voluntary for states and institutions and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

The purpose of SARA is to provide a process that makes state authorization more efficient, more uniform in regard to necessary and reasonable standards of practice that could span states, and more effective in dealing with quality and integrity issues that have arisen in some online education offerings. Additionally, the process for gaining authorization in other states will be less costly for states and institutions and, thereby, the students served. SARA is overseen by a national council and administered by four regional education compacts.

POLICY ISSUES:

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

ANALYSIS:

SARA is administered by the four regional higher education compacts (Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, and the

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Western Interstate Commission for Higher Education) and the Southern Regional Education Board is the compact to which Oklahoma belongs.

State Regents' approval allows the Chancellor, on behalf the state system and private institutions, to submit the SARA state application to enter into the national reciprocity agreement and coordinate the statewide application and approval process. Both public and private institutions of higher education would be eligible to participate in SARA following an application to the Oklahoma State Regents for Higher Education (OSRHE), provided the institutions satisfy eligibility requirements.

The OSRHE shall serve as the state portal agency for SARA participation and shall administer an agreement entered into that includes: (1) an application and approval process for a degree-granting postsecondary educational institution with its principal campus located in Oklahoma to participate under the reciprocity agreement; and (2) a dispute resolution procedure for complaints regarding postsecondary educational institutions located in Oklahoma.

No later than September 1, 2015 the OSRHE shall submit to the Southern Regional Education Board an application for entering into a state authorization reciprocity agreement.

AGENDA ITEM #19:

> **Prior Learning Assessment.**

SUBJECT: Approval of the prior learning assessment matrix for technical education.

RECOMMENDATION:

> **It is recommended that the State Regents approve the system faculty's prior learning assessment matrix for technical education.**

BACKGROUND:

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) has provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative agreement programs (CAP) within a cooperative alliance.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These CAPs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree or college level certificate, and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

POLICY ISSUES:

These actions are consistent with the State Regents' Credit for Prior Learning policy.

ANALYSIS:

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers is not aligned with current HLC standards for

accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to policy governing cooperative program agreements (CAP) to strengthen higher education's oversight of these programs through control and assessment of academic programs, control and oversight of faculty and their credentials, and increased academic rigor, transparency, and accountability. At their January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutional technical faculty members were tasked to review technical assessments utilized for technology center programs.

The Credit for Prior Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments. Under 3.15.3.C.8 of the policy, use of a system wide inventory of industry, technical, and other assessments associated with technology center programs evaluated for college credit was allowed as an acceptable option for awarding credit at state system institutions. Further, the policy required that this system wide technical assessment inventory be developed through a faculty-driven process of review, and be maintained and updated by the State Regents (3.15.F). Institutional technical assessments may also be developed by qualified faculty and must also be submitted to the State Regents for review and inclusion in the statewide inventory (3.15.K).

Over several months, third-party assessments used at technology centers were reviewed by institutional faculty for college credit. The result of these intensive reviews is a prior learning assessment matrix for technical education. This inventory matrix includes 1) the name of the assessment, 2) the institution that will accept this assessment for college credit, 3) the college course equivalent, and 4) the amount of college credit hours available for successful completion of the assessment. The entire prior learning assessment matrix is included in a supplement. Following the faculty review, the listing for each institution was reviewed by the chief academic officer of the institution, and the entire listing was reviewed and approved by the Council on Instruction at its May 14, 2015, meeting.

Supplement available upon request.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #20-a:

        Scholars for Excellence in Child Care.

SUBJECT: Approval of contract and contract modification between the Oklahoma Department of Human Services and the Oklahoma State Regents to continue the Scholars for Excellence in Child Care program.

RECCOMENDATION:

        It is recommended that the State Regents approve the Scholars for Excellence in Child Care scholarship contract and program contract modification for the third one-year term allowable.

BACKGROUND:

Since June 2000, the State Regents and the Oklahoma Department of Human Services (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 for Excellence in Child Care (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 2014, there have been approximately 416 child care providers that, through taking courses at the community colleges, have obtained a Child Development Associate, a nationally recognized credential; approximately 3,105 have earned a certificate of mastery and 922 an associate degree through the Scholars program initiative. There have been 277 directors/assistant directors who have obtained a Director's Certificate of Completion awarded through the Scholars program. Six scholars have received a bachelor's degree through the pilot bachelor's scholarship.

Since spring 2007, the inception of the Early Education Pathway to Your CDA curriculum, offered on-line and at the area technology centers and scholarshipped through the Scholars program, there have been approximately 330 child care providers that have obtained a national CDA credential through mid-February 2015.

The contract and contract modification will continue the program through FY16.

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

Attachments

DIVISION OF CHILD CARE

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

PROFESSIONAL SERVICES CONTRACT

This agreement is entered into the 1st day of July, 2015, by the Oklahoma Department of Human Services (Department), Oklahoma Child Care Services Division (OCCS) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101. OSRHE hereby offers and agrees 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) credential, Certificate of Mastery, Director's Certificate of Completion, an associate of arts or science in early childhood education/child development, or a bachelor's degree.

Contract Allowable Cost and Payment schedule

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not to exceed $754,989 (Seven Hundred Fifty-four Thousand Nine Hundred Eighty Nine Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department.

Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-15 and ending 6-30-16. This agreement will be renewable for three one year periods at the level of services outlined in Attachments A and B.

OSRHE Responsibilities

A. Maintain the Scholars scholarship program as outlined in Attachment B.

B. Employ staff to administer the scholarship program with qualifications agreed upon by OCCS.

C. Process scholarship applications within two weeks of receipt.

D. All employees must meet the responsibilities listed in the current job descriptions as well as any other responsibilities deemed by the OSRHE Special Programs Director.

E. Maintain program records to include statistical records. On a semester, annual, or as needed basis, the Special Programs Director shall submit reports detailing services and expected outcomes. Contents of the report to be specified by OCCS.

F. OCCS will have the right of approval of any staff hired during the contract term.

G. Update the Scholars website within 30 days of significant program changes.

H. Assure accountability measures through the Scholars program's database to determine the project's success. In addition, information will be evaluated to determine any needed program adjustments.

Billing Procedures

Payments will be made in accordance with written authorization by the Department upon receipt of claims. The Department may withhold a part or all of a final payment until disputes of claims are resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE, OSRHE agrees to reimburse the Department in an amount equal to the disallowance.

Revenues attributed to the scholarship program collected by OSRHE will be maintained within a segregated account by OSRHE. The balance of this accumulation account will be reconciled and offset payment of the final claim.

Invoices should be submitted to the following address:

> OKDHS-Oklahoma Child Care Services
>
> P.O. Box 25352
>
> Oklahoma City, OK 73125

The Department will also provide indirect cost in the sum of 13.175% in performance of the contract guidelines to OSRHE.

Terms and Conditions

Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the Department.

Termination

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before effective date of termination.

Subcontracting

The service to be performed under this contract shall not be subcontracted in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract 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. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or 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, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

The 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.

Supporting Documentation

Travel the OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

Travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award and shall not be in excess of the rate established by the Oklahoma State Travel Reimbursement Act and OKDHS policy.

Assurances

The Department 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.

Marketing

The Department retains ownership to all names, artwork, publications, web content and web domains associated with the services provided by the contractor on behalf of the Department.

The Department will determine the overall branding of services (may include, but not limited to: name of the service, artwork or logos) provided by contractor on behalf of the Department. The Department and the Contractor agree to collaborate on the marketing of services provided by the contractor on behalf of the Department. The Department agrees that there may be reference to the contractor or designee in certain marketing publications.

All major publications or web content associated with a service provided on behalf of the Department, or paid by the Department, will be furnished to the Department prior to use or distribution.

Contractor agrees that the marketing terms will be complied with by all sub-contractors or grantees of the contractor providing services on behalf of the Department.

Data Security

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.

_____   _____
Ed Lake, Director or Authorized Signee   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for
                                                                                    Higher Education

Date: _____   Date: _____

STATE OF OKLAHOMA

DEPARTMENT OF HUMAN SERVICES

THIRD RENEWAL AND THIRD 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, on or about July 1, 2014, the parties renewed the contract for the second 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 third of three (3) one-year renewal periods. This renewal period shall be in effect for a period beginning July 1, 2015 and ending June 30, 2016.

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

IN WITNESS WHEREOF, the parties have each caused this Third Renewal and Third 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: _____   By: _____
     Ed Lake, Director or Authorized Signee   Glen D. Johnson, Chancellor

Date:_____   Date:_____

AGENDA ITEM #20-b:

Scholars for Excellence in Child Care.

SUBJECT: Approval of 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 college's Scholars for Excellence in Childcare Program (Scholars) FY16 allocations in the amounts set forth below pursuant to the contract between the Oklahoma Department of Human Services (OKDHS) and the Oklahoma State Regents for Higher Education.

BACKGROUND:
Since June 2000, the State Regents and the Department of Human Services have contracted to allow State System community colleges to participate in the Scholars for Excellence in Child Care 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 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 for Excellence in Child Care program continuation applications by OKDHS and State Regents' staff resulted in the following recommendations for FY16:

Community College	FY16 Allocation
Carl Albert State College	86,155
Murray State College	78,954
Northeastern Oklahoma A&M College	71,885
Northern Oklahoma College-Enid	81,203
Northern Oklahoma College-Stillwater	102,613
Oklahoma City Community College	80,740
Oklahoma State University-OKC	73,231
Redlands Community College	73,410
Rose State College	95,589
Seminole State College	86,563
Tulsa Community College	169,156
Western Oklahoma State College	87,230

AGENDA ITEM #21:

Temporary Assistance to Needy Families.

SUBJECT: Contract with the Department of Human Services to fund the job readiness Temporary Assistance to Needy Families (TANF) program at OSU-OKC.

RECOMMENDATION:

It is recommended that the State Regents approve the contract in the amount of $129,000 to continue to provide the job readiness TANF program located at OSU-OKC.

BACKGROUND:

In spring 2005, The Department of Human Services proposed and OSU-OKC agreed to implement a supplemental job readiness program in addition to the college's existing TANF vocational training program. The supplemental program provides job readiness training and provides internships to TANF recipients. The supplemental component emphasizes job readiness (resume writing, interviewing techniques, career exploration, etc.) and workplace skills (time management, workplace attitude, teamwork, etc.) rather than focusing on specific job related vocational training required by the existing vocational training TANF programs.

POLICY ISSUES:

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

ANALYSIS:

Funding for this supplemental TANF program is from a different source of money than the vocational training TANF contract and therefore requires a separate contract. It is recommended that the attached contract to continue to provide the job readiness program at OSU-OKC, effective July 1, 2015 thru June 30, 2016 with an automatic extension clause for four additional years, in the sum of $129,000 be approved.

Note: Contract attachments are on file in the State Regents' office.

Attachment.

AGREEMENT
between the
OKLAHOMA DEPARTMENT OF HUMAN SERVICES
and the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

I. PURPOSE

This Contract 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 to Needy Families (TANF) Program under the Title IV-A of the Social Security Act. The purpose of this Contract is to set forth a process designed to provide employment readiness program(s) at local community colleges to recipients of TANF in Oklahoma County. This contract is to serve TANF recipients needing to gain employment readiness skills as described in the attached proposal and budget (Attachments A and B, respectively). 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).

II. FINANCIAL COMMITMENT

1. DHS will set aside an amount not to exceed $129,000.00 (one hundred twenty-nine thousand dollars) of its Block Grant funding for Fiscal year 2016. These funds will be available to serve those who are determined by DHS to be eligible to participate.

2. OSRHE assures that federal block grant funds identified for the purpose set forth in this contract will not be used to match other federal funds.

3. DHS and OSRHE will mutually determine the specific job readiness skills, including developing work sites for work-based training, for which the Block Grant funds will be used.

4. A program renewal application and budget must be completed each consecutive year. The application must reflect collaboration with each DHS county office served. After OSRHE and DHS have reviewed and approved the application, OSRHE will notify the College of the approval. In this notification, OSRHE will also identify the amount of funds awarded.

III. ASSURANCES

DHS and OSRHE will comply with Titles VI, VII, and IX 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. Inform DHS staff within the local counties of the job readiness program.

2. Make referrals to the Job Readiness Program with the Interagency Referral and Information Form, Form TW3.

3. 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 participant allowances, day care, family planning, and counseling.

V. OSRHE RESPONSIBILITIES

1. Establish a program that will provide participants 35 hours per week of employment readiness training.

2. Establish a procedure for referring participants who have refused or failed to cooperate back to DHS.

3. Approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this Contract.

4. All block grant funding for this Contract must be used for direct program use. No block grant funding may be used for out-of-state travel or consultant fees without prior written approval from DHS.

VI. GENERAL TERMS AND CONDITIONS

1. The terms and conditions of this Contract shall be effective and binding from July 1, 2015 through June 30, 2016. It is agreed upon by both parties that this Contract may be terminated by written notice delivered via certified mail or electronic mail by either party 30 days prior to termination date.

2. At the sole option of DHS this 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 to four additional 12-month periods with a finite ending date of June 30, 2020.

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 this 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 this 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. DHS and OSRHE agree to permit the federal grantor agency, the Comptroller General of the United States or any authorized representative to examine during normal business hours all pertinent records and files, upon reasonable notice and at reasonable intervals, for the purpose of conducting an audit and compliance review.

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.

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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 Contract notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reduction in appropriations, DHS may terminate the Contract 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 Contract 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 Contract 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.   The OSRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

10. The OSRHE hereby certifies that it is registered with and participates in the E-Verify Employment Status Verification System maintained by the United State Citizenship and Immigration Services. The OSRHE further certifies that any subcontractors approved to perform work under this Contract and which have employees are also registered with and participate in the E-Verify Employment Status Verification System.

11. 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.

12. During the term of the contract and any subsequent renewal period of the contract, the Contractor is authorized and shall include DHS Logo on its website and on all printed materials to indicate services are provided in coordination with DHS. DHS Logo may be obtained from DHS website at: http://www.okdhs.org/library/news/mk/docs/logos.htm or by navigating to DHS website at www.okdhs.org, select Newsroom and select Logos. Size selection and placement of the logo on materials or website should be appropriate as determined by the Contractor. Records of the use of DHS logo should be maintained by the Contractor and be made available for review at the discretion of DHS. Contractor is not authorized to modify DHS Logo or to use in any inappropriate fashion. DHS bears no costs associated with the contractor's placement or use of DHS Logo. Upon DHS request, termination of the contract or expiration of the contract, the Contractor will remove DHS Logo from its website and cease production of DHS Logo on printed materials. DHS solely reserves the right to determine enforceability of this clause.

13. The parties acknowledge and agree the Pilot Program for Enhancement of Contractor Employee Whistleblower Protections, 41 U.S.C. Section 4712, may apply to this contract or grant and that no employee of a Contractor, Sub-Contractor, or grantee may be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing to a person or public body enumerated in said section when that employee reasonably believes evidence exists of gross mismanagement of a Federal contract or

grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety or a violation of law, rule or regulation related to a Federal contract.

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

_____   _____
Authorized Signature   Glen D. Johnson, Chancellor
Oklahoma Department of Human Services   Oklahoma State Regents for Higher
                                         Education

Date _____   Date _____

AGENDA ITEM #22:

        Oklahoma Tuition Aid Grant.

SUBJECT: Award Schedule for 2015-2016.

RECOMMENDATION:

> **It is recommended that the State Regents approve the proposed 2015-2016 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 nearly 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.

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 2014-2015, funds were sufficient to pay full year awards to students applying through March 31st and spring-semester-only awards were allowed through April 5th.

- 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 5198, which is consistent with eligibility for federal Pell Grants in 2015-2016.

Attachment

OKLAHOMA TUITION AID GRANT (OTAG) PROGRAM
PROPOSED 2015-16 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 percent of their enrollment costs. This percentage is applied to the school cost amount for the student's enrollment status to determine the maximum OTAG award amount.

Maximum Award Amount is 75 Percent 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

EFC RANGE	% OF ENROLLMENT COSTS
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 – 5198	45%

- Shaded area represents initial 2015-2016 funding cutoff for applicants. The EFC cutoff may be extended if funds remain available.
- EFCs greater than 5198 are ineligible in 2015-2016.
- 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.

2015-2016 Awarding Priorities:
Only undergraduates will be considered for awards in 2015-2016.
1. Undergraduate applications with receipt dates of March 1 or earlier and EFC's from 0 through 1700 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC's 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.

AGENDA ITEM #23:

      Commendations.

RECOMMENDATION:

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

RECOGNITIONS:

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

- **Dr. Stephanie Beauchamp,** director of Academic Programs, graduated from Oklahoma State University with the Doctor of Education in Higher Education in May 2015.

- **Bryce Gandy,** System Support tech II, graduated from Rose State College with an Associates in Cyber Security in May 2015.

- **Karli Greenfield,** OCAP training specialist, presented a session on stress management at the annual conference of the Oklahoma Association of Student Financial Aid Administrators in Tulsa on April 9, 2015.

- **Chancellor Glen D. Johnson** provided remarks to Capitol Scholars class at the University of Oklahoma in Norman; met with Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; met with AT&T Oklahoma President Steve Hahn in Oklahoma City to discuss higher education issues; attended Southwestern Oklahoma State University's (SWOSU) President's Leadership Class banquet in Weatherford; met with members of The Oklahoman Editorial Board in Oklahoma City to discuss higher education issues; provided remarks and presented awards at the Research Day at the Capitol awards ceremony in Oklahoma City; participated in conference call with American Association of State Colleges and Universities (AASCU) Director of State Relations Dan Hurley and Interim Chancellor of University of North Carolina – Wilmington Bill Sederburg to discuss higher education issues; met with Jason Langdon, Southwest Regional Senior Director for College Board, to discuss higher education issues; provided remarks and hosted dinner for members of the House and Senate Appropriations and Education Committees at Iron Starr in Oklahoma City; met with Senator Jim Halligan at the State Capitol in Oklahoma City to discuss higher education issues; provided welcoming remarks for the Oklahoma State Regents for Higher Education's Higher Education Completion Conference at Oklahoma City Community College; made presentation at the Oklahoma Association of College and University Business Officers spring conference at the Skirvin Hotel in Oklahoma City; met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues; attended and chaired Oklahoma EPSCoR State Advisory Committee meeting in Oklahoma City; met with Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; met with Senator Greg Treat at the State Capitol in Oklahoma

City to discuss higher education issues; met with Langston University (LU) President Kent Smith in Edmond to discuss higher education issues; met with Senator John Ford and Senator Jim Halligan in Oklahoma City to discuss higher education issues; attended UCO@125 Distinguished Speaker Series featuring John Legend at the University of Central Oklahoma in Edmond; participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues; attended Oklahoma Women's Hall of Fame Induction Ceremony and Reception at the Oklahoma History Center in Oklahoma City honoring Oklahoma City Community College Vice President Marion Paden; met with Senator Clark Jolley in Oklahoma City to discuss higher education issues; met with State Superintendent Joy Hofmeister and Oklahoma Academic Standards Executive Director Bill Radke in Oklahoma City to discuss K-12 and higher education issues; provided remarks and presented awards at the Reach Higher graduation reception in Oklahoma City; attended and provided remarks at Southeastern Oklahoma State University's (SEOSU) Presidential Partners Banquet in Durant; met with Senator Eddie Fields in Oklahoma City to discuss higher education issues; met with DaVinci Institute Executive Director Kyle Dahlem and former Cameron University (CU) President Cindy Ross in Oklahoma City to discuss higher education issues; participated in conference call with Secretary of Education and Workforce Development Natalie Shirley to discuss higher education issues; provided remarks and served as master of ceremonies for Oklahoma's Promise Day at the Capitol; met with University of Oklahoma Health Sciences Center Senior Vice President and Provost Dewayne Andrews in Oklahoma City to discuss higher education issues; met with Representative Ken Walker in Oklahoma City to discuss higher education issues; participated in conference call with Association of Governing Boards of Universities and Colleges (AGB) President Rick Legon to discuss higher education issues; attended University of Central Oklahoma's (UCO) CHK | Central Boathouse grand opening in Oklahoma City; provided remarks and presented awards at the Oklahoma Hall of Fame scholarship awards assembly in Oklahoma City; provided remarks at Governor's Cup Awards Dinner at the Chevy Bricktown Events Center in Oklahoma City; provided welcoming remarks at the Oklahoma Quality Summit at Oklahoma City Community College; attended Oklahoma Network Oversight Executive Committee meeting in Oklahoma City with Secretary of Finance, Administration and Information Technology Preston Doerflinger and Secretary of Transportation Gary Ridley; participated in conference call with Business Roundtable Vice President Dane Linn to discuss higher education issues; met with AT&T Oklahoma President Steve Hahn in Oklahoma City to discuss higher education issues; attended Phi Beta Kappa annual awards banquet at the Skirvin Hotel in Oklahoma City; provided remarks to Senate Pages at the State Capitol in Oklahoma City; attended Oklahoma School of Science and Mathematics (OSSM) and GE partnership announcement at OSSM in Oklahoma City; met with Representative Ben Loring in Oklahoma City to discuss higher education issues; met with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel in Oklahoma City to discuss higher education issues; met with Representative Lee Denney in Oklahoma City to discuss higher education issues; attended Greater Oklahoma City Chamber and Tulsa Regional Chamber joint legislative reception at Will Rogers Theatre in Oklahoma City; met with Representative Earl Sears at the State Capitol in Oklahoma City to discuss higher education issues; met with former Oklahoma City University President Tom McDaniel to discuss higher education issues; attended Governor Fallin's STEM Summit Planning Committee meeting in Oklahoma City; participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues; attended and provided commencement address for Oklahoma State University – IT's commencement ceremony in Okmulgee; participated in American Association of State Colleges and Universities (AASCU) Financial Task Force conference call; participated as guest speaker on Inside the Issues with Pat Hall and Jim Dunlap; met with Senate President Pro Tempore Brian Bingman at the State Capitol in Oklahoma City; attended Oklahoma Educational Television Authority (OETA) Board of Directors meeting in Oklahoma City; participated in conference call with Oklahoma State University – IT President Bill Path to discuss

higher education issues; met with Representative Earl Sears and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues; met with Representative Scott Martin and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues; met with Senator Jim Halligan and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues; met with Senator Clark Jolley and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues; met with former Secretary of State Glenn Coffee in Oklahoma City to discuss higher education issues; met with Senator Roger Thompson in Oklahoma City to discuss higher education issues; attended roast of Mike Turpen at the DoubleTree Hotel in Tulsa; met with Inasmuch Foundation President and CEO and State Board of Education member Bob Ross in Oklahoma City to discuss K-12 and higher education issues; met with Secretary of Education and Workforce Natalie Shirley, Secretary of Commerce and Tourism Deby Snodgrass, and CareerTech State Director Marcie Mack in Oklahoma City to discuss K-12, CareerTech, and higher education issues; taped comments for video tribute in honor of Oklahoma City Community College's (OCCC) President Paul Sechrist's retirement; participated in conference call with Oklahoma EPSCoR State Director Jerry Malayer to discuss higher education issues; attended Boots, Bandanas and Barbecue event at the Governor's Mansion in Oklahoma City; met with Representative Earl Sears and the Council of Presidents at the State Capitol in Oklahoma City to discuss higher education issues; met with Senator Jolley and Oklahoma State University (OSU) President Burns Hargis at the State Capitol in Oklahoma City to discuss higher education issues; met with Speaker Hickman, Oklahoma State University (OSU) President Burns Hargis, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, and Northern Oklahoma College (NOC) President Cheryl Evans at the State Capitol in Oklahoma City to discuss higher education issues; met with Secretary of Finance, Administration and Information Technology Preston Doerflinger and Oklahoma State University (OSU) President Burns Hargis at the State Capitol in Oklahoma City to discuss higher education issues; met with State Superintendent Joy Hofmeister in Oklahoma City to discuss K-12 and higher education issues; met with Congressman Tom Cole in Oklahoma City to discuss higher education issues; attended and provided commencement address at Redlands Community College's (RCC) commencement ceremony in El Reno; attended and provided remarks at Southeastern Oklahoma State University's (SEOSU) commencement ceremony in Durant; met with Representative Earl Sears and Senator Clark Jolley 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 Senator Clark Jolley at the State Capitol in Oklahoma City to discuss higher education issues; attended and provided remarks at Oklahoma State University – Oklahoma City's (OSU-OKC) commencement ceremony in Oklahoma City at the State Fairgrounds Arena; participated in conference call with Congressman Frank Lucas to discuss higher education issues; participated in American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative conference call to discuss higher education issues; and served as guest speaker on Representative Harold Wright's radio show.

- **Cheri Jensen,** circuit provisioning coordinator, graduated with a Bachelor's Degree in Behaviorial Studies from Oklahoma City University in May 2015.

- **Melissa Michie,** the Oklahoma Teacher Connection coordinator, presented *A Road Map to Relevancy and Rigor in Teaching Diverse* Students at the National Future Educators Association (FEA) in Crystal City, Virginia. **Madison Johnson**, a Tulsa Memorial High School senior, also attended the FEA conference and competed, won, and will hold a national officer position within the executive cabinet, following the announcement in June 2015. Johnson is Oklahoma's first to hold a national FEA leadership post for the 14,000 member student organization.

- **Natasha Mickel**, Student Portal administrator, graduated with a Doctor of Philosophy in Instructional Psychology and Technology from the University of Oklahoma in May 2015.

- **Allyson Weimer,** Fiscal analyst for OCAP, completed her Master of Business Administration Degree from Oklahoma State University.

- **Sandra Wineberry,** records specialist III, graduated Cum Laude with a Bachelor of Science Degree in Human and Family Services from Southwestern Christian University in May 2015.

AGENDA ITEM #24:

Executive Session.

SUBJECT: Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.

AGENDA ITEM #25-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
17 degree program requirement changes

Cameron University (CU)
5 degree program requirement changes

East Central University (ECU)
4 degree program requirement changes

Langston University (LU)
1 degree program requirement change

Northeastern State University (NSU)
1 degree program requirement change

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

Southeastern Oklahoma State University (SEOSU)
10 degree program requirement changes
5 degree program option additions
1 degree program option deletion

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

Northeastern Oklahoma A&M College (NEOAMC)
1 degree program requirement change

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

Seminole State College (SSC)

12 degree program requirement changes
4 degree program name changes

Tulsa Community College (TCC)
2 degree program option deletion

Western Oklahoma State College (WOSC)
1 degree program requirement change
1 degree program option deletion

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Geophysics in Geophysics (097)
Degree program requirement changes, degree program option deletion, and degree program option name change
- Delete option "Geophysics-General."
  - The proposed deletion provides more cohesion within the degree.
  - There are currently 14 students enrolled in the option who will be accommodated through graduation or allowed to change to another option.
- For the "Geophysics Exploration" option:
  - Change option name to "Geophysics."
  - The proposed name change is the result of consolidating two options into one.
- Remove 5 credit hours of "Free Electives."
- Require students to earn a 'C' or better in all courses, including pre-requisite courses.
- The proposed curriculum change allows students to focus more on their major course work.
- The proposed grade requirement ensures students have a good foundational knowledge before moving forward in their course work.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree change from 130 to 125.
- No funds are requested from the State Regents.

OU – Master of Arts in Sociology (213)
Degree program requirement changes
- Add SOC 5483 and SOC 5832.
- Change credit hours required for "Thesis Research" from 4 to 3.
- Change credit hours required for "Electives" from 18 to 15.
- The proposed changes better prepare students for employment or doctoral studies.
- 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 Accounting (003)
Bachelor of Business Administration in Finance (081)
Degree program requirement changes
- Require students to earn a 'C' or better in the following courses: ACCT 2113, ACCT 2123, ECON 1113, ECON 1123, ECON 2843, and MIS 2113.

- The proposed changes ensure students are prepared for higher level courses.
- 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 Economics (227)
    Bachelor of Business Administration in Management and Human Resources (168)
    Bachelor of Business Administration in Business Administration (024)
    Bachelor of Business Administration in Management Information Systems (262)
    Bachelor of Business Administration in Marketing/Supply Chain Management (152)
    Degree program requirement changes
- Require students to earn a 'C' or better in the following courses: ACCT 2113, ECON 1113, ECON 1123, ECON 2843, and MIS 2113.
- The proposed changes ensure students are prepared for higher level courses.
- 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)
    Degree program requirement changes
- For the "Environmental Geology" option:
  - Change course number and credit hours required for GEOL 4644 from 4 to 3 (4633).
  - Change credit hours required for GEOL 3154 from 4 to 3 (3153).
  - Change credit hours required for "Free Electives" from 13 to 9.
- For the "Geology" option:
  - Change credit hours required for "Free Electives" from 17 to 12.
- For the "Paleontology" option:
  - Remove 7 credit hours of "Free Electives."
- For the "Petroleum Geology" option:
  - Change credit hours required for "Free Electives" from 10 to 6.
  - Remove PE 3213, PE 3221, and PE 3813.
  - Add 6 credit hours of "Science Electives (outside the major)."
- The proposed changes allow students to focus more on their major course work.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 125-127 to 120-121.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Education in Early Childhood Education (046)
    Degree program requirement change
- Add EDSC 3233 as an alternative course to "Any 2000-level or higher science course."
- The proposed change provides students options to fulfill the science requirement.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Education in Elementary Education (062)
    Degree program requirement change
- Add EDSC 3233 as an alternative course to "Any 2000-level or higher science course."
- Change credit hours required for "Biological Sciences" from 3-5 to 4-5.
- Change credit hours required for "Physical Sciences" form 3-5 to 4-5.

- The proposed change provides students options to fulfill the science requirement.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

OU – Bachelor of Science in Education in Language Arts Education (143)

Degree program requirement change
- Add EIPT 3011 (may be satisfied by passing a competency exam).
- The proposed change aligns the degree requirements with other education programs at OU.
- 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
- Remove EDSC 4970 and add EDSC 3233.
- For the "Biological Sciences" option:
  o Remove 1 credit hour of "Electives" and add EDSC 3233.
- For the "Chemistry" option:
  o Change credit hours required for "Electives" from 4-9 to 3-8.
- For the "Earth Science" option:
  o Change credit hours required for "Electives" from 3 to 2.
- For the "Physical Science" option:
  o Change credit hours required for "Electives" from 9-14 to 8-13.
- For the "Physics" option:
  o Change credit hours required for "Electives" from 11-12 to 10-11.
- The proposed changes provide students with more real-world science content related to science, technology, engineering, and math.
- 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 Special Education (218)

Degree program requirement changes
- Add EIPT 3011 (may be satisfied by passing a competency exam).
- Remove EDLT 3713 and EDLT 3711 and add EDLT 3913 and EDLT 3911.
- The proposed changes align the requirements with other education programs offered at OU and update the curriculum with current course offerings.
- 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 Civil Engineering in Civil Engineering (037)

Degree program requirement changes
- Change credit hours required for CEES 3414 from 4 to 3 (3413).
- Remove CEES 1213 and add CEES 2213.
- The proposed changes update the curriculum with current course content.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will change from 127 to 126.

- No funds are requested from the State Regents.

OU – Master of Science in Criminal Justice (391)
    Degree program requirement changes
- Remove LSTD 5323, LSTD 5363, LSTD 5373, LSTD 5383, and LSTD 5393.
- Add 9 credit hours of "Electives" and 6 credit hours of "Research."
- The proposed changes update the program structure and provide students with more flexibility.
- 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 – Associate in Applied Science in Information Technology (514)
    Degree program requirement changes
- Remove IT 1213.
- Change credit hours required for IT 1413 from 3 to 4 (1414), IT 2063 from 3 to 4 (2064), and IT 2413 from 3 to 4 (2414).
- Require students to complete IT 1414 and IT 2414 or CS 1314 and CS 1514.
- Remove MATH 1413 as an alternative course to MATH 1513.
- Add STAT 2013 as an alternative course to BUS 1113.
- The proposed changes are based on the Association for Computing Machinery Information Technology guidelines and improve students' learning and skill development.
- 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 Information Technology (414)
    Degree program requirement changes
- Remove CIS 1013, CIS 3083, and IT 1213.
- Change credit hours required for IT 1413 from 3 to 4 (1414), IT 2063 from 3 to 4 (2064), and IT 2413 from 3 to 4 (2414).
- Require students to complete IT 1414 and IT 2414 or CS 1314 and CS 1514.
- Add IT 4013 and MIS 3033.
- For the "Computer Information Systems" option:
  - Remove CIS 2043 and CIS 4063.
  - Add MM 3023 and 3 credit hours of upper division course approved by advisor.
- For the "Management Information Systems" option:
  - Remove MIS 3033, MIS 3083, and MIS 4533.
  - Add CIS 3183, MIS 3013, and MIS 4433.
- For the "Cyber Security and Information Assurance" option:
  - Add CS 1733 and allow students to select 15 credit hours from the list of approved courses.
- The proposed changes are based on the Association for Computing Machinery Information Technology guidelines and improve students' learning and skill development.
- One new course will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Master of Business Administration in Business Administration (630)
Degree program requirement change
- Remove the comprehensive exam requirement.
- The proposed change will remove an unnecessary burden to students and align the requirements with similar programs in the state.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

CU – Master of Science in Organizational Leadership (635)
Degree program requirement change
- Remove the comprehensive exam requirement.
- The proposed change will remove an unnecessary burden to students.
- 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 – Associate in Applied Science in Respiratory Care (575)
Degree program requirement changes
- Remove AHS 1003.
- Add RESP 2100, RESP 2111, RESP 2124, RESP 2133, RESP 2143, RESP 2153, RESP 2161, RESP 2200, RESP 2213, RESP 2224, RESP 2233, RESP 2242, RESP 2253, RESP 2313, and RESP 2324.
- The proposed changes are the result of state-wide changes with cooperative agreements.
- Fifteen new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 66 to 68.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Chemistry (010)
Degree program requirement changes
- Add CHEM 4213 and CHEM 4413 to "Required" courses.
- Change credit hours required for "Required" courses from 24 to 30.
- Change credit hours required for "Required Chemistry Electives" from 4 to 3-4.
- Change credit hours required for "Electives" from 7-20 to 1-15.
- The proposed changes will strengthen the curriculum and better prepare students for employment or graduate school.
- 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.

ECU – Bachelor of Science in Family and Consumer Sciences (024)
Degree program requirement changes
- Remove ECON 2003 from "General Education" courses.
- Change credit hours required for "Electives" from 3 to 6.
- The proposed changes remove a course that is no longer needed as a pre-requisite.
- 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 changes
- Remove HRPSY 3253 from "Required Core" courses and add KIN 4593.
- 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 will not change.
- No funds are requested from the State Regents.

ECU – Bachelor of Science in Nursing (034)
Degree program requirement changes
- For the "RN to BSN Completion" option:
  - Remove NRSG 2223 and NRSG 3883 and add NRSG 3223 and NRSG 3893.
- The proposed changes better fit the learning needs of the RN to BSN students.
- 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.

LU – Bachelor of Science in Nursing in Nursing (039)
Degree program requirement changes
- Add NR 2313 as an admission requirement beginning with the 2016 cohort.
- Remove NR 3013, NR 3323, NR 3332, NR 3333, NR 3335, NR 3343, NR 3423, NR 4421, and NR 4422.
- Add NR 3113, NR 3325, NR 3334, NR 3523, NR 3203, NR 3123, and NR 4432.
- Change credit hours required for NR 4425 from 5 to 6 (4426).
- Change course number and credit hours required for NR 4334 from 4 to 5 (4325).
- Change credit hours required for "General Electives" from 9 to 6.
- Require English as a Second Language students to score a 550 on the paper-based Test of English as a Foreign Language (213 on the computer-based or 80 on the internet-based).
- The proposed changes will better prepare students for taking the National Council Licensure Examination for Registered Nurses.
- Seven new courses will be added and no courses will be removed.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NSU – Bachelor of Science in Nutritional Sciences (153)
Degree program requirement changes
- Remove BIOL 1114 as an alternative course to BIOL 1123/BIOL 1131.
- Remove NUTR 3104, NUTR 3753, NUTR 3955, NUTR 4352, and NUTR 4583 from "Core Requirements."
- Add CHEM 1123/CHEM 1131 and CHEM 1223/CHEM 1231.
- For the "Dietetics" option:
  - Remove CHEM 1223/CHEM 1231.
  - Add NUTR 3104, NUTR 3753, NUTR 3955, NUTR 4352, and NUTR 4583.
- The proposed changes better align the curriculum with the Accreditation Council for Education in Nutrition and Dietetics 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.

NWOSU – Certificate in Accounting (068)
Degree program requirement changes

- Remove ACCT 3923, ACCT 4133, and ACCT 4173.
- Add FIN 1113, GBUS 2033, and MATH 1513.
- The proposed changes provide students with additional opportunity to improve their credentials.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

NWOSU – Certificate in Entrepreneurship (070)

Degree program requirement changes
- Remove GBUS 2013, GBUS 4313, and MRKT 3043.
- For students with a non-business background:
  - Require MATH 1313 or MATH 1513, MGMT 3063, and 3 credit hours of upper-level business electives.
- For students with a business background:
  - Remove ACCT 2003 and ECON 2103.
  - Require GBUS 2033, MATH 1313, GUS 3153 or MRKT 4113, MGMT 3103 and 6 credit hours of entrepreneurship electives.
- The proposed changes provide students with additional opportunity to improve their credentials.
- 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 Arts in Theater Arts (060)

Degree program requirement changes
- For the "Musical Theatre" option:
  - Remove THTR 3033, THTR 3942, THTR 4013, THTR 4232, and THTR 4980.
  - Add 13 credit hours of upper-level course work to be selected from: THTR 3033, THTR 3942, THTR 4013, THTR 4232, THTR 4970, and THTR 4980 (3 credit hours).
  - The proposed changes provide students with greater flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Chemistry (010)

Degree program option addition
- Add option "Major."
- The proposed option eliminates confusion for students not wanting to pursue one of the existing options within the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Computer Science (052)

Degree program option additions
- Add options "Major" and "Major-Minor."
- The proposed options will better allow students who transfer to SEOSU to complete the degree requirements in a more timely fashion.

- 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 Computer Information Systems (061)

    Degree program option additions
- Add options "Major" and "Major-Minor."
- The proposed options will better allow students who transfer to SEOSU to complete the degree requirements in a more timely fashion.
- 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 Arts in Spanish (106)

    Degree program requirement changes and degree program option deletion
- Delete option "Spanish Education."
  - The proposed deletion is the result of lack of accreditation from the National Council for Accreditation of Teacher Education.
- For the "Spanish" option:
  - Add SPAN 3133 to "Core" courses.
  - Change credit hours for "Core" courses from 27 to 30.
  - Change credit hours required for the option from 6 to 3.
  - The proposed change is a recommendation from a program review and will better serve students' needs.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Business Administration in Finance (096)

    Degree program requirement changes
- Remove FIN 4223 from "Required Courses."
- Change credit hours required for "Required Courses" from 18 to 15.
- Change credit hours required for "Electives" from 6 to 9.
- The proposed changes provide students with more flexibility in course selection.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Business Administration in Management (027)

    Degree program requirement changes
- For the "Hospitality Management" option:
  - Remove MNGT 3833 and add MNGT 3933 and MNGT 3943.
  - Remove 3 credit hours of "Electives."
- The proposed changes will better prepare students for employment.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Early Intervention and Child Development (111)

    Degree program requirement changes

- Remove EDUC 2013, HPER 3553 and THTR 4803.
- Add EICD 2013, MNGT 3113, and SFTY 3133.
- The proposed changes will better prepare students for the workforce.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SEOSU – Bachelor of Science in Elementary Education (016)

Degree program requirement changes
- Add 22 credit hours of "Core Requirements" and include: ELED 3513, ELED 3523, ELED 3533, ELED 4513, ELED 4444, ENG 4893, and MATH 4703.
- For the "Elementary Education" option:
  - Remove ELED 2213, ELED 4323, ELED 3423, ELED 3433, HPER 3553.
  - Add ELED 3543, ELED 4533 and THTR 4803 or ART 3503 and MUS 3323.
  - Change credit hours required for the option from 34 to 12.
- For the "Early Childhood" option:
  - Remove ELED 4232, ELED 3423, ELED 3433, MATH 3023, and THTR 4803 or ART 3503 and MUS 3323.
  - Change credit hours required for the option from 34 to 12.
- The proposed changes will better prepare students for the Oklahoma Subject Area Test.
- 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.

SEOSU – Bachelor of Science in Special Education (099)

Degree program requirement changes
- Remove ELED 2213, ELED 3423, ELED 3433, SPED 3322, SPED 3402, and SPED 4443.
- Add ELED 3513, ELED 3523, ELED 3533, ELED 3543 and ELED 4444.
- The proposed changes will better prepare students for the Oklahoma Subject Area Test.
- 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.

SEOSU – Bachelor of Science in Health and Physical Education (021)

Degree program requirement changes
- Remove HPER 2662, HPER 3442, and HPER 3452.
- Add HPER 3473 and HPER 4413.
- The proposed changes eliminate course content overlap.
- 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.

SEOSU – Bachelor of Science in Recreation

Degree program requirement changes
- Remove HPER 2662, HPER 3442, and HPER 3452.
- Add HPER 3473 and 3 credit hours of HPER elective.
- The proposed changes eliminate course content overlap.
- 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.

SEOSU – Master of Technology in Technology (076)
    Degree program requirement changes
- Remove CS 5003 from "Core Courses."
- Change credit hours required for "Core Courses" from 9 to 3-6.
- Change credit hours required for "Area of Specialization" from 24 to 27-30.
- The proposed changes allow students more flexibility in course selection.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

SWOSU – Bachelor of Science in Athletic Training (143)
    Degree program requirement changes
- Change credit hours required for ATEP 1922 from 2 to 3 (1923).
- Require KINES 1133 as part of the "General Education Electives."
- Change credit hours required for "Suggested Electives" from 3 to 2.
- The proposed changes align the program with current accreditation 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.

NEOAMC – Associate in Applied Science in Nursing (038)
    Degree program requirement changes
- Remove CS 1103, NUTR 1113, NURS 1119, NURS 1219, NURS 2134, NURS 2135, NURS 2249, and NURS 1111.
- Add NURS 1101, NURS 1112, NURS 1116, NURS 1212, NURS 1217, NURS 2132, NURS 2137, NURS 2242, NURS 2243, and NURS 2244.
- Ten new courses will be added and six courses will be deleted.
- The proposed changes are based on the accreditation review by the Accreditation Commission for Education in Nursing.
- Total credit hours for the degree will change from 72 to 66.
- No funds are requested from the State Regents.

OSU-OKC – Associate in Applied Science in Graphic Design (064)
    Degree program requirement changes
- For the "Internet Admin/Web Page Design" option:
  - Remove CIS 1113, CIS 1503 and ITD 1533.
  - Add ART 1203 and 3 credit hours of department approved GDD, ITD, or CIS elective.
- For the "Illustration/Multimedia Emphasis" option:
  - Remove CIS 1113, CIS 1503 and GDD 2233.
  - Add Art 1203 and ART 1103.
- For the "Game Development" option:
  - Remove CIS 1113 and CIS 1503.
  - Add Art 1203.
- The proposed changes update the curriculum to meet current industry needs.
- 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.

SSC – Associate in Arts in Social Sciences (215)
> Degree program requirement changes
> - Add CA 1103 to "General Education Requirements."
> - Add two HPER activity courses as an alternative to HPER 1012.
> - Remove 6 credit hours of "Electives" from "Major Requirements."
> - Add 9 credit hours of "Major Field Electives and Support."
> - The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
> - 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.

SSC – Associate in Science in Behavioral Sciences (202)
> Degree program requirement changes and degree program name change
> - Change program name to "Psychology."
> - Add CA 1103 to "General Education Requirements."
> - Add two HPER activity courses as an alternative to HPER 1012.
> - Change credit hours required for "Major Field Requirements" from 15 to 22 and require students to complete BIOL 1214, MATH 2153, PSY 1113, PSY 1123, PSY 2013, PSY 2023, and PSY 2053.
> - Change 6 credit hours of "Electives" to 6 credit hours of "Major Field Electives and Support."
> - The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
> - 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.

SSC – Associate in Science in Pre-Engineering (214)
> Degree program requirement changes
> - Add CA 1103 to "General Education Requirements."
> - Add two HPER activity courses as an alternative to HPER 1012.
> - Remove 6 credit hours of "Electives" from "Major Requirements."
> - Change credit hours required for "Major Field Requirements" from 3 to 20 and require students to complete CS 2013, ENGR 1113, MATH 2215, MATH 2424, PHYS 2114, and PHYS 2211.
> - Change credit hours required for "Major Field Electives and Support" courses from 18 to 8.
> - The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
> - 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.

SSC – Associate in Science in Physical Sciences (213)
> Degree program requirement changes
> - Add CA 1103 to "General Education Requirements."
> - Add two HPER activity courses as an alternative to HPER 1012.

- Change credit hours required for "Major Field Requirements" from 9 to 25 and require students to complete CHEM 1315, CHEM 1515, MATH 2215, PHYS 2114, PHYS 2211, PHYS 2224, and PHYS 2231.
- Change credit hours required for "Major Field Electives and Support" courses from 12 to 3.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Science in Mathematics (211)
    Degree program requirement changes
- Add CA 1103 to "General Education Requirements."
- Add two HPER activity courses as an alternative to HPER 1012.
- Change credit hours required for "Major Field Electives and Support" courses from 6 to 9.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Arts in General Studies (205)
    Degree program requirement changes and degree program name change
- Change program name to "Liberal Studies."
- Add CA 1103 to "General Education Requirements."
- Add two HPER activity courses as an alternative to HPER 1012.
- The proposed changes better align the computer competence requirements with requirements at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Science Arts in Language Arts and Humanities (209)
    Degree program requirement changes and degree program name change
- Change program name to "Language Arts."
- Add CA 1103 to "General Education Requirements."
- Add two HPER activity courses as an alternative to HPER 1012.
- The proposed changes better align the computer competence requirements with requirements at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Science in Elementary Education (204)
    Degree program requirement changes
- Add CA 1103 to "General Education Requirements."

- Change credit hours required for "Major Field Requirements" from 16 to 30 and require students to complete BIOL 1114, ENG 2433, GEOG 1123, MATH 2113, MATH 2123, MATH 2133, PHYS 1114, PHYS 1214, and PSY 1113.
- Change credit hours required for "Major Field Electives and Support" from 6 to 3.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Science in Criminal Justice (225)
    Degree program requirement changes
- Add CA 1103 to "General Education Requirements."
- Add two HPER activity courses as an alternative to HPER 1012.
- Change credit hours required for "Major Field Electives and Support" from 6 to 9.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Arts in Child Development (228)
    Degree program requirement changes
- Add CA 1103 to "General Education Requirements."
- Change credit hours required for "Major Field Requirements" from 18 to 21.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 63 to 60.
- No funds are requested from the State Regents.

SSC – Associate in Science in Life Sciences (210)
    Degree program requirement changes and degree program name change
- Change program name to "Biology."
- Add CA 1103 to "General Education Requirements."
- Add two HPER activity courses as an alternative to HPER 1012.
- Change credit hours required for "Major Field Requirements" from 17 to 21 and add BIOL 1214 and PHYS 2114.
- Change credit hours required for "Major Field Electives and Support" from 4 to 8.
- The proposed changes better align the curriculum with similar programs at four-year institutions and assist students with a seamless transfer.
- 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.

SSC – Associate in Science in Health Related (207)
    Degree program requirement changes and degree program name change
- Change program name to "Health Sciences."
- Add CA 1103 to "General Education Requirements."
- Change credit hours required for "Major Field Requirements" from 17 to 26-27.

- Change credit hours required for "Major Field Electives and Support" from 4 to 9.
- The proposed changes better align the computer competence requirements with requirements at four-year institutions and assist students with a seamless transfer.
- 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 – Associate in Arts in Social Science (015)

Degree program option deletions
- Delete options "Journalism" and "Paralegal."
- The proposed deletions are the result of curriculum realignment and the approval of the Associate in Arts in Paralegal Studies (039) approved at the April 9, 2015 State Regents' meeting and the approval of "Journalism and Mass Communications-Strategic Communication" and "Journalism and Mass Communications-Broadcast Communications" options available under the Associate in Arts in Communication Arts and Technologies (005) degree at the January 29, 2015 State Regents' meeting.
- There are current 182 students enrolled in the "Journalism" option and 52 students enrolled in the "Paralegal" option who will be given a two-year teach out or allowed to transfer to the new programs mentioned above.
- 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.

WOSC – Associate in Applied Science in Aviation (003)

Degree program option deletion
- Delete option "Airport Management."
- There are currently no students enrolled in the option.
- The proposed deletion is the result of low demand for the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

WOSC – Associate in Arts in Music (063)

Degree program requirement change
- Add MATH 1143 as an alternative course to MATH 1513.
- The proposed change provides students with more options to complete the math 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.

AGENDA ITEM #25-a (2):

> **Programs.**

SUBJECT: Approval of an institutional request for degree program inventory reconciliation.

RECOMMENDATION:

> **It is recommended that the State Regents approve requests for degree program inventory reconciliations as described below.**

BACKGROUND:

Oklahoma State University-Oklahoma City (OSU-OKC) requested degree program modification changes for the Associate in Applied Science in Accounting (022) to reconcile institutional practice with official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

OSU-OKC submitted degree program modification changes for the Associate in Applied Science in Accounting (022), which were approved at the January 29, 2015 State Regents meeting. The modification request should have indicated to remove CIS 1503 as an alternative course to CIS 1113. This action will reconcile State Regents' inventory with institutional practice.

AGENDA ITEM #25-b (1):

Electronic Media.

SUBJECT: Carl Albert State College. Approval of request to offer existing certificate program via online delivery.

RECOMMENDATION:

It is recommended that the State Regents approve Carl Albert State College's request to offer the existing Certificate in Child Development (048) via online delivery.

BACKGROUND:

CASC is currently approved to offer the following degree programs through online delivery:

- Associate in Applied Science in Child Development (012);
- Associate in Applied Science in Computer Technology (040);
- Associate in Applied Science in Healthcare Information Technology (159);
- Associate in Applied Science in Occupational Health and Safety (107);
- Associate in Arts in Business Administration (006);
- Associate in Arts in Child Development (005);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in General Studies (039);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in Social Sciences (036);
- Associate in Science in Enterprise Development (676); and
- Certificate in Child Development/Director's Certificate (065).

CASC's governing board approved offering the existing certificate program through online delivery on October 14, 2014 and CASC requests authorization to offer the existing certificate program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Certificate in Child Development

Demand. The Oklahoma Employment Security Commission (OESC) and the Bureau of Labor Statistics (BLS) indicate job prospects look favorable with about as fast as average growth rate for entry-level positions in childcare. Through 2022, the OESC and BLS project a 12.47 and a 14 percent increase, respectively, in childcare related occupations.

Delivery method. For the existing certificate program, CASC will use the Blackboard learning management system (LMS) to deliver engaging content and activities to students in online courses. Blackboard is a fully supported LMS that allows for asynchronous and synchronous learning activities that enhance teaching and learning.

Funding. The existing certificate and program will be funded through existing allocations and the tuition and fee structure and no new funding will be required from the State Regents to deliver the existing program via online delivery.

CASC will meet the needs of its students who have time management constraints and will provide its students with an option that will give them skills and the broad knowledge base necessary to understand the complex context in which they work or will work. These skill sets will enable students to become more valuable employees and provide opportunities for advancement.

A system wide letter of intent was distributed electronically to presidents on February 13, 2015 and no institution requested a copy of the proposal for online delivery.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve CASC's request to offer the existing Certificate in Child Development through online delivery, as described above.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #25-b (2):

        Electronic Media.

SUBJECT: Tulsa Community College. Approval of request to offer existing certificate program via online delivery.

RECOMMENDATION:

        It is recommended that the State Regents approve Tulsa Community College's request to offer the existing Certificate in Management (193) via online delivery.

BACKGROUND:

Tulsa Community College (TCC) is currently approved to offer the following degree programs via electronic media:

- Associate in Applied Science in Accounting (017);
- Associate in Applied Science in Business (153);
- Associate in Applied Science in Child Development and Family Relations (200);
- Associate in Applied Science in Computer Information Systems (133);
- Associate in Applied Science in Electronics Technology (031);
- Associate in Applied Science in Information Technology (098);
- Associate in Applied Science in Management (093);
- Associate in Applied Science in Telecommunications (230);
- Associate in Applied Science in Telecommunications Management (248);
- Associate in Applied Science in Transportation Management (242);
- Associate in Arts in Communications (005);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in International Studies (213);
- Associate in Arts in Liberal Arts (009);
- Associate in Arts in Pre-Education (006);
- Associate in Arts in Social Science (015);
- Associate in Science in Business Administration (003);
- Associate in Science in Child Development and Family Relations (246);
- Associate in Science in Enterprise Development (676);
- Associate in Science in Health and Human Performance (256);
- Associate in Science in International Business (236);
- Associate in Science in Marketing (222);
- Certificate in Accounting (173);
- Certificate in Business (241);
- Certificate in Child Development (206);

- Certificate in Computer Information Systems (133);
- Certificate in Emergency and Community Preparedness (258);
- Certificate in Information Technologies Convergence (232);
- Certificate in Hospitality Management (257);
- Certificate in Marketing (207);
- Certificate in Telecommunications Information Security Essentials (259); and
- Certificate in Transportation Management (243).

TCC's governing board approved offering the existing certificate program through online delivery on November 13, 2014 and TCC requests authorization to offer the existing certificate program via online delivery, as outlined below.

POLICY ISSUES:

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

ANALYSIS:

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

Certificate in Management

Demand. The Oklahoma Employment Security Commission (OESC) and the Bureau of Labor Statistics (BLS) indicate job prospects look favorable with about as fast as average growth rate for entry-level positions in management. Through 2022, the OESC projects a 12.75 percent increase and the BLS 2013-2014 Occupational Outlook Handbook projects a 6.8-7.2 percent increase. Moreover, the Tulsa Workforce Investment's long-term projection estimates 1,490 available entry-level management positions through 2020.

Delivery method. For the existing certificate program, TCC will use the Blackboard learning management system (LMS) to deliver engaging content and activities to students in online courses. Blackboard is a fully supported LMS that allows for asynchronous and synchronous learning activities that enhance teaching and learning.

Funding. The existing certificate and program will be funded through existing allocations and the tuition and fee structure and no new funding will be required from the State Regents to deliver the existing program via online delivery.

The certificate program is embedded in the Associate in Applied Science in Management (093) which has met or exceeded minimum program productivity requirements and TCC seeks to continue meeting student demand by offering the existing certificate program via online delivery. TCC will meet the needs of its students who have time management constraints and will provide its students with an option that will give them skills and the broad knowledge base necessary to understand the complex context in which

they work or will work. These skill sets will enable students to become more valuable employees and provide advancement opportunities.

A system wide letter of intent was distributed electronically to presidents on November 18, 2014 and no institution requested a copy of the proposal for online delivery.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve TCC's request to offer the existing Certificate in Management through online delivery, as described above.

AGENDA ITEM #25-c:

Cooperative Agreement Program.

SUBJECT: Ratification of institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify institutional requests to modify, suspend or delete cooperative agreements, 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.

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.

In February 2013, State Regents' staff had meetings with the Higher Learning Commission (HLC) staff in Chicago which directed changes to cooperative agreement programs (CAP) to align with HLC criteria and assumed practices. At the January 29, 2015 meeting, the State Regents approved policy revisions to the Contractual Arrangements Between Higher Education Institutions and Other Entities, and the Credit for Prior Learning policies to ensure alignment with HLC standards. As a result of these accreditation and policy changes, institutions submitted requests to modify, suspend, or delete each CAP.

POLICY ISSUES:

These actions are consistent with the State Regents' Academic Program Review, Contractual Arrangements Between Higher Education Institutions and Other Entities, and Credit for Prior Learning policies.

ANALYSIS:
Based on changes directed by HLC, the institutions submitted requests to modify, suspend or delete CAPs with one or more technology centers as noted in the attached charts (Attachments A, B, and C). Suspending CAPs and degree programs allows the institution up to 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.

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

CAP Modifications   **Attachment A**

Institution	Prog Code	Program Name	Career Tech Center	Contract Hours	PLA Hours	Delete CAP
CASC	041	NURSING AAS	Kiamichi Technology Center	0	Yes(18)	Yes
CSC	063	CHILD DEVELOPMENT	Green Country Technology Center			No
NEOAMC	014	CONSTRUCTION TECHNOLOGY-AAS	Tri-County Technology Center	0	Yes(12)	No
NEOAMC	014	CONSTRUCTION TECHNOLOGY-AAS	Northeast Technology Center	0	Yes(12)	No
NOC	060	OFFICE MGMT-AAS	Autry Technology Center	0	Yes(15)	No
NOC	060	OFFICE MGMT-AAS	Chisholm Trail Technology Center	0	Yes(15)	No
NOC	060	OFFICE MGMT-AAS	High Plains Technology Center	0	Yes(15)	No
NOC	060	OFFICE MGMT-AAS	Meridian Technology Center	0	Yes(15)	No
NOC	060	OFFICE MGMT-AAS	Northwest Technology Center	0	Yes(15)	No
NOC	060	OFFICE MGMT-AAS	Pioneer Technology Center	0	Yes(15)	No
NOC	070	ENGINEERING AND INDUSTRIAL TECHNOLOGY-AAS	Autry Technology Center	0	Yes(15)	No
NOC	070	ENGINEERING AND INDUSTRIAL TECHNOLOGY-AAS	Pioneer Technology Center	0	Yes(15)	No
NOC	070	ENGINEERING AND INDUSTRIAL TECHNOLOGY-AAS	Meridian Technology Center	0	Yes(15)	No
NOC	073	RESPIRATORY CARE-AAS	Autry Technology Center	0		No
NOC	079	RADIOGRAPHY-AAS	Autry Technology Center	0		No
NOC	079	RADIOGRAPHY-AAS	Meridian Technology Center	0		No
NOC	080	SURGICAL TECHNOLOGY-AAS	Autry Technology Center	0		No
NOC	083	INFORMATION TECH-AAS	Autry Technology Center	0	Yes(15)	No
NOC	083	INFORMATION TECH-AAS	Chisholm Trail Technology Center	0	Yes(15)	No

NOC	083	INFORMATION TECH-AAS	High Plains Technology Center	0	Yes(15)	No
NOC	083	INFORMATION TECH-AAS	Meridian Technology Center	0	Yes(15)	No
NOC	083	INFORMATION TECH-AAS	Northwest Technology Center	0	Yes(15)	No
NOC	083	INFORMATION TECH-AAS	Pioneer Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	Autry Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	Chisholm Trail Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	High Plains Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	Meridian Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	Northwest Technology Center	0	Yes(15)	No
NOC	084	HEALTH SERVICES TECHNOLOGY	Pioneer Technology Center	0	Yes(15)	No
OCCC	005	CHILD DEVELOPMENT	Francis Tuttle Technology Center	0	Yes(6)	No
OCCC	006	GRAPHIC COMMUNICATIONS	Francis Tuttle Technology Center	0	Yes(9)	No
OCCC	006	GRAPHIC COMMUNICATIONS	Metro Technology Centers	0	Yes(9)	No
OCCC	006	GRAPHIC COMMUNICATIONS	Mid America Technology Center	0	Yes(9)	No
OCCC	006	GRAPHIC COMMUNICATIONS	Moore Norman Technology Center	0	Yes(9)	No
OCCC	026	BUSINESS	Francis Tuttle Technology Center	0	Yes (maximum to 27)	No
OCCC	026	BUSINESS	Mid-America Technology Center	0	Yes (maximum to 27)	No
OCCC	026	BUSINESS	Moore Norman Technology Center	0	Yes (maximum to 27)	No
OCCC	048	AUTO TECH (Internship Program)	Francis Tuttle Technology Center	0	Yes/32	No
OCCC	048	AUTO TECH (Internship Program)	Mid America Technology Center	0	Yes/32	No

OCCC	048	AUTO TECH (Internship Program)	Moore Norman Technology Center	0	Yes/32	No
OCCC	101	AVIATION MAINTENANCE TECH	Metro Technology Centers	0	Yes(28)	No
OCCC*	113	RESPIRATORY CARE	Francis Tuttle Technology Center	Yes(30)	No	No
OCCC	114	SURGICAL TECH	Metro Technology Centers	0	Yes(30)	No
OCCC	114	SURGICAL TECH	Moore Norman Technology Center	0	Yes(30)	No
OCCC	120	MEDICAL ASST	Francis Tuttle Technology Center	0	Yes(28)	No
OCCC	120	MEDICAL ASST	Metro Technology Centers	0	Yes(28)	No
OCCC	120	MEDICAL ASST	Moore Norman Technology Center	0	Yes(28)	No
OCCC	157	DIESELTECHNOLOGY-AAS	Francis Tuttle Technology Center	0	Yes(28)	No
OCCC	158	DIESEL TECHNOLOGY-CERT	Francis Tuttle Technology Center	0	No	No
OSUIT	002	AIR COND & REFRIG TECH	Autry Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Caddo Kiowa Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Canadian Valley Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Central Tech	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Great Plains Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Indian Capital Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Kiamichi Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Meridian Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Metro Technology Centers	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Red River Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Southern Oklahoma Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Tri-County Technology Center	0	Yes(23)	No
OSUIT	002	AIR COND & REFRIG TECH	Tulsa Technology Center	0	Yes(23)	No

OSUIT	003	AUTO COLLISION REPAIR TECH	Autry Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Caddo Kiowa Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Canadian Valley Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Great Plains Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Indian Capital Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Kiamichi Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Meridian Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Metro Technology Centers	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Mid-Del Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Northeast Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Northwest Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Pioneer Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Red River Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Southern Oklahoma Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Tri-County Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Tulsa Technology Center	0	Yes(5)	No
OSUIT	003	AUTO COLLISION REPAIR TECH	Western Technology Center	0	Yes(5)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Autry Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Caddo Kiowa Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Canadian Valley Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Central Tech	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Chisholm Trail Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Eastern Oklahoma County Technology	0	Yes(16)	No

			Center			
OSUIT	004	AUTOMOTIVE SERVICE TECH	Great Plains Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	High Plains Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Indian Capital Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Kiamichi Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Meridian Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Metro Technology Centers	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Mid-Del Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Northeast Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Northwest Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Pioneer Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Pontotoc Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Red River Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Southern Oklahoma Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Tri-County Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Tulsa Technology Center	0	Yes(16)	No
OSUIT	004	AUTOMOTIVE SERVICE TECH	Western Technology Center	0	Yes(16)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Autry Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Caddo Kiowa Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Canadian Valley Technology Center	0	Yes(14)	No

OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Central Tech	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Eastern Oklahoma County Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Francis Tuttle Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Great Plains Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Green Country Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	High Plains Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Indian Capital Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Kiamichi Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Meridian Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Metro Technology Centers	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Mid-Del Technology Center	0	Yes(14)	No

OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Northeast Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Northwest Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Pioneer Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Red River Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Southern Oklahoma Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Tri-County Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Tulsa Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Wes Watkins Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - CONSTRUCTION MANAGEMENT	Western Technology Center	0	Yes(14)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Canadian Valley Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Central Tech	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Eastern Oklahoma County Technology Center	0	Yes(26)	No

OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Great Plains Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Indian Capital Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Kiamichi Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Meridian Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Metro Technology Centers	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Northeast Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Northwest Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Tulsa Technology Center	0	Yes(26)	No
OSUIT	011	CONSTRUCTION TECHNOLOGY - ELECTRICAL	Wes Watkins Technology Center	0	Yes(26)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Autry Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Central Tech	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Chisholm Trail Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Eastern Oklahoma County Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Great Plains Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Green Country Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	High Plains Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Indian Capital Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Kiamichi Technology Center	0	Yes(27)	No

OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Meridian Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Metro Technology Centers	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Northeast Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Pioneer Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Southern Oklahoma Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Tri-County Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Tulsa Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Wes Watkins Technology Center	0	Yes(27)	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Western Technology Center	0	Yes(27)	No
OSUIT	014	GRAPHIC DESIGN TECH	Autry Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Caddo Kiowa Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Canadian Valley Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Central Tech	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Eastern Oklahoma County Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Indian Capital Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Metro Technology Centers	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Tulsa Technology Center	0	Yes(15)	No
OSUIT	014	GRAPHIC DESIGN TECH	Western Technology Center	0	Yes(15)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Autry Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Caddo Kiowa Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Canadian Valley Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Central Tech	0	Yes(12)	No

OSUIT	018	DIESEL & HEAVY EQUIP TECH	Great Plains Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	High Plains Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Kiamichi Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Northeast Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Red River Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Southern Oklahoma Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Tulsa Technology Center	0	Yes(12)	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Western Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Caddo Kiowa Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Canadian Valley Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Central Tech	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Eastern Oklahoma County Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Indian Capital Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Metro Technology Centers	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Southern Oklahoma Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Tulsa Technology Center	0	Yes(12)	No
OSUIT	034	3D MODELING AND ANIMATION - AAS	Western Technology Center	0	Yes(12)	No
OSUIT	046	CULINARY ARTS	Autry Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Caddo Kiowa Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Canadian Valley Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Francis Tuttle Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Great Plains Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Indian Capital Technology Center	0	Yes(15)	No

OSUIT	046	CULINARY ARTS	Kiamichi Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Meridian Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Metro Technology Centers	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Northeast Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Pioneer Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Tri-County Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Tulsa Technology Center	0	Yes(15)	No
OSUIT	046	CULINARY ARTS	Western Technology Center	0	Yes(15)	No
OSUIT	061	PHOTOGRAPHY TECHNOLOGY	Tulsa Technology Center	0	Yes(3)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ELECTRICAL/ELECTRONICS	Central Tech	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ELECTRICAL/ELECTRONICS	Northeast Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ELECTRICAL/ELECTRONICS	Red River Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ELECTRICAL/ELECTRONICS	Tulsa Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Central Tech	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Green Country Technology Center	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Indian Capital Technology Center	0	Yes(24)	No

OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Kiamichi Technology Center	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Meridian Technology Center	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Metro Technology Centers	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Southern Oklahoma Technology Center	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - ENGINEERING GRAPHICS & DESIGN/DRAFTING	Tulsa Technology Center	0	Yes(24)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - INSTRUMENTATION	Central Tech	0	Yes(18)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - INSTRUMENTATION	Northeast Technology Center	0	Yes(18)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - INSTRUMENTATION	Red River Technology Center	0	Yes(18)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - INSTRUMENTATION	Tulsa Technology Center	0	Yes(18)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Canadian Valley Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Green Country Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Indian Capital Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Meridian Technology Center	0	Yes(19)	No

OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Pioneer Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Tri-County Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS - MANUFACTURING	Tulsa Technology Center	0	Yes(19)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Caddo Kiowa Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Central Tech	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Eastern Oklahoma County Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Great Plains Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Kiamichi Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Meridian Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Metro Technology Centers	0	Yes(13)	No

OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Red River Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Tri-County Technology Center	0	Yes(13)	No
OSUIT	080	EGR TECHNOLOGIES-AAS (Credit Towards Multiple Options - ODCTE PLTW Pre-Eng Program)	Tulsa Technology Center	0	Yes(13)	No
OSUIT	093	NURSING, LPN TO RN TRANSITION - AAS	Green Country Technology Center	0	Yes (26)	No
OSUIT	093	NURSING, LPN TO RN TRANSITION - AAS	Northeast Technology Center	0	Yes (26)	No
OSUIT	093	NURSING, LPN TO RN TRANSITION - AAS	Wes Watkins Technology Center	0	Yes (26)	No
OSU-OKC	005	COMPUTER INFO SYSTEMS	Metro Technology Centers	0	Yes(12)	No
OSU-OKC	005	COMPUTER INFO SYSTEMS	Francis Tuttle Technology Center	0	Yes(12)	No
OSU-OKC	009	MUNICIPAL FIRE PROTECTION	Eastern Oklahoma County Technology Center	0	Yes(33)	No
OSU-OKC	009	MUNICIPAL FIRE PROTECTION	Pontotoc Technology Center	0	Yes(33)	No
OSU-OKC	011	HORTICULTURE TECH	Metro Technology Centers	0	Yes(6)	No
OSU-OKC	022	ACCOUNTING	Metro Technology Centers	0	Yes(12)	No
OSU-OKC	029	FIREFIGHTER I - CERT	Pontotoc Technology Center	0	Yes(27)	No
OSU-OKC	053	BUSINESS TECH IN MGMT	Metro Technology Centers	0	Yes(12)	No
OSU-OKC	064	GRAPHIC DESIGN	Francis Tuttle Technology Center	0	Yes(12)	No
OSU-OKC	064	GRAPHIC DESIGN	Metro Technology Centers	0	Yes(12)	No
OSU-OKC	081	EARLY CARE EDUCATION-AAS	Metro Technology Centers	0	Yes(6)	No
OSU-OKC	088	EMER MED SERV/MUNC FIRE PROT	Kiamichi Technology Center	0	Yes (8-51)	No

OSU-OKC	088	EMER MED SERV/MUNC FIRE PROT	Eastern Oklahoma County Technology Center	0	Yes (8-51)	No
OSU-OKC	088	EMER MED SERV/MUNC FIRE PROT	Great Plains Technology Center	0	Yes (8-51)	No
OSU-OKC	088	MUNICIPAL FIRE PROTECTION	Metro Technology Centers	0	Yes (8-51)	No
OSU-OKC	088	MUNICIPAL FIRE PROTECTION	Moore Norman Technology Center	0	Yes (8-51)	No
OSU-OKC	088	MUNICIPAL FIRE PROTECTION	Canadian Valley Technology Center	0	Yes (8-51)	No
OSU-OKC	094	INFORMATION TECHNOLOGY	Metro Technology Centers	0	Yes(33)	No
RCC	007	CHILD DEVELOPMENT	Caddo Kiowa Technology Center	0	Yes(12)	No
RCC	007	CHILD DEVELOPMENT	Canadian Valley Technology Center	0	Yes(12)	No
RSC	091	FAM SERV/CHILD DEV	Gordon Cooper Technology Center			No
RSC	091	FAM SERV/CHILD DEV	Mid-Del Technology Center			No
RSC	111	NETWORKING/CYBER SECURITY	Mid-Del Technology Center			No
SSC	110	NURSING	Gordon Cooper Technology Center	0	Yes(16)	No
SSC	110	NURSING	Moore Norman Technology Center	0	Yes(16)	No
SSC	110	NURSING	Wes Watkins Technology Center	0	Yes(16)	No
SWOSU	131	PHYS THERAPIST ASST-AAS	Caddo Kiowa Technology Center	Yes(29) (pending approval)		No
SWOSU	135	OCCUP THER ASSIST-AAS	Caddo Kiowa Technology Center	Yes(36) (pending approval)		No
TCC	031	ELECTRONICS TECHNOLOGY	Central Tech	0	Yes(2)	No
TCC	031	ELECTRONICS TECHNOLOGY	Tulsa Technology Center	0	Yes(2)	No
TCC	098	INFORMATION TECHNOLOGY-AAS	Central Tech	0	Yes(30)	No
TCC	098	INFORMATION TECHNOLOGY-AAS	Tulsa Technology Center	0	Yes(30)	No
TCC	111	INTERIOR DESIGN-AAS	Tulsa Technology Center	0	Yes(3)	No

TCC	151	ENGINEERING TECHNOLOGY	Tulsa Technology Center	0	Yes(8)	No
TCC	153	BUSINESS-AAS	Tulsa Technology Center	0	Yes(12)	No
TCC	200	CHILD DEV & FAM REL-AAS	Tulsa Technology Center	0	Yes(15)	No
TCC	234	EMER MED TECHNICIAN AAS	Tulsa Technology Center	0	Yes(32)	No
WOSC	003	AVIATION	Southwest Technology Center	0	Yes(31)	No
WOSC	025	CRIMINAL JUSTICE	Great Plains Technology Center	0	Yes(23)	No
WOSC	040	NURSING	Caddo Kiowa Technology Center	0	Yes(18)	No
WOSC	040	NURSING	Great Plains Technology Center	0	Yes(18)	No
WOSC	040	NURSING	Red River Technology Center	0	Yes(18)	No
WOSC	040	NURSING	Southwest Technology Center	0	Yes(18)	No
WOSC	040	NURSING	Western Technology Center	0	Yes(18)	No
WOSC*	045	RADIOLOGIC TECHNOLOGY	Great Plains Technology Center	Yes(34)	Yes(7)	No
WOSC	049	OFC SYS TECH	Great Plains Technology Center	0	Yes(24)	No
WOSC	049	OFC SYS TECH	Southwest Technology Center	0	Yes(24)	No
WOSC	049	OFC SYS TECH	Western Technology Center	0	Yes(24)	No

*Contractual Arrangement documentation included in supplement for ratification.

Institution	Prog Code	Program Name	Career Tech Center	Suspension/date
CSC	092	RADIOLOGIC TECHNOLOGIST AAS	Indian Capital Technology Center	Yes/2018
NEOAMC	032	BUSINESS ADMINISTRATION TECH	Northeast Technology Center	Yes/2018
NEOAMC	032	BUSINESS ADMINISTRATION TECH	Tri-County Technology Center	Yes/2018
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Autry Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Caddo Kiowa Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Canadian Valley Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Central Tech	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Great Plains Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Green Country Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	High Plains Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Indian Capital Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Kiamichi Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Meridian Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Metro Technology Centers	Yes/2016

OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Northeast Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Northwest Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Pioneer Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Red River Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Southern Oklahoma Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Tri-County Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Tulsa Technology Center	Yes/2016
OSUIT	011	CONSTRUCTION TECHNOLOGY - WELDING	Western Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Autry Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Central Tech	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Chisholm Trail Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Eastern Oklahoma County Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Green Country Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	High Plains Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Indian Capital Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Kiamichi Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Meridian Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Metro Technology Centers	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Northeast Technology Center	Yes/2016

OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Northwest Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Pioneer Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Southern Oklahoma Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Tri-County Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Tulsa Technology Center	Yes/2016
OSUIT	039	OFFICE INFO SYSTEMS TECH-AAS	Wes Watkins Technology Center	Yes/2016
OSU-OKC	099	RADIOGRAPHY-AAS	Metro Technology Centers	Yes/2018
OSU-OKC	107	RESTAURANT MGMT-AAS	Metro Technology Centers	Yes/2018
RSC	115	EMT/PARAMEDIC AAS	Eastern Oklahoma County Technology Center	Yes/2018
SSC	114	BUSINESS	Gordon Cooper Technology Center	Yes/2018
SSC	114	BUSINESS	Wes Watkins Technology Center	Yes/2018
SSC	120	APPLIED TECH - AAS	Gordon Cooper Technology Center	Yes/2018
SSC	120	APPLIED TECH - AAS	Pontotoc Technology Center	Yes/2018
SSC	120	APPLIED TECH - AAS	Wes Watkins Technology Center	Yes/2018
TCC	070	RADIOGRAPHY-AAS	Tulsa Technology Center	Yes/2018
TCC	235	SURGICAL TECH AAS	Tulsa Technology Center	Yes/2018
TCC	235	SURGICAL TECH AAS	Central Tech	Yes/2018
WOSC	058	FIRE TECH-AAS	Great Plains Technology Center	Yes/2018

CAP Deletions   **Attachment C**

Institution	Prog Code	Program Name	Career Tech Center	Delete CAP	Delete AAS Degree Program
CSC	085	APPLIED TECH-AAS	Indian Capital Technology Center	Yes	Yes
CU	510	MULTIMEDIA DESIGN	Great Plains Technology Center	Yes	No
CU	550	CRIMINAL JUSTICE	Great Plains Technology Center	Yes	No
CU	575	RESPIRATORY CARE-AAS	Great Plains Technology Center	Yes	No
EOSC	055	TECHNICAL STUDIES	Kiamichi Technology Center	Yes	Yes
NEOAMC	043	ADMIN. OFFICE SUPPORT	Northeast Technology Center	Yes	Yes
NEOAMC	043	ADMIN. OFFICE SUPPORT	Tri-County Technology Center	Yes	Yes
NOC	056	GRAPHIC ARTS-AAS	Autry Technology Center	Yes	Yes
NOC	069	ELECTRONICS TECH-AAS	Autry Technology Center	Yes	Yes
NOC	069	ELECTRONICS TECH-AAS	High Plains Technology Center	Yes	Yes
NOC	082	INDUSTRIAL TECH-AAS	Meridian Technology Center	Yes	Yes
OCCC	011	COMP-AIDED TECHNOLOGY	Francis Tuttle Technology Center	Yes	No
OCCC	011	COMP-AIDED TECHNOLOGY	Metro Technology Centers	Yes	No
OCCC	011	COMP-AIDED TECHNOLOGY	Moore Norman Technology Center	Yes	No
OCCC	011	COMP-AIDED TECHNOLOGY	Mid America Technology Center	Yes	No
OCCC	013	ELECTRONICS TECHNOLOGY	Francis Tuttle Technology Center	Yes	Yes
OCCC	013	ELECTRONICS TECHNOLOGY	Metro Technology Centers	Yes	Yes
OCCC	013	ELECTRONICS TECHNOLOGY	Moore Norman Technology Center	Yes	Yes
OCCC	034	MANUFACTURING TECH	Francis Tuttle Technology Center	Yes	Yes
OCCC	034	MANUFACTURING TECH	Mid America Technology Center	Yes	Yes
OCCC	034	MANUFACTURING TECH	Moore Norman Technology Center	Yes	Yes
OCCC	048	AUTO TECH	Metro Technology Centers	Yes	Yes
OCCC	052	COMPUTER SCIENCE	Francis Tuttle Technology Center	Yes	No
OCCC	052	COMPUTER SCIENCE	Metro Technology Centers	Yes	No
OCCC	052	COMPUTER SCIENCE	Moore Norman Technology Center	Yes	No
OCCC	123	ORTH & PROSTH TECH - AAS	Francis Tuttle Technology Center	Yes	Yes
OCCC	127	APPLIED TECH-AAS	Francis Tuttle Technology Center	Yes	Yes
OCCC	127	APPLIED TECH-AAS	Moore Norman Technology Center	Yes	Yes
OCCC	142	DATABASE MANAGEMENT-AAS	Francis Tuttle Technology Center	Yes	Yes
OCCC	142	DATABASE MANAGEMENT-AAS	Moore Norman Technology Center	Yes	Yes

OCCC	143	NETWORK TECHNOLOGY-AAS	Francis Tuttle Technology Center	Yes	Yes
OCCC	143	NETWORK TECHNOLOGY-AAS	Moore Norman Technology Center	Yes	Yes
OCCC	146	ENTERPRISE COMMUNICATIONS-AAS	Francis Tuttle Technology Center	Yes	Yes
OCCC	148	DIAGNOSTIC MEDICAL SONOGRAPHY-AAS	Moore Norman Technology Center	Yes	Yes
OCCC	159	AIR FRAME & POWERPLANT-CERT	Metro Technology Centers	Yes	Yes
OCCC	161	PROSTHETIC TECHNICIAN-CERT	Francis Tuttle Technology Center	Yes	Yes
OCCC	162	ORTHOTICS TECHNICIAN-CERT	Francis Tuttle Technology Center	Yes	Yes
OSUIT	011	CONSTRUCTION TECHNOLOGY	Chisholm Trail Technology Center	Yes	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Northwest Technology Center	Yes	No
OSUIT	012	INFORMATION TECHNOLOGIES-AAS	Red River Technology Center	Yes	No
OSUIT	018	DIESEL & HEAVY EQUIP TECH	Pioneer Technology Center	Yes	No
OSUIT	046	CULINARY ARTS	Southern Oklahoma Technology Center	Yes	No
OSUIT	080	EGR TECHNOLOGIES-AAS	Wes Watkins Technology Center	Yes	No
OSU-OKC	006	ELECTRONICS ENGINEERING	Metro Technology Centers	Yes	No
OSU-OKC	065	CONSTRUCTION	Francis Tuttle Technology Center	Yes	No
OSU-OKC	103	WIND TURBINE TECHNOLOGY	Metro Technology Centers	Yes	No
RCC	058	BUSINESS ADMINISTRATION-AAS	Caddo Kiowa Technology Center	Yes	No
RCC	058	BUSINESS ADMINISTRATION-AAS	Canadian Valley Technology Center	Yes	No
RCC	058	BUSINESS ADMINISTRATION-AAS	Chisholm Trail Technology Center	Yes	No
RCC	058	BUSINESS ADMINISTRATION-AAS	Western Technology Center	Yes	No
RCC	045	CRIMINAL JUSTICE	Eastern Oklahoma County Technology Center	Yes	No
RCC	076	EMT	Caddo Kiowa Technology Center	Yes	No
RCC	076	EMT	Canadian Valley Technology Center	Yes	No
RCC	076	EMT	Autry Technology Center	Yes	No
RCC	064	EQUINE	Mid-America Technology Center	Yes	No
RCC	081	APPLIED TECHNOLOGY	Caddo Kiowa Technology Center	Yes	Yes
RCC	081	APPLIED TECHNOLOGY	Canadian Valley Technology Center	Yes	Yes
RSC	001	ACCOUNTING	Eastern Oklahoma County Technology Center	Yes	No
RSC	008	BUSINESS ADMINISTRATION	Eastern Oklahoma County Technology Center	Yes	No

RSC	008	BUSINESS ADMINISTRATION	Francis Tuttle Technology Center	Yes	No
RSC	010	COMP & INFO TECH	Eastern Oklahoma County Technology Center	Yes	No
RSC	010	COMP & INFO TECH	Francis Tuttle Technology Center	Yes	No
RSC	010	COMP & INFO TECH	Mid-Del Technology Center	Yes	No
RSC	027	LEGAL ASST	Eastern Oklahoma County Technology Center	Yes	No
RSC	027	LEGAL ASST	Francis Tuttle Technology Center	Yes	No
RSC	114	APPLIED TECH AAS	Eastern Oklahoma County Technology Center	Yes	Yes
RSC	114	APPLIED TECH AAS	Gordon Cooper Technology Center	Yes	Yes
RSC	114	APPLIED TECH AAS	Metro Technology Centers	Yes	Yes
RSC	114	APPLIED TECH AAS	Mid-Del Technology Center	Yes	Yes
RSC	114	APPLIED TECH AAS	Moore Norman Technology Center	Yes	Yes
RSU	111	APPLIED TECH-AAS	Central Tech	Yes	No
RSU	111	APPLIED TECH-AAS	Northeast Technology Center	Yes	No
RSU	111	APPLIED TECH-AAS	Tri County Technology Center	Yes	No
RSU	111	APPLIED TECH-AAS	Tulsa Technology Center	Yes	No
TCC	181	MEDICAL ASSISTANT-CERT	Tulsa Technology Center	Yes	Yes
TCC	199	AVIATION SCIENCES TECH	Tulsa Technology Center	Yes	No
TCC	240	GRAPHICS & IMAG TECH-AAS	Tulsa Technology Center	Yes	Yes
WOSC	015	APPLIED TECHNOLOGY	Great Plains Technology Center	Yes	No
WOSC	015	APPLIED TECHNOLOGY	Red River Technology Center	Yes	No
WOSC	015	APPLIED TECHNOLOGY	Southwest Technology Center	Yes	No

AGENDA ITEM #25-d:

> **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 students 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% of core academic classes are taught by teachers without a major in the subject they teach. Supporting teacher collaboration and pedagogical practice through high quality professional learning communities is critical for creating a culture of high expectation for both faculty and students.

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

- 9th 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 administrators in developing a college going culture in the school and community.

- Professional Learning Communities – training to provide teachers and administrators the skills for collaboration and team building with the end result being increased student support. This training is provided in a variety of formats determined by each district based on specific needs/ resources.

- Student Advocacy – training for programs and projects at school sites which involve faculty and staff creating support systems for students within the school structure. There are a variety of programs which promote student advocacy. Each site selects the program/project that best serves the needs of their students/community.

- 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 2015-2016. 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
			Total 1,500,000

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM #25-e:

> **Scholarship Program.**

SUBJECT: 2015-2016 Scholarship Awards.

RECOMMENDATION:

> **It is recommended that the State Regents approve the individuals listed below as Brad Henry International Scholarship Program Awardees for the 2015-2016 academic year and ratify payment of the scholarship award.**

BACKGROUND:

The Brad Henry International Scholarship Program was established by the Oklahoma State Regents for Higher Education in June 2008 and provides tuition and fees, plus a $1,500 stipend for students to participate in a semester-long study abroad program at Swansea University in Swansea, Wales. Academic credit for this program is awarded by Oklahoma regional universities, and students are nominated by their institution.

POLICY:

The Brad Henry International Scholarship Program policy requires the recipients to: (1) be an undergraduate student from an Oklahoma regional university; (2) be an Oklahoma resident; (3) be enrolled full time; (4) be in good academic standing; and (5) have completed at least 30 hours of college coursework/credits.

The nominees are required to submit an application, a resume, a transcript of all college or university work, a typewritten essay explaining their academic and/or professional goals and how their experience as a Brad Henry International Scholar will advance those goals, and two letters of recommendation. Individuals chosen as a Brad Henry International Scholar have excellent academic performance, outstanding writing and communication skills, exemplary character and exceptional leadership, maturity and judgement.

It is recommended that the State Regents approve the following 2015-2016 Brad Henry International Scholars recipients:

Fall 2015
Tanner Boyd – Southwestern Oklahoma State University
Mckenzie Grigg – East Central University
Chelsea Ratterman – University of Central Oklahoma
Chandler Steckbeck – Northwestern Oklahoma State University
Zoie Timothy – Cameron University

Spring 2016
Frances Giessen – Northeastern State University
Jamie Jekel – University of Central Oklahoma
Matthew Rahn – Rogers State University
Alexandra Ray – Southeastern Oklahoma State University
Logan Webb – University of Science and Arts of Oklahoma

Each recipient will receive a scholarship in the amount of $12,500 for the fall 2015 semester or $13,000 for the spring 2016 semester. The total amount for the scholarships is $127,500.

AGENDA ITEM #25-f (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 14, 2015 and May 4, 2015.

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 14, 2015 and May 4, 2015 there are 6 purchases in excess of $25,000 but not in excess of $100,000.

Purchases Between $25,000.01 and $99,999.99

OneNet
1) Presidio Network Solutions in the amount of $54,346.67 for software upgrades to the Cisco Telepresence Content server that provides videoconference recording and live web video streaming. This server upgrade is being made to double our recording capacity and improve our ability to manage the system this will also improve disaster recovery ability. The cost of the software upgrades will be recovered through OneNet user fees. (Funded from 718-OneNet).

2) Copper River Information Technology in the amount of $54,980.50 for the replacement of the Global Positioning System (GPS) equipment which has reached its end of life. The GPS equipment provides telecom standard timing source for the Sonet optical network systems to ensure we are maintaining accurate timing as required. The cost of this equipment will be recovered by OneNet user fees.(Funded from 718-OneNet).

3) Alvine and Associates in the amount of $33,000.00 to provide design services to add redundancy within the Oklahoma State Regents for Higher Education's existing data center. This redundancy will add a fully redundant power distribution throughout the

datacenter. A redundant water chiller will be added for datacenter cooling. Other modifications to the cooling systems, such as redundant piping, will be analyzed. (Funded from 718-OneNet).

4) eTech Solutions Incorporated in the amount of $54,275.00 for an IBM stand-alone storage system. The storage system is needed to upgrade the Lawton storage and add additional storage space. This storage is used for disaster recovery for OneNet as well as customer data. The cost of this storage system will be recovered through OneNet user fees. (Funded from 718-OneNet).

5) Copper River Information Technology in the amount of $40,119.03 for network equipment to be installed at the OneNet Hub site located at Northwestern Oklahoma State University in Enid. The equipment will add additional services with Pioneer Telephone which will allow OneNet the ability to provide a more efficient and cost effective delivery of services to its customers. (Funded from 718-OneNet)

6) Dobson Technology Transport and Telecom Solutions in the amount of $62,149.20 for fiber construction to provide a non-collapsed route from the Oklahoma Community Anchor Network fiber route from Enid to Orienta located at US412 and US64 and routed in front of Northern Oklahoma College Enid campus to Northwestern Oklahoma State University Enid campus due to additional services being provided by Pioneer Telephone. This will provide fault tolerant cable route to the campus. (Funded from 718-OneNet).

AGENDA ITEM #25-f (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 2016.**

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 was Matt Stangl. For Fiscal Year 2016, the Assigned Attorney will again 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, § 18*l* 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 $65,525.04 annually, and will be billed at $5,460.42 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 2015 was $63,025.08. 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 Office of 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 2016

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, § 18*l*.

3. **CONTRACT DURATION:**

This Agreement commences July 1, 2015, and covers fiscal year 2016 ending June 30, 2016.

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 $65,525.04 annually, with monthly payments in the amount of $5,460.42. 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.

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(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

OFFICE OF THE ATTORNEY GENERAL

By: _____
    Glen D. Johnson
    Chancellor

By: _____
    Janis W. Preslar
    Assistant Attorney General
    Chief, General Counsel Section

DATE: _____

DATE: 3-23-15

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AGENDA ITEM #25-g (1):

Non Academic Degrees.

SUBJECT: The University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents ratify The University of Oklahoma's request to award an honorary degree.

STAFF ANALYSIS:

A request has been made from The University of Oklahoma (OU) to award an Honorary Doctor of Humane Letters to Elizabeth Garrett. A Phi Beta Kappa graduate of OU, Garrett will become the first woman president of Cornell University on July 1, 2015.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

This request meets the requirements of the State Regents' policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Elizabeth Garrett

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eighth day of May, two thousand fifteen

For the State Regents   For the University

_____   _____
Chairman   Chairman, Board of Regents

_____   _____
Secretary   President of the University

_____   _____
Chancellor   Provost

AGENDA ITEM #25-g (2):

Non Academic Degrees.

SUBJECT: The University of Oklahoma

RECOMMENDATION:

> **It is recommended that the State Regents ratify The University of Oklahoma's request to award a posthumous degree.**

BACKGROUND:

The University of Oklahoma has requested to award a Bachelor of Arts in Arts and Sciences degree posthumously to Mr. Michael Dillon Ayers. At the time of his unexpected death in April 2015, Mr. Ayers had a GPA of 3.27 and was in the last semester of completing his degree.

POLICY ISSUES:

The request for a posthumous degree 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 non-academic degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Michael Dillon Ayres

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

Bachelor of Arts

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

Issued at the University of Oklahoma at Norman, Oklahoma on the
eighth day of May two thousand and fifteen.

For the State Regents

For the University

Chairman, Board of Regents

Chairman

Secretary

President of the University

Chancellor

Academic Dean

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AGENDA ITEM #25-g (3):

      Non Academic Degrees.

SUBJECT: Southwestern Oklahoma State University.

RECOMMENDATION:

      It is recommended that the State Regents ratify Southwestern Oklahoma State University's request to award an honorary degree.

STAFF ANALYSIS:

A request has been made from Southwestern Oklahoma State University (SWOSU) to award an Honorary Doctor of Humane Letters to General Thomas Patten Stafford, retired Lieutenant General of the United States Air Force and former NASA astronaut. General Stafford was born and grew up in Weatherford, Oklahoma.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;

- conferral of honorary degrees that are distinguishable from earned degrees;

- conferral of honorary degrees not to exceed the number specified in the policy;

- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and

- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.

This request meets the requirements of the State Regents' policy. The proposed diploma for the honorary degree is attached for State Regents' ratification.

The Oklahoma State Regents for Higher Education

Acting Through The

Southwestern Oklahoma State University

have admitted

Thomas H. Stafford

to the degree of

Honorary Doctor of Humane Letters

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 Southwestern Oklahoma State University, Weatherford, Oklahoma, this ninth day of May, two thousand and fifteen.

FOR THE STATE REGENTS:

Chair

Secretary

Chancellor

FOR THE UNIVERSITY:

Chair, Board of Regents

President of University

Dean, College of Arts and Sciences

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #26-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, 2014 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 (2014-2015).

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

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

Supplement available upon request.

AGENDA ITEM #26-b (1):

      Annual Reports.

SUBJECT: 2014-15 Year End Report Chiropractic Education Scholarship Program.

RECOMMENDATION:

      This is an information item only.

BACKGROUND:

The State Regents allocated $37,404 from appropriations made by the 2014 Oklahoma Legislature for the 2014-15 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 2014-15 academic year. The award distribution to each participating institution for the 2014-15 academic year is indicated below.

Institution	2014-15	
	Awardees	Amount
Cleveland College Kansas City, KS	7	$16,293.78
Parker College Dallas, TX	6	$6,826.23
Sherman College Spartanburg, SC	2	$4,114.44
Texas Chiropractic College Pasadena, TX	3	$3,148.17
Logan College of Chiropractic Chesterfield, MO	2	$2,119.56
TOTAL	**20**	**$32,502.18**

AGENDA ITEM #26-b (2):

Annual Reports.

SUBJECT: Future Teachers Scholarship Program 2014-15 Year End Report.

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $93,510 from appropriations made by the 2014 Oklahoma Legislature for the 2014-15 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 2014-15 academic year were Science, Mathematics, Foreign Languages, Social Studies, School Counselor, Business, Special Education, School Psychologist, English, Elementary Education, Early Childhood Education, and Physical Education/Health. Eighty-nine students at twenty-one institutions were approved for program participation for the 2014-15 academic year. Expenditures totaled $85,294.50.

The attached report reflects the award distribution to each participating institution for the 2014-15 academic year.

Oklahoma State Regents for Higher Education
Future Teachers Scholarship
2014-15 Year End Report

Institution	Students in Program	Awarded
University of Oklahoma	14	$11,507.00
Oklahoma State University	6	$9,000.00
University of Central Oklahoma	13	$12,593.00
East Central University	9	$7,525.00
Northeastern State University	19	$19,875.00
Northwestern Oklahoma State University	2	$2,000.00
Southeastern Oklahoma State University	3	$2,915.00
Cameron University	7	$5,119.50
Oklahoma Panhandle State University	2	$1,175.00
Rogers State University	1	$500.00
University of Science and Arts of Oklahoma	2	$1,875.00
Bacone College	1	$250.00
Oklahoma Baptist University	1	$1,285.00
Oklahoma Christian University	1	$1,500.00
Oklahoma City University	1	$1,175.00
Oral Roberts University	2	$3,000.00
Southern Nazarene University	1	$1,500.00
The University of Tulsa	1	$1,000.00
St. Gregory's University	1	$500.00
Northeastern Oklahoma A&M College	1	$500.00
Western Oklahoma State College	1	$500.00
Total	**89**	**$85,294.50**

AGENDA ITEM #26-b (3):

> **Annual Reports.**

SUBJECT: William P. Willis Scholarship 2014-15 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-seven students totaling $55,600 for the 2014-15 academic year.

Oklahoma State Regents for Higher Education
William P. Willis Scholarship
2014-15 Year End Report

Institution	Name	Amount
Oklahoma State University	Brieseida Sarabia	$ 3,000.00
University of Oklahoma	Sharina Lopez	$ 3,000.00
Cameron University	Jon Phillips	$ 2,400.00
East Central University	Michelle Daffern	$ 2,400.00
Langston University	Brianne Washinton	$ 2,400.00
Northeastern State University	Amanda Hughes	$ 2,400.00
Northeastern State University	William Shea	$ 1,200.00
Northwestern Oklahoma State University	Shanley Russo	$ 2,400.00
Oklahoma Panhandle State University	Taylor Jones	$ 1,200.00
Oklahoma Panhandle State University	Sierra Schoonover (alt)	$ 1,200.00
Rogers State University	Zachary Burleson	$ 1,200.00
Rogers State University	Patricia Maltby (alt)	$ 1,200.00
Southeastern Oklahoma State University	Brianna Akins	$ 2,400.00
Southwestern Oklahoma State University	Anna Smith	$ 2,400.00
University of Central Oklahoma	Randy Huynh	$ 2,400.00
University of Science and Arts of Oklahoma	Cheyenne Cogburn	$ 2,400.00
Carl Albert State College	Aliceathea Stephens	$ 2,000.00
Connors State College	Brook Miller	$ 2,000.00
Eastern Oklahoma State College	Irene Woodson	$ 2,000.00
Murray State College	Sheri Pack	$ 2,000.00
Northeastern Oklahoma A&M College	Austin Key	$ 2,000.00
Northern Oklahoma College	Ashlyn Fell	$ 2,000.00
Oklahoma City Community College	Victoria Washington	$ 2,000.00
Redlands Community College	David Reyes	$ 2,000.00
Rose State College	Gary Wayne VanCuren III	$ 2,000.00
Tulsa Community College	Matthew Simpson	$ 2,000.00
Western Oklahoma State College	Andy Miolina	$ 2,000.00
Total		**$ 55,600.00**

AGENDA ITEM #26-b (4):

Annual Reports.

SUBJECT: George and Donna Nigh Scholarship 2014-2015 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 2015 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
2014-15 Year End Report

Cameron University	Sidney McCormick
Carl Albert State College	Joshua Blake
Connors State College	Mallory Smith
East Central University	Anna Joy Lawler
Eastern Oklahoma State College	Jackson Ferguson
Langston University	D'Andrael Ware
Murray State College	Paige Garvin
Northeastern Oklahoma A&M College	Breanna Bamgrover
Northeastern State University	Morgan Helterbrand
Northern Oklahoma College	Briana Burk
Northwestern Oklahoma State University	Jordan Evans
Oklahoma Baptist University	Cody Moser
Oklahoma Christian University	Tyler Parette
Oklahoma City Community College	Thomas Watkins
Oklahoma City University	Mary Ann Grover
Oklahoma Panhandle State University	Ryan Schiobahm
Oklahoma State University	Arron Sharp
Oklahoma State University Institute of Technology	Travis Carpenter
Oklahoma State University-Oklahoma City	Candace Stone
Redlands Community College	Samantha Coffman
Rogers State University	Abigail Peters
Rose State College	Austin Carroll
Seminole State College	Denver Rogers
Southeastern Oklahoma State University	Maddison Williams
Southern Nazarene University	Luke McGrath
Southwestern Oklahoma State University	Bailey Spears
St. Gregory's University	Kristin Endsley
Tulsa Community College	Kerith Johnson
University of Oklahoma	Peyton Sweatman
University of Science and Arts of Oklahoma	Brittani Mulkey
Western Oklahoma State College	Katelynn Shumaker

AGENDA ITEM #26-b (5):

> **Annual Reports.**

SUBJECT: Tulsa Reconciliation Education and Scholarship Program-Year End Report for 2014-15.

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:

Seven students received awards during the 2014-15 academic year at an award level of $1,000. The recipients attended four different Oklahoma institutions—one at the University of Oklahoma, three at Oklahoma State University, two at Langston University, and one at Oral Roberts University.

TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM
2014-15

Name	High School	College	Award	
Alexandria Benjamin	Booker T. Washington	OSU	$	1,000.00
Elizabeth Gamez	Booker T. Washington	OU	$	1,000.00
Jasmine Barnett	Daniel Webster	LU	$	1,000.00
Tori Gray	Edison Preparatory School	LU	$	500.00
Malik Long	McLain	OSU	$	500.00
Faith Ihim	Memorial	ORU	$	1,000.00
Chance Payne	Memorial	OSU	$	1,000.00
		Total	**$**	**6,000.00**

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 29, 2015

AGENDA ITEM #26-b (6):

      Annual Reports.

SUBJECT: Seventeenth Teacher Education Annual Report.

RECOMMENDATION:

      It is recommended that the State Regents accept the seventeenth teacher education annual report on system wide review.

Research shows that good teaching matters. College going rates are influenced by knowledgeable teachers who know the art of teaching and use it to motivate students. Prior to 2010, Oklahoma consistently ranked in the top fifteen in "Improving Teacher Quality" in the Education Week Quality Counts Report. Since this time, Oklahoma's rank has fallen to twenty-four in the "Teaching Profession" category, as reflected in the 2014 Education Week Quality Counts Report. Although the 2015 Quality Counts Report does not focus on "Improving Teacher Quality" or the "Teaching Profession" as indicators, Oklahoma remains in the bottom tier of overall education quality.

Oklahoma's decline in rank follows the 2010 moratorium placed on the Oklahoma Teacher Residency Year program. In the past five years, there has been no systemic program in place to ensure that novice teachers receive mentoring support to enhance their professional growth and practice. Additionally, in recent years, Oklahoma has failed to maintain a stable system of standards and assessments which has dramatically impacted teacher preparation, as well as student outcomes.

Recognizing the need for such support structures, 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.

BACKGROUND:

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 seventeenth annual report, covers the 2013-2014 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 Office of Educational Quality and Accountability (OEQA) – formerly, 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. In an effort to further improve reporting measures from the institutions, a continual review will be conducted by these agencies in collaboration with higher education deans.

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 2013-2014, the colleges of education conditionally admitted 313 teacher education graduate students. Those who moved forward in their respective programs completed the required remediation to meet admission requirements.

- The 12 universities constantly examine elementary education requirements. For 2013-2014, 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 and preparation for the Teacher and Leader Effectiveness (TLE) evaluation process, reading and literacy assessments, as well as the education Teacher Performance Assessment (edTPA) to improve professional practice and impact student growth.

- 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, webcams etc.), to help improve instruction and inform pre-service teachers how to model effective use of technology in K-12 classrooms. Emphasis is placed on instructional and technical support, as well as general maintenance.

- 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. Arts and science faculty assist colleges of education in coursework for pre-service teachers, as well as data analysis. Arts and science faculty members also make recommendations to colleges of education for program improvement. Additionally, 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	*62
East Central University	217
Langston University	3
Northeastern State University	N/A
Northwestern Oklahoma State University	2
Oklahoma Panhandle State University	N/A
Oklahoma State University	14
Southeastern Oklahoma State University	19
Southwestern Oklahoma State University	3
University of Central Oklahoma	2
University of Oklahoma	53
University of Science and Arts of Oklahoma	N/A
*Candidates should have been admitted conditionally but were fully admitted due to lack of procedures for handling conditional admissions. All candidates did complete the required remediation to meet the admission requirement that they lacked.	

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)
   In 2013-2014, Cameron's elementary education program was engaged in more strategic planning (e.g. curriculum alignment, development of new courses) than in changes. The following changes were made to the program:

   - Modified EDUC 4653 Classroom Assessment to focus more on formative and non-traditional assessment to help candidates become more fluent in the language of assessment and provide multiple strategies to use in their writing.

   - Increased reading vocabulary by including focused activities such as creating a "word wall."

   - Added study materials for the Oklahoma Subject Area Test (OSAT) to the department website including those that successful students reported using (e.g. California RICA test materials).

East Central University (ECU)
Through committee work, evaluation of test scores and program self-evaluation, the college of education has implemented several changes to strengthen the elementary education program:

- New instructor hired in August 2014 to teach elementary mathematics.

- Implemented a Reading Clinic that utilizes both graduate and undergraduate students to provide reading intervention for P-12 students in the community.

- Elementary Language Arts Methods candidates and Math Intermediate Methods candidates attended Vision 20/20 conference.

- Further refined education Teacher Performance Assessment (edTPA) for elementary education majors to complete during their culminating student teaching experience.

- Purchased additional SWIVELs to facilitate the lesson video-taping process for edTPA.

- Have sent in a representative sample of elementary education edTPAs for National Assessment.

- Revision/modification of instruction of elementary methods courses.

- Implemented study sessions for OSAT preparation with specific emphasis on Subtest 1.

Langston University (LU)
Changes made to strengthen the Elementary Education program include revising the plan of study, implementing an electronic portfolio system, and reviewing reading courses. The plan of study was adjusted to decrease the number of degree hours to 124 hours and to ensure appropriate course sequencing. The plan of study was submitted to and approved by the Oklahoma State Regents for Higher Education (OSRHE). It will be implemented Fall 2015. To replace hard-copy portfolios and aid in data collection, analysis, and dissemination, PASS-PORT, an electronic portfolio system, was adopted in spring 2014. In reviewing data on candidate OSAT performance, reading faculty met to review reading course descriptions, objectives, and sequencing.

Northeastern State University (NSU)
In Fall 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 which is monitored during their checkpoints. Currently, the Elementary Education program is developing a proposal to revamp the program in order to embed more opportunities to gain significant knowledge in content areas, more pedagogy courses with application opportunities to implement the pedagogy strategies learned, and one hour special topic courses focused on OSAT constructive response strategies.

Northwestern Oklahoma State University (NWOSU)
Modifications to performance assessments for the elementary education program were made in alignment with meeting Association for Childhood Education International (ACEI) standards. The Elementary Education program coordinator continues to create a list of all candidates who have not passed the OSAT after each set of test results are reported. An explanation of techniques and assistance is provided in preparation for taking the next OSAT test and sent to the Director of Teacher Education. Tutoring sessions have been offered for all required testing. Class syllabi have been aligned to the standards of ACEI and the OSAT competencies. An OSAT study seminar is provided each semester providing study strategies for taking the OSAT.

Elementary Education majors were having noted difficulty passing the OSAT subtest 1. It was recommended that the OSAT competencies be reviewed in each class and the students be advised

not to take the test until they have taken Emergent Literacy and Diagnosis of Reading Problems. Study sessions were also developed to go over testing strategies, how to study and how to make a study guide based on the competencies. Additionally, due to the weakness in the Reading and Constructed Response areas, study sessions have been provided to teacher candidates. Additionally, more constructed response questions have been incorporated into the curriculum. The timing of courses has also been reevaluated. For example, Diagnosis of Reading is now offered only in the Fall and Spring semesters to provide access to students recommended by the school systems as needing reading tutoring. This will enable pre-service teachers to see growth over time with students and enable them to use the reading strategies learned in the course work, providing more of a hands-on learning experience.

Oklahoma Panhandle State University (OPSU)
Changes have been made in the reading courses to help strengthen the "constructed response" questions on the OSAT and the Oklahoma Professional Teaching Examination (OPTE). No changes have been made to the Elementary Education program.

Oklahoma State University (OSU)
Currently, the college of education is modifying the content of early field placement courses so that candidates are more actively involved with the facilitation of lessons.

Southeastern Oklahoma State University (SEOSU)
The Elementary Education program has closely reviewed the test scores on the revised OSAT. Based on the results from 2011-12, 2012-13 and 2013-14, the Elementary Education program has implemented the following changes: (1) all syllabi for courses in the reading and language arts have been revised to include the OSAT competencies, and (2) two additional ELED faculty members 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 has been added to the required courses.

Southwestern Oklahoma State University (SWOSU)
The Elementary Education program was nationally recognized by ACEI on February 1, 2014.

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 the last UCO 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) visit.

University of Oklahoma (OU)
The college of education continues to review alignment in expectations and assessment between the Elementary Education pre-internship practicum, the internship, efforts to provide induction support to teacher education graduates who teach in Oklahoma, and the (Teacher and Leader Effectiveness) TLE evaluations that have been adopted by the State. Changes are being enacted.

University of Science and Arts of Oklahoma (USAO)
No activity.

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
Approximately $11,000 was spent on instructional technology in 2013-2014. These expenditures included 16 iPad minis that are available for faculty and candidates to check-out.

One example of faculty use occurred in EDUC 3612 Classroom Management as candidates engaged in research online as part of class discussion and used the technology for presentations. Additionally, candidates are allowed to check-out a mini to record their teaching as part of the Teacher Work Sample (TWS) during the EDUC 4313 Practicum in Assessment & Instruction and as part of their video reflection completed during Student Teaching.

Funds were also used to purchase one TruTouch 650 LCD multi touch 65" display for use in the education computer lab. The lab is used by candidates in all programs during EDUC 3673 Media & Technology in Education and can be reserved by faculty for use by other classes. As a side note, this display is also used to facilitate communication among unit faculty during virtual meetings with offsite faculty members at Rogers State University.

Finally, technology funds were used to purchase two iPad air laptops for the department.

ECU
$24,612 was budgeted for technology in the 2013-14 academic year. $7,462 was allocated for the Education Media Lab; $15,150 was allocated for the Education computer lab; and $2,000 was allocated for new faculty computers. In the renovation for the new education building $82,000 has been designated for new technology for each classroom.

LU
During the 2013-14 year, roughly $16,000 was allocated to the School of Education and Behavioral Sciences for technology needs. This money was used to replace classroom projectors with additional monies made available for general maintenance of the equipment already in the School of Education and Behavioral Sciences. Instructional technology such as Desire2Learn (D2L) and TurnItIn were made available for use by all course instructors while Adobe Connect and Campus Labs were introduced and professional development was provided.

NSU
During the 2013-2014 academic year, the College of Education spent approximately $45,050 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 various robotics kits and software for two robotics labs, a laptop charging cart, iPads and iPad minis, Dell tablet computers, fitness monitoring software, a Makerbot 3D printer, Bookflix reading software, as well as Sona cloud based research & participant software. These purchases enhanced learning of

teacher candidates and provided opportunities for faculty to model effective use of technology in K-12 classrooms.

NWOSU

In previous years many labs were created on campus. At this time just minor maintenance is being done to keep the labs in proper working order. A local testing center has been created to allow NWOSU students easier access to the OGET, OSAT, and OPTE tests. In order to open the testing center, $1,564.90 was spent to upgrade the lab with one more computer, a webcam, printer and a signature pad. Additionally, a technology course is being developed for teacher education candidates which may require the purchase of other technology equipment.

OPSU

$4,049 was budgeted for resources to support instructional technology during the 2013-2014 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

Most of the professional education classes offered to students are taught in AGH 439. Furnishings and instructional technology in that room had become out of date. Nearly $20,000 was invested in that room to create a modern learning environment allowing for multiple settings and use of instructional media such as personal digital devices, presentation software and video conferencing. The most distinguishing feature is a 90" flat panel display using the SMART Unifi System. The college of education soon hopes to include additional enhancements such as glass panels to replace whiteboards, Apple computer systems, and additional flat panel monitors.

Early Childhood Education

Students are required to take EDTC 3123 (Applications of Educational Technologies) prior to admission to the Early Childhood Education (ECE) program. Throughout the duration of their time in the ECE program, students create and maintain a digital professional portfolio on the LiveText platform; they also use the Desire2Learn platform, which hosts course sites for each class in their degree plan. Students regularly interface with technology in the Early Childhood Model Teaching Classroom, including the Smart Board, 25 MacBook laptop computers, 5 Mac desktop PC's, digital still cameras, digital video cameras, and digital audio recording devices. The ECE program maintains a subscription to Videatives, an online streaming video resource used to share instructional and educational videos related to course content. The ECE program-designated technology is meaningfully and intentionally integrated into ECE courses by instructors via lecture, discussion, small group activities, student presentations, and out-of-class assignments. For example, students take HDFS 3223 (Math and Science in ECE) and HDFS 3103 (Social Studies & Social Development in ECE); they create a digital children's book integrating content and knowledge from both courses. In various classes, the Smart Notebook software and Smart Board are used by students to design lesson plans and practice implementation of lesson activities. No major technology purchases were made during 2013-2014; rather, resources were used for maintenance of the existing technology.

Education

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

College of Education Administrative Applications - $41,930
The Administrative Applications area of COE 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, 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 development and design of web pages to promote College of Education events and course offerings.

College of Education Computer Support - $375,833
The College of Education Technical Support area is responsible for support of COE 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, and troubleshooting of hardware and software, and network administration. Faculty and staff are provided with desktop computers in their offices and access to laser printers, e-mail, and the internet. Additionally, wireless capability has been implemented throughout Willard Hall and the academic wing of the Colvin Center. Faculty and staff desktop computer hardware are scheduled on a three-year replacement cycle. Technical support staff maintains computing and multimedia equipment within all COE offices, classrooms, and student computer labs.

College of Education Instructional Support - $398,870
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 COE Technology Resource Center and COE Faculty Support. Resources in the COE Technology Resource Center include access to and assistance with a cross-platform computer lab, with 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 COE Technology Resource Center maintains multimedia equipment in the instructional spaces of the COE. 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, and 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 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
- Computer replacements for Willard 007 computer classroom
- Computer replacements for Colvin Lab
- Projector replacements for all Willard and Colvin classrooms
- Equipped COE Technology Playground
- Replaced wide-format poster printer in Willard 002 lab
- Replaced laser printers in computer labs
- Replaced equipment in Willard 333 conference room
- Equipped all Willard meeting rooms with computers and wall mounted displays
- Increased licensing for research software
- Scheduled replacement of faculty and staff computers

Family and Consumer Sciences

The Department of Human Development and Family Science, where the Family and Consumer Sciences Education program resides, invested approximately $1,500 in a robust laptop computer for the coordinator to use when supervising student teachers, submitting reports, developing and delivering presentations, teaching online classes, and storing research data.

Substantial financial support was provided for the coordinator to attend conferences where instructional technology was a major topic. As shown above, the coordinator both presented and attended sessions related to instructional technology.

SEOSU

Expenditures for education technology are estimated at $18,860 for the 2013-14 school year. These funds were used to update and replace faculty computers, update and replace classroom computers, and purchase laptops for classrooms and faculty. Four additional iPads were purchased for use in the ELED 4444 - Reading Diagnosis classes for Elementary Education, Special Education and Early Childhood majors.

SWOSU

The university does not list a line item for technology in department budgets. However, the Comptroller submits data each year to the Oklahoma State Regents for Higher Education OSHRE. The amount reported in the 2012-13 SRA 6 Report to the OSRHE as the ITS Allocation to the Education Department was $27,641. Other technology purchases made using department funds include $15,714 in FY14 for 25 iPads for use by faculty and candidates. They will be used in Media Tech classes to teach future teachers the strategies for using tablet computers implemented in many PK-12 school districts. The iPads have already been used in the Kinesiology Department for teacher education classes, and will also be integrated into the Special Education courses, assessment courses in the education department, and reading education courses, to name a few. In FY15, $6,700 in department funds were spent to purchase a portable SMART board that can be moved to different classrooms as needed. Four classrooms currently have SMART boards permanently installed. All SMART boards have been purchased with unit funds.

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	$132,398.08
Professional staff (ITC, network, lab)	$258,777.23

Student wages (resource center, labs, e-portfolio)		$ 53,040.00
Misc. (supplies, lamps, batteries, etc.)		$ 20,766.12
TOTAL		**$464,981.43**

*Note: The College of Education & Professional Studies does not divide the spending between the Teacher Education side of the "house" and the Professional Studies side. Both sides have access to the resources provided through the budget above. These figures do not included technology resources provided through other colleges' (Liberal Arts, Fine Art & Design, and Math and Science) budgets for the few Educator Preparation Programs (EPP) faculty members housed in their colleges.

OU

Technology-related expenditures are covered by OU Jeannine Rainbolt College of Education (JRCoE) technology course fee generated each year based on the number of credit hours produced within the college. Currently, the fee is $26.40 per credit hour. The budget for technology needs is $581,203 which covers the salaries and benefits for four 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 College classrooms (8) with linked SMART boards and ceiling-mounted projectors, as well as the College security system are also maintained with these funds. Additionally, our new Active Learning Classroom has been completed and is online which houses 6 collaborative workstations with 12 new monitors, two new 70" teaching screens and new interactive whiteboard. A new DELL Classroom with 10 Chromebooks, 15 Surface Tablets and 15 Dell Laptops, two 90" screens, four portable display monitors and a projector was just added. It is expected that the college should receive a 3D printer soon for this classroom. In addition, some technology fees are used to purchase faculty-requested hardware or software needed for student instruction.

The JRCoE has continued with its iPad initiative and has expanded it to include graduate certification students who are student teaching, and now includes our Tulsa campus. Currently, the college anticipates renovation of the current Student Computer Lab within the next year. Technology fees are used to maintain all of the iPads issued to the faculty/students as well as all of the technology mentioned above.

USAO

Education Department IT Expenditures (7/1/13 - 6/30/14):

	Quantity	Price per unit	Total Price
ITEM DESCRIPTION			
Black Type Cover for Microsoft Surface	1	$125.34	$125.34
Brother HL-2240D laser printer	1	$74.09	$74.09
Cable-Matters 2 pack, high speed micro HDMI to HDMI Cable with Ethernet 6 – for Microsoft Surface	1	$7.99	$7.99
Dell laptop docking station (331-6307)	1	$141.59	$141.59
Dell Latitude E6530 laptop – 15.6" screen, 3.0GHz Intel i7 processor, 8GB DDR3 RAM, w/ webcam	2	$1,553.97	$3,107.94
Dell OptiPlex 9020, 3.4GHz Intel Core i7 processor, 4GB DDR3 RAM	1	$1,096.89	$1,096.89
Elsse Premium folio case with stand for Microsoft	1	$20.98	$20.98

Surface tablet: black			
Hitachi Projector Lamp for CP-X443 (replacement bulb) – Model #: DT-00691	1	$56.70	$56.70
Imaging Unit (replacement) for Xerox Phaser 6360 printer	1	$239.10	$239.10
Micro HDMI to VGA Female Video Cable Adapter for all Micro HDMI input to VGA output device – for Microsoft Surface	1	$6.43	$6.43
Microsoft Surface RT tablet	1	$249.93	$249.93
Sharp MX-M264N MFP (printer/copier/scanner/fax) – 11217-3327	1	$3,995.00	$3,995.00
Targus laptop carrying cases (A2401607)	2	$45.59	$91.18
Transfer Roller (replacement) for Xerox Phaser 6360 printer	1	$77.00	$77.00
Transfer Roller (replacement) for Xerox Phaser 6360 printer	1	$74.15	$74.15
Xerox Phaser 6500 DN color laser printer	1	$284.05	$284.05
		Total	**$9,523.02**

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 members 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 beginning with the 2015-2016 school year, under the provisions of House Bill 2885, the State Department of Education is charged with administering a residency program for teachers, requiring participation from all school districts. Unlike the previous mandate that was state funded and required one teacher education faculty member to serve on the residency committee of the novice teacher, the new mandate has no appropriations and makes participation of a teacher education faculty member optional.

CU
The unit has policies and practices that encourage all faculty members to be continuous learners. Based upon needs identified in faculty evaluation, 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 places high priority on professional development for staff. Funds identified as supporting teacher education at the unit level is earmarked for annual professional development travel and events.

Unit faculty members engage in regular on-campus professional development activities featuring CU faculty and invited presenters. In 2013-2014, this included engaging students through case studies, flipping the classroom, using open source material in the classroom, and the challenges and opportunities inherent in teaching first-year college students.

Faculty are also able to tailor their professional development to their own needs through the conferences that they attend, which in 2013-2014 included Oklahoma Association of Colleges for Teacher Education (OACTE) / Oklahoma Commission for Teacher Preparation (OCTP), International Reading Association (IRA), Emerging Technology, American Council on Rural Special Education, Association of Literacy Educators, and ELearn.

In addition, all unit faculty members 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 our campus in the following areas:
- PD360
- Utilizing Mobile Devices for Teaching
- Chalk and Wire
- Best Practices in On-Line Teaching
- Collaborate (Blackboard teaching tool)

Additionally, all unit faculty members 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 service learning, inquiry, technology, or collaborative project.

LU
Professional development focused on increasing unit faculty members' abilities to model effective teaching styles such as inquiry, discussion, and collaborative learning included:
- Observing and working with teachers on strategies for improving behavior strategies, curriculum, and how to properly complete behavior related paperwork for IEP;
- Attending professional meetings, OCTM, OACTE, CEC, ECAO, and OAECTE;
- Presenting and attending the Oklahoma Council for Exceptional Children (OKCEC) conference titled "Minding the Gap";
- Presenting and attending Langston University Faculty Development, "Facilitating Quality Classroom Discourse";
- Attending the Fall ECAO Conference;
- Attending the 44th Annual National Black Child Development Conference;
- Participating in various webinars; and
- Attending the Tulsa Model Teacher/Leader Effectiveness Model training.

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. The College of Education also hosts college-wide professional development days each semester.

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. The 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 OACTE Fall Conferences and Specialized Professional Associations (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 the American Association of Colleges for Teacher Education (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, AACTE 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, as well as several presentations to public schools and career tech; some of these trainings included Common Core, Agricultural Education, and ToPPS (Teachers of Physics and Physical Science). Some examples of other professional development offered on campus: Diversity training, Career Day, Common Core, Spa Training, Advisement Training and many more. Education faculty who were not presenting these workshops attended for their own professional development.

OPSU
All education faculty members (and some other unit faculty) attended the OACTE/OCTP/OATE conventions in 2013 and 2014. Some members attended the AACTE conference in 2014. Others have attended and presented at national conferences. Additional professional development meetings have been held on the OPSU campus. Two faculty members are working toward a terminal degree.

OSU
Agricultural Education
Faculty (3.25 FTE) and graduate students (4) attended various professional development events and activities during national and regional meetings of the American Association for Agricultural Education (AAAE). Our group participated in the Southern Region AAAE Conference (February 2014) as well as the Western Region AAAE Conference (April 2014). Faculty also participated in professional development seminars offered through the OSU Institute for Teaching and Learning Excellence ITLE, the Oklahoma Department of Career and Technical Education, and the National Association of Agricultural Educators (NAAE).

Early Childhood
ECE faculty members are active in ongoing professional development and attended a variety of conferences and trainings during 2013-2014. This includes national conferences such as the National Association for the Education of Young Children (NAEYC); the Society for Research in Human Development (SRHD); TASH (formerly known as The Association for Persons with Severe Handicaps); International Society for Augmentative and Alternative Communication

(ISAAC); National Association for Early Childhood Teacher Educators (NAECTE); American Educational Research Association (AERA); and LEAD 21. This also includes regional and local conferences such as the Early Childhood Leadership Institute (ECLI), Oklahoma ABLE Tech, the Association for the Study of Play, and the Creativity World Forum. Faculty not only attended sessions related to pedagogy, classroom management, engaging learners, early childhood teacher education, collaborative learning in non-traditional environments, arts and museum education, candidate dispositions, and technology, but they also presented on a variety of important topics such as developmental disabilities, diversity, STEM, and technology at these national, regional, and local conferences.

Elementary Education
Program faculty has a wide variety of professional development options available to them through the university as well as other professional organizations. Many faculty members have participated in training on "flipped classrooms." Faculty members are considered experts in teaching through inquiry methods, group discussion, and collaborative learning. However, faculty members are also reflective and reflexive educators who seek continuous improvement in their own teaching by learning at professional conferences in their content areas.

Family and Consumer Sciences
Professional development efforts during this time period provided updates in several areas related to teaching and learning. The conferences attended included information that was 1) shared with students as they prepared for their teaching career, and 2) used as professional development resources for teaching and learning at the university level by the FACSED Program Coordinator. Conferences attended were:
- American Association of Family and Consumer Sciences Annual Conference and Expo, St. Louis, MO
- Hawaii International Conference on Education, Honolulu
- Oklahoma Association of Family and Consumer Sciences Annual Meeting, Stillwater
- Oklahoma Department of Career Technical Education August Conference, Oklahoma City
- Online Learning Consortium (formerly The Sloan Consortium), *Exploring Technologies for Online Learning Conference*, virtual attendance
- Sam Houston State University Online Teaching + Learning Conference, Huntsville, TX

Presentations made were:
- Tripp, P.J., Brock, S.A., and Olle, M.S. *Online FCS Courses: Gateway to theFuture!* American Association of Family and Consumer Sciences 105th Annual Conference & Expo
- Tripp, P. & Hollarn, T. *Global Gateway or Getaway? Addressing the FCS Teacher Shortage.* American Association of Family and Consumer Sciences 105th Annual Conference & Expo
- Tripp, P. & Hollarn, T. (2014) *Oklahoma's Current and Future FACS Teachers.* Oklahoma Association of Family and Consumer Sciences & Oklahoma Department of Career Technical Education Conference
- Tripp, P.J. *FACSED Teachers: More Demand Than Supply.* 12th Annual Hawaii International Conference on Education
- Tripp, P.J., Brock, S.A., & Choi, J.Y. *Strategies for Developing Online Classes.* 12th Annual Hawaii International Conference on Education
- Tripp, P. & Brock, S.A. *Second Life on Bearkat Island*, Sam Houston State University Online Teaching + Learning Conference

Webinar attended:
- *Utilizing Web-Based Content for Continued Learning*. Presented by the American Association of Family and Consumer Sciences
- The program coordinator participated in the OSU College of Human Sciences Instructional Learning Community to discuss the book *What the Best College Teachers Do* by Bain, which yielded focused inputs and perspectives regarding effective teaching styles. In addition, the program coordinator maintained two professional certifications: Certified Family and Consumer Scientist: American Association of Family and Consumer Sciences
- Certified Family Life Educator: National Council on Family Relations

Math and Science

Mathematics and Science Education faculty have attended a variety of professional development opportunities such as attendance/presentations at the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics annual conferences, the National Science Teachers Association, and the School Science and Mathematics Association. Additionally program faculty members have attended sessions at the UTEACH institute in Austin.

School Administration

To remain current with research and best practices, SA faculty participated in professional development activities and attended/presented at several conferences during the past year:
- American Educational Research Association
- University Council of Educational Administration
- Educational Leadership Conference at the University of North Texas
- International Academy of Educational Leaders
- Northeastern Association of Business Education and Technology
- OACTE/OATE/OEQA Program Review Training
- ITLE Program Review Certification Training
- ITLE training for using SPSS in ANOVA, Multiple Regression, and Multivariate Analysis
- ITLE Early Career Faculty Training through last spring
- ITLE Strategies for Engaging Students in the Classroom with Dr. Shane Robinson
- Additionally:
  - One faculty member completed a course in Statistical Analysis through Udacity.
  - One is completing his MBA; this will enhance his ability to teach courses in his area of expertise: organizational behavior/theory, human resources, and finance in an educational context

School Counseling

Faculty in our program attend professional conferences, OSU Institute for Teaching and Learning Excellence faculty development workshops, and work on an individual basis with COE staff to improve teaching effectiveness.

Grants and Contracts Awarded (Entire EPP):

AMOUNT AWARDED	TITLE	PI	DURATION
$1.1 million	OSUTeach	Carroll, S	1/1/14-8/31/18
13,051.00	Assembly and Function of the Cyanbacterial Photosystem II Complex	Angle, J	1/1/13-12/31/16

145,000.00	Oklahoma Tiered Intervention Support System	Duhon, G	7/1/13-6/30/14
9,000.00	Development of Videos for Recruitment of Teachers in Shortage Areas in OK	Ormsbee, C	7/1/13-6/30/14
24,110.00	Genetic Architecture of Tillering in Panicoid Cereals	Angle, J	6/1/14-5/31/18
1,000.00	Development of Youth Running Club	Baghurst, T	12/1/13-11/30/14
6,750.00	Practicum Program -CRSO FY14	Carlozzi, A	8/15/13-8/15/14
5,002.00	Merrick Foundation Student Physical Activity Grant	Baghurst, T	3/1/14-2/28/15
75,000.00	Analysis of OKC Boathouse Foundation Initiatives…outreach	Baghurst, T	7/1/14-6/30/17
2,501.88	T & I Educator Development	Self, M	7/1/14-6/30/15
73,300.00	T & I Educator Development	Self, M	7/1/14-6/30/15
86,000.00	C3 Readiness in Rural OK: Building Elementary Engineering Connection	Ivey, T	7/1/13-6/30/14
9,800.00	Junior Science & Humanities Symposium FY14	Angle, J	9/1/13-8/31/14
4.982.00	Establishing Elementary Engineering Excellence: STEM Pipeline	Ivey, T	8/16/13-12/30/13
21,909.00	Establishing Elementary Engineering Excellence: STEM Pipeline	Ivey, T	8/16/13-12/30/13
1,500.00	Developing Preservice Teachers' Attitudes & Understandings about Diversity with Multicultural YA Fiction	Parsons, S	11/1/13-6/30/15
Total funding $1,578,905.88			

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 2013-14, teacher education faculty members attended a variety of professional development activities. The following list indicates the types of professional activities in which the faculty had the opportunity to participate: National Association of Literacy Educators; Annual Bill Martin Memorial Symposium of Teaching Reading; Texas Rural Education Summer Conference; Conference Society of Philosophy and History of Education; Chalk and Wire Training Conference' Annual meeting of the Education Law Association; Quality Matters Training- Applying the QM Rubric; Black Board Training; SMART Board Training, Oklahoma Rural Schools Fall Conference; Oklahoma Music Educator's Conference; Oklahoma Choral Director's Association Conference; Native American Symposium; Southeastern Faculty Symposium; BrainStorm 2014; Oklahoma Creativity Forum; TAPSI Staff Development – Standing in the Gap.

SWOSU

All of the University's full-time faculty members in the Department of Education have received training in the Co-Teaching model over the past year and three DOE faculty serve as primary trainers. Canvas is the newly adopted electronic instructional platform for the university. All faculty members have received training on the utilization of Canvas. All instructors who will be teaching an online/blended course in fall 2015 or later must successfully complete the Canvas course: Certification of Instructors to Teach Online Courses.

Canvas and Co-Teaching training are just two examples common to all faculty members. Each faculty member is encouraged to pursue other professional development opportunities such as conference attendance, presentations, research and publication.

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 (CETTL) provides professional development opportunities in many areas focusing on transformational learning, including inquiry, group discussion and collaborative learning. This office, with participation from faculty across all of our colleges, hosts an international Transformative Learning Conference annually. The University's EPP also hosts (for over thirty years) an annual Multicultural Institute that attracts participants from across Oklahoma and the region. Through numerous avenues, unit faculty members have shared their expertise with colleagues by presenting during faculty in-service trainings and at local, state and national conferences. They have also advanced their own skill sets through participation at these events.

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 and is available through the Teacher Education Services office upon request.

OU
A new procedure has been implemented to collect data on faculty activity in P-12 schools. All full-time faculty directly involved in teacher education receive a monthly email reminder to log into an online reporting system to report information about meaningful contact with P-12 learners (dates, duration, and nature of school visits).

USAO
Professional development opportunities included institutional offerings such as the Festival of Arts and Ideas, Abelson Reconciliation Lecture with William Cavanaugh, Giles Symposium with Dr. James Gailbraith, Emerson-Weir Symposium with Dr. Eric. Kandel and the summer History Symposium with Dr. Joseph Glatthaar. Opportunities designed to improve each unit faculty member's ability to model effective teaching styles included offerings such as smart board and Clicker training sessions. 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.   OACTE/OCTP/OATE Fall Conference 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 – 10/24/14
- Festival of Arts and Ideas – Storytelling -- Spring 2014
- Emerson/Weir Symposium – Dr. Eric Kandel – 3/13/14
- Civil War History Symposium – Dr. Joseph Glatthaar – 6/24/14
- Giles Symposium – Dr. James Gailbraith – 9/29/14

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:

- "HT6-Teaching with Impact," Elaine Hutchison, 2013 Oklahoma Teacher of the Year – 9/12/12
- "What You Should Know about Students Who Are Foster Children and/or Abused," Speakers: Angie Young and James Craig 10/2/13.
- "What You Should Know about Agriculture, Farm Culture, and How It Will Impact Your Classroom; " speakers Brett Morris and Dana L. Bessinger" – 11/6/13
- "What Teacher Should Know about Keeping Schools and Themselves Healthy," Darina Shellman, R.N., R.M. 2/5/14
- Read Across America – Chickasha Public Schools – 3/3/14
- "OERB Energy Education Programs: Free curriculum, Free Professional Development hours, Free Materials and a Free Field Trip!" Taylor Todd OERB Education Coordinator – 3/5/14
- "No Greater Time—Teaching a Challenge Worth Taking," Denise Locke, Math Curriculum Coordinator for Mustang Public Schools. – 3/10/14 Celebrate Reading-Chickasha Pub. Schools; Speaker Illustrator Mike Wimmer – 5/1/14

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), Elementary and Secondary Education Act (ESEA), Title II, A, Improving Teacher Quality (ITQ) grants provide opportunities for arts and science faculty, teacher education faculty, and K-12 teacher collaborations.

CU
Faculty from arts and sciences are involved in Cameron's education programs in multiple ways. As members of the Assessment Advisory Committees for each program, faculty members engage in data analysis and making recommendations for program improvement.

Program Quality Improvement Reports (PQIR) is required annually for all programs at the university. Each PQIR includes student learning outcomes, measures with benchmarks/targets, report of findings, and action plans. All PQIRs undergo annual review by university's assessment committee which includes representatives from arts and sciences. Because faculty cannot review programs in their own area, education programs are always reviewed by faculty from arts and sciences.

Also a representative from the arts and sciences faculty serves on the Teacher Education Council. Duties of the council include: examining candidate data at program admission and making recommendations regarding the selection, admission, and retention of teacher education candidates; regular reviews of state test scores; assessment of the capacity and effectiveness of

the unit's assessment system; and reviewing regulations and approving proposed curriculum changes.

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. Many Arts and Sciences faculty and students participate in the Cooperating Teacher Forum, Teacher of the Year lecture and The Education Scholarship and Awards Banquet in both the fall and spring semesters. Every coordinator 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. Social Studies teacher certification and English Language Arts teacher certification programs both received National Recognition status from their respective SPAs.

Education faculty members 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 included on the Teacher Education Council (TEC) that oversees the program's policies and procedures, curriculum, admission requirements, and approves candidates for admission to Teacher Education and Clinical Teaching. The TEC is comprised of faculty representative from English, Mathematics, Science, Music, Physical Education, Elementary Education, Special Education, and Early Childhood Education.

Faculty from Arts and Sciences are included in the NCATE Accreditation process along with the faculty in the School of Education and Behavioral Sciences. Faculty members chair and serve on Program Review and Standards committees, working with professional education faculty and the Director of Teacher Education, Certification, and Field Experiences.

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 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 called as needed).

Secondary faculty continued to collaborate 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), subcommittee work, and intern observation.
- 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."

The Curriculum & Instruction Department is consistently collaborating with the Science, Liberal Arts, & Math departments to align curriculum with SPA standards, CAEP standards, OSAT competencies, and the needs of local area school districts. The Elementary Education program is currently developing a proposal to revamp the program as mentioned earlier in collaboration with the above listed departments in order to better prepare teacher candidates to become effective teachers.

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

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

OSU
Elementary Education
To date, Arts & Sciences faculty are responsible for the delivery of the general education courses for all elementary education.

Secondary Education
CIED 4613: *Teaching Nature of Science Through an Inquiry Approach*: students work with a STEM faculty researcher for 13 weeks. During this time they learn to conduct authentic scientific research. In class, students develop a deep understanding of the Nature of Science (a component of science literacy) using their research as a framework.

CIED 4713: *Science Methods*. The Science Education Program Coordinator works with an Arts and Sciences faculty member in allowing pre-service science teachers to facilitate the CAS biology 1114 lab sections. These labs are taught through an inquiry approach. Students attend their specific lab section every week and practice developing inquiry-based questioning skills throughout the semester. Faculty members observe laboratory interactions as students work in groups, and learn that lessons can vary in levels of inquiry. This is a win-win relationship for both the COE and CAS in that students are receiving an opportunity to transition from theory learned

in the classroom to actual application in the lab. CAS lab instructors are receiving an extra "instructor" during the lab to address student questions.

The Science Program Coordinator's NSF grant with the Associate Professor in Arts and Sciences allowed the selection of a pre-service science teacher to work in the lab during the summer. This strengthens the PSTs understanding of research while receiving monetary compensation.

The faculty member that serves as the Co-PI on NSF grants works with CAS faculty to write and implement the "broader impact" portion of the grant. Having an education faculty on the proposal provides validity that the broader impact will actually get completed. Again, a win-win for both colleges.

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

SWOSU
The Teacher Education Council (TEC) develops and approves policy for both initial (INT) and advanced (ADV) teacher education programs. The Faculty Handbook definition of TEC was changed in 2014 to include authority for all undergraduate and graduate teacher education programs. Membership includes faculty representatives from each of the INT and ADV programs that make up the unit. An examination of the TEC membership shows that both undergraduate and graduate faculty are represented. Each certification area, whether graduate or undergraduate, whether elementary, K12, or secondary, is represented on the TEC. All departments across campus play a role in developing policy.

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 three committees that make up that Council: Admissions & Retention, Assessment and Curriculum. These faculty members also attend general Teacher Education Faculty (TEFAC) 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 certification area committee and on the Education Professions Division (EPD), the teacher education steering committee in the JRCoE.

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 & Classical language faculty assist with advising of JRCoE world language education students on efficient completion of their language courses.

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 PE are outside the Division of Education.

Arts and Science faculty teach courses required for Elementary (Art in the Public School, 12 hours of math, Music in the Elementary School, 13 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, 13 hours of science content, a minimum of 9 hours of language arts content, 12 hours of social studies content), and Deaf Ed (12 hours of math, 13 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 24, 2014 with teacher education faculty from all program areas. The theme of "Grit" (pointing hands, a pat on the back, handwriting on the wall, hands working together) guided the day. After a visual Angela Lee Duckworth "Ted Talk" about Grit, faculty reviewed and discussed assessment data from the prior year and five year trends as well as what had been learned from two trimesters of Co-Teaching implementation. A valuable part of the day was spent discussing the challenge just presented to Teacher Education from Dr. Feaver. Remaining time was spent looking at the "small, loose particles of stone or sand" referred to as grit, or the impending preparation for the fall 2016 CAEP visit. The day ended with a consensus to face the future with Grit defined as courage and resolve.

AGENDA ITEM #26-b (7):

> **Annual Reports.**

SUBJECT: National Guard Tuition Waiver 2014-15 Year-End Report and Institutional Reimbursement.

> *This Item Will Be Available At the Meeting.*

AGENDA ITEM #26-b (8):

> **Annual Reports.**

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2013-2014.

RECOMMENDATION:

> **This is an information item only.**

BACKGROUND:

The report, <u>Financing Current Operating Costs of Higher Education in Oklahoma,</u> first published by the State Regents in 1963, was the culmination of a detailed study of the financial operations of Oklahoma's state, private and municipal colleges and universities. This landmark study involved analyses of current operating income and expenditures, future financial needs, instructional salary costs, budget building procedures, student costs, and student assistance programs.

One of the recommendations of the report was: "...that the State Regents continue to compile, analyze, and disseminate educational financial data...in order that up-to-date and reliable information will be available for continuous long-range planning."

In keeping with this recommendation, income and expenditure data from state-supported colleges and universities have been gathered, analyzed and published for every fiscal year since 1962-63 following the same general pattern of earlier years.

This publication reports the income and expenditures for FY2013-2014 with comparisons to FY2012-2013.

POLICY ISSUES:

This report is consistent with the State Regents policy.

ANALYSIS:

This Income and Expenditure Report for FY2013-2014 details institutions' total income and expenditures for Educational and General Part I, Auxiliary Enterprises, Student Aid, Sponsored Research and Other Sponsored Programs, Hospitals and Clinics and Agency Special Activities. The following tables summarize data from this report.

Twenty-Five Colleges and Universities:

Total Educational and General Part I Income: FY2014 Compared to FY2013				
Income:	FY2014	FY2013	$ Change	% Chg
Student Fees	920,516,974	887,001,788	33,515,186	3.8%
State Appropriations	634,014,278	626,586,420	7,427,858	1.2%
Federal Stimulus	0	0	0	#DIV/0!
Gifts & Grants	69,007,395	78,809,428	-9,802,033	-12.4%
Other Sources	116,803,087	113,900,273	2,902,814	2.5%
Total Income	1,740,341,734	1,706,297,909	34,043,825	2.0%
Columns May Not Add Due to Rounding				

Total Educational and General Part I Expenditures: FY2014 Compared to FY2013				
Expenditures	FY2014	FY2013	$ Change	% Chg
Instruction	754,214,604	734,380,111	19,834,493	2.7%
Research	59,741,892	53,445,325	6,296,567	11.8%
Public Service	23,968,099	27,589,682	-3,621,583	-13.1%
Academic Support	211,417,860	198,566,839	12,851,021	6.5%
Student Services	121,517,990	115,834,538	5,683,452	4.9%
Institutional Support	139,691,980	129,137,503	10,554,477	8.17%
Physical Plant	218,065,075	219,266,699	-1,201,624	-0.5%
Scholarships	190,657,621	183,887,150	6,770,471	3.7%
Total	1,719,275,121	1,662,107,847	57,167,274	3.4%

For the fiscal year ending on June 30, 2014, Educational and General – Part I income for the twenty-five colleges and universities were reported at $1,740,341,734, an increase of $34.0 million (2.0 percent) over fiscal year 2012-2013. In FY2014, total income was comprised of $920,516,974 (52.9 percent) from tuition and student fees, $634,014,278 (36.4 percent) in state appropriations, $69,007,395 (4.0 percent) in gifts and grants, and $116,803,087 (6.7 percent) from other income sources.

From FY2013 to FY2014, tuition and student fees increased $33.5 million (3.8 percent). State appropriations increased $7.4 million (1.2 percent), gifts and grants decreased $9.8 million (-12.4 percent), and other sources increased $2.9 million (2.5 percent).

For the fiscal year ending on June 30, 2014, Educational and General Part I expenditures for the twenty-five institutions were reported at $1,719,275,121, an increase of $57.2 million (3.4 percent) over fiscal year 2012-2013. In FY2014, total expenditures were comprised of $754.2 million (43.9 percent) for instruction, $59.7 million (3.5 percent) for research, $24.0 million (1.4 percent) for public service, $211.4 million (12.3 percent) for academic support, $121.5 million (7.1 percent) for student services, $139.7 million (8.1 percent) for institutional support, $218.1 million (12.7 percent) for physical plant, and $190.7 million (11.1 percent) for scholarships.

From FY2013 to FY2014, expenditures for instruction increased $19.8 million (2.7 percent), research increased $6.3 million (11.8 percent), public service decreased $3.6 million (-13.1 percent), academic support increased $12.9 million (6.5 percent), student services increased $5.7 million (4.9 percent), institutional support increased $10.6 million (8.2 percent), physical plant decreased $1.2 million (-0.5 percent) and scholarships increased $6.8 million (3.7 percent).

Total Educational and General Part I Expenditures: FY2014 Compared to FY2013				
25 Colleges and Universities				
Expenditures	*FY2014*	*FY2013*	*$ Change*	*% Chg*
Teaching Salaries	*399,761,924*	*387,057,520*	*12,704,404*	*3.3%*
Professional Salaries	*275,936,964*	*259,824,525*	*16,112,439*	*6.2%*
Other Salaries & Wages	*145,162,982*	*141,739,123*	*3,423,859*	*2.4%*
Fringe Benefits	*288,975,561*	*285,069,430*	*3,906,131*	*1.4%*
Sub-Total	*1,109,837,431*	*1,073,690,598*	*36,146,833*	*3.4%*
Professional Services	*25,873,402*	*22,434,195*	*3,439,207*	*15.3%*
Travel	*22,260,635*	*19,633,379*	*2,627,256*	*13.4%*
Utilities	*66,782,975*	*64,563,217*	*2,219,758*	*3.4%*
Supplies & Other Operating Expenses	*177,378,672*	*174,005,561*	*3,373,111*	*1.9%*
Property, Furniture & Equipment	*61,860,678*	*60,138,602*	*1,722,076*	*2.9%*
Library Books & Periodicals	*23,278,047*	*21,827,382*	*1,450,665*	*6.6%*
Scholarships & Other Assistance	*194,960,073*	*188,185,531*	*6,774,542*	*3.6%*
Transfers & Other Disbursements	*37,043,208*	*37,629,382*	*(586,174)*	*-1.6%*
Sub-Total	*609,437,690*	*588,417,249*	*21,020,441*	*3.6%*
Total	*1,719,275,121*	*1,662,107,847*	*57,167,274*	*3.4%*

For FY2014, salaries and fringe benefits totaled $1,109,837,431, an increase of $36,146,833 (3.4 percent) over FY2013. Other operating costs total $609,437,690, an increase of $21,020,441 (3.6 percent) over FY2013. Teaching salaries total $399,761,924, an increase of $12.7 million (3.3 percent) over FY2013. Professional Salaries total $275,936,964, an increase of $16.1 million (6.2 percent) over FY2013. Other Salaries and Wages total $145,162,982, an increase of $3.4 million (2.4 percent) over FY2013. Fringe Benefits total $288,975,561, an increase of $3.9 million (1.4 percent) over FY2013. Professional Services total $25,873,402, an increase of $3.4 million (15.3) over FY2013. Travel expenditures total 22,260,635, an increase of $2.6 million (13.4 percent) over FY2013. Utilities total $66,782,975, an increase of $2.2 million (3.4 percent) over FY2013. Supplies and Other Operating Expenses total $177,378,672, an increase of $3.4 million (1.9 percent) from FY2013. Property, Furniture & Equipment total $61,860,678, an increase of $1.7 million (2.9 percent) over FY2013. Library Books and Periodicals total $23,278,047, an increase of $1.5 million (6.6 percent) from FY2013. Scholarships and Other Assistance total $194,960,073, an increase of $6.8 million (3.6 percent) over FY2013. Transfers and Other Disbursements total $37,043,208 million, a decrease of $586.2 thousand (-1.6 percent) over FY2013.

Ten Constituent Agencies:

Total Educational and General Part I Income: FY2014 Compared to FY2013				
Income:	*FY2014*	*FY2013*	*$ Change*	*% Chg*
Student Fees	*135,046,761*	*131,496,195*	*3,550,566*	*2.7%*
State Appropriations	*227,043,884*	*224,417,139*	*2,626,745*	*1.17%*
Federal Appropriations	*10,271,478*	*10,490,913*	*-219,435*	*-2.1%*
Gifts & Grants	*27,670,267*	*32,815,085*	*-5,144,818*	*-15.7%*
Other Sources	*61,176,847*	*54,689,383*	*6,487,464*	*11.9%*
Total Income	*461,209,237*	*453,908,715*	*7,300,522*	*1.6%*
Columns May Not Add Due to Rounding				

Total Educational and General Part I Expenditures: FY2014 Compared to FY2013				
Expenditures	*FY2014*	*FY2013*	*$ Change*	*% Chg*
Instruction	193,492,868	180,358,868	13,134,000	7.3%
Research	49,113,626	47,372,463	1,741,163	3.7%
Public Service	53,020,960	49,937,364	3,083,596	6.2%
Academic Support	46,114,698	46,013,400	101,298	0.2%
Sub-Total	**341,742,152**	**323,682,095**	**18,060,057**	**5.6%**
Student Services	14,657,425	13,476,362	1,181,063	8.8%
Institutional Support	40,601,732	39,755,038	846,694	2.1%
Physical Plant	52,781,360	47,844,641	4,936,719	10.3%
Scholarships	9,306,312	9,286,044	20,268	0.2%
Sub-Total	**117,346,829**	**110,362,085**	**6,984,744**	**6.3%**
Total	*459,088,981*	*434,044,180*	*25,044,801*	*5.8%*

For the fiscal year ending on June 30, 2014, Educational and General – Part I income for the ten constituent agencies were reported at $461,209,237, an increase of $7.3 million (1.6 percent) over fiscal year 2012-2013 and increased $21.6 million (4.9 percent) over fiscal year 2010-2011. In FY2014, total income was comprised of $135,046,761 million (29.3 percent) from tuition and student fees, $227,043,884 (49.2 percent) in state appropriations, $10,271,478 (2.2 percent) in federal appropriations, $27,670,267 (6.0 percent) in gifts and grants, and $61,176,847 (13.3 percent) from other income sources. Note: There were no federal stimulus funds received in FY2013 or in FY2014.

From FY2013 to FY2014, tuition and student fees increased $3.6 million (2.7 percent).   State appropriations increased $2.7 million (1.2 percent), federal appropriations decreased $219.4 thousand (-2.1 percent), gifts and grants decreased $5.1 million (-15.7 percent) and other sources increased $6.5 million (11.9 percent).

For the fiscal year ending on June 30, 2014, Educational and General Part I expenditures for the ten constituent agencies were reported at $459,088,981, an increase of $25.0 million (5.8 percent) over fiscal year 2012-2013 and increased $48.6 million (11.8 percent) over fiscal year 2010-2011. In FY2014, total expenditures were comprised of $193.5 million (42.1 percent) for instruction, $49.1 million (10.7 percent) for research, $53.0 million (11.5 percent) for public service, $46.1 million (10.0 percent) for academic support, $14.7 million (3.2 percent) for student services, $40.6 million (8.8 percent) for institutional support, $52.8 million (11.5 percent) for physical plant, and $9.3 million (2.0 percent) for scholarships.

Total Educational and General Part I Expenditures: FY2014 Compared to FY2013				
10 Constituent Agencies				
Expenditures	*FY2014*	*FY2013*	*$ Change*	*% Chg*
Teaching Salaries	93,858,062	91,369,696	2,488,366	2.7%
Professional Salaries	103,679,542	98,993,291	4,686,251	4.7%
Other Salaries & Wages	40,471,807	39,377,636	1,094,171	2.8%
Fringe Benefits	81,584,082	80,627,740	956,342	1.2%
Sub-Total	**319,593,493**	**310,368,363**	**9,225,130**	**3.0%**
Professional Services	4,566,318	3,623,319	942,999	26.0%
Travel	4,552,792	4,403,830	148,962	3.4%
Utilities	13,716,741	13,037,886	678,855	5.2%
Supplies & Other Operating Expenses	62,134,655	56,739,521	5,395,134	9.5%
Property, Furniture & Equipment	8,506,978	10,215,739	(1,708,761)	-16.7%
Library Books & Periodicals	4,862,419	4,128,067	734,352	17.8%
Scholarships & Other Assistance	9,642,927	11,564,937	(1,922,010)	-16.6%
Transfers & Other Disbursements	31,512,658	19,962,518	11,550,140	57.9%
Sub-Total	**139,495,488**	**123,675,817**	**15,819,671**	**12.8%**
Total	**459,088,981**	**434,044,180**	**25,044,801**	**5.8%**

For FY2014, salaries and fringe benefits totaled $319,593,493, an increase of $9,225,130 (3.0 percent) over FY2013. Other operating costs total $139,495,488, an increase of $15,819,671 (12.8 percent) over FY2013. Teaching salaries total $93,858,062, an increase of $2.5 million (2.7 percent) over FY2013. Professional Salaries total $103,679,542, an increase of $4.7 million (4.7 percent) over FY2013. Other Salaries and Wages total $40,471,807, an increase of $1.1 million (2.8 percent) over FY2013. Fringe Benefits total $81,584,082, an increase of $956.3 thousand (1.2 percent) over FY2013. Professional Services total $4,566,318, an increase of $943.0 thousand (26.0 percent) over FY2013. Travel expenditures total 4,552,792, an increase of $149.0 thousand (3.4 percent) over FY2013. Utilities total $13,716,741, an increase of $678.9 thousand (5.2 percent) over FY2013. Supplies and Other Operating Expenses total $62,134,655, an increase of $5.4 million (9.5 percent) from FY2013. Property, Furniture & Equipment total $8,506,978, a decrease of $1.7 million (-16.7 percent) over FY2013. Library Books and Periodicals total $4,862.419, an increase of $734.4 thousand (17.8 percent) over FY2013. Scholarships and Other Assistance total $9,642,927, a decrease of $1.9 million (-16.6 percent) over FY2013. Transfers and Other Disbursements total $31,512,658 million, an increase of $11.6 million (57.9 percent) over FY2013. Total FY2014 expenditures total $459,088,981, an increase of $25.0 million (5.8 percent) over FY2013.

Summary - Twenty-Five Colleges and Universities and the Ten Constituent Agencies:

Total Income for the 25 College and Universities and the 10 Constituent Agencies FY2014 Compared to FY2013				
Income	*FY2014*	*FY2013*	*$ Change*	*% Chg*
E&G Part I	2,201,550,971	2,160,206,624	41,344,347	*1.9%*
Sponsored Research	499,471,193	496,358,571	3,112,622	*0.6%*
Student Aid	361,139,785	365,547,896	-4,408,111	*-1.2%*
Auxiliary Services	707,338,538	674,251,153	33,087,385	*4.9%*
Hospitals and Clinics	594,038,696	516,475,751	77,562,945	*15.0%*
Agency Special	51,342,671	77,742,673	-26,400,002	*-34.0%*
Total	*4,414,881,854*	*4,290,582,668*	*124,299,186*	*2.9%*

Total Expenditures for the 25 College and Universities and the 10 Constituent Agencies FY2014 Compared to FY2013				
Expenditures	*FY2014*	*FY2013*	*$ Change*	*% Chg*
E&G Part I	2,178,364,102	2,096,152,027	82,212,075	*3.9%*
Sponsored Research	499,504,403	496,359,984	3,144,419	*0.6%*
Student Aid	343,474,150	369,488,636	-26,014,486	*-7.0%*
Auxiliary Enterprises	601,631,656	564,350,657	37,280,999	*6.6%*
Hospitals and Clinics	506,076,603	492,971,316	13,105,287	*2.7%*
Agency Special	46,619,472	49,253,130	-2,633,658	*-5.3%*
Total	*4,175,670,386*	*4,068,575,750*	*107,094,636*	*2.6%*

For the fiscal year ending on June 30, 2014, the total operating expenditures for the twenty-five colleges and universities and ten constituent agencies totaled $4.176 billion, an increase of $107.1 million (2.6 percent) over fiscal year 2012-2013. Expenditures made in fiscal year 2013-2014 include $2.178 billion (52.2 percent) for Educational and General Part I, $499.5 million (12.0 percent) for Sponsored Research and Other Sponsored Programs, $343.5 million (8.2 percent) for Student Aid, $601.6 million (14.4 percent) for Auxiliary Enterprises, $506.1 million (12.1 percent) for Hospitals and Clinics and $46.6 million (1.1 percent) for Agency Special.

From fiscal year 2012-2013 to fiscal year 2013-2014, total expenditures increased by $107,094,636 (2.6 percent). Expenditures for Educational and General Part I increased $82.2 million (3.9 percent), Sponsored Research and Other Sponsored Programs increased $3.1 million (0.6 percent), Student Aid decreased $26.0 million (-7.0 percent), Auxiliary Enterprises increased $37.3 million (6.6 percent), Hospitals and Clinics increased $13.1 million (2.7 percent) and Agency Special decreased $2.6 million (-5.3 percent).

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Seven Hundred Sixty-Fifth Meeting

April 9, 2015

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

Minutes of the Seven Hundred Sixty-Fifth Meeting
April 9, 2015

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Seven Hundred Sixty-Fifth Meeting
of the
Oklahoma State Regents for Higher Education
April 9, 2015

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 9, 2015, 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 Friday, October 10, 2014. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Regent Mike Turpen called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway and Ike Glass.

3. **MINUTES OF THE PREVIOUS MEETINGS.** Regent White made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' regular meeting on March 5, 2015. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Turpen and Stricklin. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Turpen reflected on the upcoming 20th anniversary of the Oklahoma City bombing. He asked the State Regents and meeting attendees to have a moment of silence for the victims of the bombing. Chancellor Glen Johnson read a list of the Oklahoma State Regents for Higher Education staff, both past and present that were housed in the Journal Record building at the time of the bombing, several of which were injured during the blast.

Those employees were:

- Mary Mowdy
- Royia Sims
- Katie Brown
- Rick Edington
- Glendon Forgey
- Ron Hancock
- Valerie Miller
- Dru Brooks
- Helena Scott
- Jeff Anderson
- Aleta Berry
- Roger Bozarth
- Gail Burke
- Brandi Casteel
- Linda Cocklin
- Penny Gandy
- Rhonda Goss
- Mary Heid
- Kim Hetzler
- Melody Hulse
- Lorrie King
- Ami Layman

- Christie Lee
- Debra Mann
- Brenda Mathes
- Barbara McCrary
- Glenda McDaniel
- Betty Robins
- David Roy
- Von Royal
- Jack Seagraves
- Wayne Sparks
- Tammy Strawn
- Rick Sykora
- Edra Thrower
- Laura Weiss
- Sandra Wineberry

5. **REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson provided Regents with a summary of engagements that he attended on behalf of the State Regents. He also announced that Regent Holloway was recently reappointed by Governor Mary Fallin to serve a nine-year term. Chancellor Johnson also reminded the Regents that the Oklahoma's Promise Day at the Capitol is April 14, 2015 starting at 10:00 a.m.

6. **SPECIAL GUEST.** Ms. Kari Watkins, Executive Director of the Oklahoma City National Memorial and Museum, was present to receive a resolution paying homage to the Oklahoma Standard. Ms. Watkins thanked the State Regents for the resolution and stated that she is thrilled with the partnership between the National Memorial and Oklahoma higher education. She also announced three events happening during the month of April to commemorate the anniversary:

    - 20th Anniversary Remembrance Ceremony with former President Bill Clinton in attendance– April 19, 2015;

    - Reflections of Hope Award to honor the justice system who worked the largest criminal case in United States history – April 20, 2015; and

    - Oklahoma City National Memorial Marathon – April 26, 2015.

7. **AWARDS.**

    a. Chancellor Hans Brisch Scholarship Program Awards. Regent White made a motion, seconded by Regent Stricklin, to ratify the awards to the following 2015-2016 Chancellor Hans Brisch Scholarship recipients: Taylor Nicole Hadwiger, Alva High School; Christian Michael Davis, Bristow High School; and Samuel R. L. Flowers, Ponca City High School. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Stricklin and White. Voting against the motion were none.

    b. 2015 Newman Civic Fellows. Regent Holloway made a motion, seconded by Regent Stricklin, to recognize the 2015 Newman Civic Fellows for their achievements. The 2015 Oklahoma Newman Civic Fellows were Carly Anderson, Connors State College, Roxanne Cobb, Oklahoma State University – Oklahoma City, Christopher Dowling,

University of Central Oklahoma, Rhetta Farrill, East Central University, Michael Ferguson, Tulsa Community College, Josi Hasenauer, Northwestern Oklahoma State University, Raleigh Jobes, Rogers State University, Michael Larson, Oklahoma State University Institute of Technology, Tyler Parette, Oklahoma Christian University, Kristen Ryan, Rose State College and Addi Shamburg, Northern Oklahoma College. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin, White and Helm. Voting against the motion were none.

8.   **NEW PROGRAMS.**

a.   Regent Helm made a motion, seconded by Regent Parker, to approve the request from the University of Oklahoma to offer the Master of Science in Data Science and Analytics, the Bachelor of Arts in Japaness, the Graduate Certificate in Social Work with American Indians and the Graduate Certificate in Music Performance. Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White, Helm and Parker. Voting against the motion were none.

b.   Regent Helm made a motion, seconded by Regent Glass, to approve the request from Southeastern Oklahoma State University to offer the Master of Music Education in Music Education. Voting for the motion were Regents Glass, Turpen, Stricklin, White, Helm, Parker and Holloway. Voting against the motion were none.

c.   Regent Helm made a motion, seconded by Regent Holloway, to approve the request from Oklahoma State University – Oklahoma City to offer the Certificate in Information Technology-Computer Forensics/eDiscovery and the Certificate in Information Technology in Networking. Voting for the motion were Regents Turpen, Stricklin, White, Helm, Parker, Holloway and Glass. Voting against the motion were none.

d.   Regent Helm made a motion, seconded by Regent Parker, to approve the request from Tulsa Community College to offer the Associate in Arts in Paralegal Studies and the

Certificate in Project Management. Voting for the motion were Regents Stricklin, White, Helm, Parker, Holloway, Glass and Turpen. Voting against the motion were none.

9.   **PROGRAM DELETIONS.** Regent Helm made a motion, seconded by Regent Parker, to approve the following request for program deletions:

- Oklahoma State University – Oklahoma City requested to delete the Associate in Applied Science in Turfgrass Management (085).

- Northeastern State University requested to delete the Bachelor of Arts in Visual Communication (144) and the Certificate in Writing Program Administration (143).

- Southwestern Oklahoma State University requested to delete the Associate in Science in Hospitality, Restaurant, and Gaming Management (157), Certificate in Hospitality, Restaurant, and Gaming Management (161) and the Associate in Applied Science in Criminal Justice (152).

- University of Central Oklahoma requested to delete the Master of Fine Arts in Creative Writing (192).

- Oklahoma City Community College requested to delete the Certificate in Digital Media Design (117).

- Seminole State College requested to delete the Associate in Science in Office Management (227).

Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Turpen and Stricklin. Voting against the motion were none.

10.   **ACADEMIC POLICY.**   Regents reviewed revisions to the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. This item was for posting only and did not require State Regents' action.

11.   **EPSCoR.** Regent Stricklin made a motion, seconded by Regent White, to accept the 2014 Oklahoma EPSCoR Advisory Committee Annual Report. Voting for the motion were Regents

Parker, Holloway, Glass, Turpen, Stricklin and White. Voting against the motion were none.

12.   **MASTER LEASE PROGRAM.**

a.   Regent Stricklin made a motion, seconded by Regent Holloway, to approve the listing of projects for submission to the Council of Bond Oversight for the 2015 Master Lease Real Property Projects. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin and White. Voting against the motion were none.

b.   Regent Stricklin made a motion, seconded by Regent Glass, to approve the listing of projects for submission to the Council of Bond Oversight for the 2015B Equipment Property Master Lease Program. Voting for the motion were Regents Holloway, Glass, Turpen, Stricklin, White and Parker. Voting against the motion were none.

13.   **CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Holloway, to approve the following purchases for amounts in excess of $100,000:

a.   Juniper Network equipment in the amount of $400,000 for OneNet equipment upgrades.

b.   KPMG LLP in the amount of $250,000 to conduct cost allocation studies for OneNet and the Oklahoma Community Anchor Network.

c.   An increase in the amount of $133,000 is needed for the Pioneer Long Distance purchase order, which was originally approved at the June 26, 2014 State Regents' meeting, for the amount of $101,500. Additional funds are needed for this purchase in order to add the following new customers: Blanchard Police Department, Newcastle Library, Hollis Library, the Fort Supply branch of the Oklahoma Department of Mental Health and Substance Abuse Services, Blanchard Public Library, Northwest Behavior located in Enid, and Chisolm Public Schools. The cost of this project will be recovered through invoicing these new customers. The new total of this purchase order will be $234,500.

Voting for the motion were Regents Glass, Turpen, Stricklin, White, Parker and Holloway. Voting against the motion were none.

14.   **INVESTMENTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve new

investment managers Vulcan Value Partners, Tweedy, Browne Company, Related Real Estate Fund II and Vanguard Emerging Markets. Voting for the motion were Regents Turpen, Stricklin, White, Parker, Holloway and Glass. Voting against the motion were none.

15. **COMMENDATIONS.** Regent Stricklin made a motion, seconded by Regent Holloway, to recognize State Regents' staff for their service and recognitions on state and national projects. Voting for the motion were Regents Stricklin, White, Parker, Holloway, Glass and Turpen. Voting against the motion were none.

16. **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.

17. **CONSENT DOCKET.** Regent Parker made a motion, seconded by Regent Stricklin, to approve the following consent docket items.

    a.   Programs.

        (1)   Program Modifications. Approval of institutional requests.

        (2)   Program Suspensions. Ratification of institutional requests.

    b.   Reconciliation. Approval of institutional requests for program reconciliation.

    c.   Agency Operations. Ratification of purchases over $25,000.

    d.   Non-Academic Degrees.

        (1)   Approval of a request from the University of Oklahoma to award a posthumous degree.

        (2)   Approval of a request from the University of Oklahoma to award four honorary degrees.

        (3)   Approval of a request from Oklahoma State University to award an honorary degree.

        (4)   Deleted Item.

Voting for the motion were Regents White, Parker, Holloway, Glass, Turpen and Stricklin. Voting against the motion were none.

18.   **REPORTS.** Regent Parker made a motion, seconded by Regent Holloway, to approve the following reports:

a.   Programs. Status report on program requests.

b.   Annual Reports.

(1)   2014-2015 Educational Planning and Assessment System Annual Report.

(2)   Academic Policy Exceptions Quarterly Report.

Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Stricklin and White. Voting against the motion were none.

19.   **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.

20.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Turpen announced that the next regular meetings are scheduled to be held on Thursday, May 28, 2015 at 10:30 a.m. and Friday, May 29, 2015 at 9 a.m. at the State Regents Office in Oklahoma City.

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

ATTEST:

Michael C. Turpen, Chairman   Toney Stricklin, Secretary
_____   _____

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

MINUTES OF THE
COMMITTEE-OF-THE-WHOLE
Wednesday, April 8, 2015

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, April 8, 2015, 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 October 10, 2014. A copy of the agenda had been posted as required by the Open Meeting Act.

2. **CALL TO ORDER.** Participating in the meeting were Regents Ron White, Jody Parker, Ann Holloway, Ike Glass, Jimmy Harrel and Mike Turpen. Regent Tony Stricklin joined at 10:44 a.m. and Regent Jay Helm joined at 12:24 p.m. Regent Turpen called the meeting to order and presided.

3. **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.

4. **MERCER-HAMMOND.** Ms. Beth Johnson and Mr. Dick Anderson from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's (OSRHE) current investments.

    The Regents asked several questions including how falling oil prices affect the OSRHE investments and rising interest rates. Ms. Johnson and Mr. Anderson made a recommendation to invest $27 million in Vulcan Value Partners, $30 million in Tweedy, Browne Company, $7 million in Related Real Estate Fund II and $14 million in Vanguard Emerging Markets.

5. **BUDGET.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that for the current fiscal year, revenues are strong and are on track with certified estimates. Ms. Paliotta also stated that there is no clear information on what the agency's budget will be this year as some suggest the agency may receive a budget cut and some suggest the budget will be flat. She stated that the legislature is talking of using agency revolving funds to fill the budget shortfall even though institutional revolving funds are often designated for other purposes.

6. **FUNDING.** Chancellor Glen Johnson gave a brief presentation on the history of Complete College America (CCA) funding and comparison to other states since the beginning of CCA. Chancellor Johnson stated that Oklahoma started out very strong compared to other states, ranking 12th out of the 33 CCA states in percent of state appropriated support. Since then, Oklahoma's status has shrunk to the bottom third of the CCA states, now ranking 26th. Chancellor Johnson finished by stating that all of Oklahoma's surrounding states rank higher than Oklahoma and that is concerning.

7. **OKLAHOMA WORKS.** Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, gave a brief presentation on the Oklahoma Works initiative. Mr. Hutchison stated that the agency has added the Oklahoma Works logo to

the website and the Chancellor and Vice Chancellor's email signatures. The committee is also asking agencies to submit data, and the OSRHE has already submitted it. The committee is also discussing asset mapping and where assets will be relocated to and who has that authority.

8. **LEGISLATIVE UPDATE.** Ms. Hollye Hunt, Vice Chancellor for Governmental Relations, gave a brief legislative update highlighting the following legislation:

- HB 2180 – This bill originally required an Oklahoma's Promise student to enroll in 30 hours per academic year but has since changed to say that the student must complete 24 hours per academic year. This bill also has a fiscal impact.
- SB 177 – This bill would increase the income eligibility for Oklahoma's Promise to $55,000. This bill has a $1.1 million fiscal impact.
- SB 504 – This bill would allow the Oklahoma's Promise scholarship to be used for an accredited online institution. This bill failed to get out of the House Appropriations and Budget Education Subcommittee.

Ms. Hunt stated that there were only a few pieces of legislation left concerning higher education.

9. **TASKFORCE REPORTS.**

a. **Online Education Task Force.** Dr. Blake Sonobe gave a brief update on the work of the State Regents' Online Education Task Force. Dr. Sonobe stated that at the next meeting the committee will be reviewing the revisions to the *Electronically Delivered and Traditional Off-Campus Courses and Programs*, a review of the upcoming Online Summit on April 17, 2015 and there will also be presentations by East Central University and Southeastern Oklahoma State University regarding their online education programs.

b. **State Regents' Campus Safety and Security Task Force.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, gave a brief update on the possibility of a mental health first aid instructor training resulting in a national certification. The training is sponsored by the Oklahoma Department of Mental Health and Substance Abuse Services and is five day training at no cost. Ms. Caddell stated several institutions were interested in sending faculty and staff members.

10. **TITLE IX.** Ms. Mackenzie Wilfong, General Counsel, Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (OSU A&M), gave a brief update on Title IX Compliance.

Ms. Wilfong stated that Title IX began when the first compliance statute was passed in the 1970s and focused on anti-discrimination in athletic programs. However, Title IX was transformed in April 2011 when all higher education institutions in the nation received a letter from the United States Department of Education (USDE) Office of Civil Rights (OCR) stating that although the statutes aren't changing, times are changing and that there would be an increased emphasis on sexual assault. Additionally, they stated that it if a higher education institution knew or should have known about a sexual assault on campus, it is their role to investigate immediately, stop what happened, prevent its reoccurrence and remedy its effects.

Then, in March 2013, the Violence Against Women Act was signed into law and expanded what higher education institutions have to address, including, sexual assault, domestic violence, dating violence and stalking. In May 2013, the USDE, OCR and the United States Department of Justice settled a two-year investigation at the University of Montana regarding the handling of numerous sexual assault complaints alleged against several football players. Then in April 2014,

the White House released the first report of the White House Task Force to Protect Students from Sexual Assault, which focused on bystander intervention. Finally, in July 2014, Senator Claire McCaskill issued 440 surveys to higher education institutions across the country and then created a report using the results. The report focused on the failure of institutions to protect students and resulted in current pending legislation entitled the Campus Accountability and Safety Act.

Ms. Wilfong stated that there are several upcoming events hosted by the OSU A&M Board of Regents to help institutions address these new regulations:

- Statewide Title IX, Student Conduct, and Clery Act Training
  June 2-4, 2015 (open to all institutions)
- Train-the-Trainer for Student Affairs Vice Presidents
  Mid-June 2015

Ms. Wilfong stated that these events will also focus on the unique challenges institutions face, such as the lack of licensed counselors and advocates in rural areas and the varying campus law enforcement models.

11.   **COMPLETE COLLEGE AMERICA.** Chancellor Johnson stated that all institutions have been asked to give a brief presentation on their 2014-2015 Institutional Degree Completion plans at the spring 2015 Committee-of-the-Whole meetings. The institutions presenting at the April meeting were: Southeastern Oklahoma State University, East Central University, Murray State College, Eastern Oklahoma State College and Cameron University.

a. Southeastern Oklahoma State University (SE). President Sean Burrage gave a brief presentation on SE's Complete College America (CCA) initiatives. President Burrage began by stating that SE has been focused on readiness by growing their concurrent enrollment at area high schools and transforming remediation by providing options to students who need remedial courses. SE has also been focused on building bridges to certificates and degrees with mandatory advising for every student and early alert reports informing advisors of current academic progress. President Burrage also stated that SE has been working with the Choctaw Nation to allow their employees to earn a bachelor's degree in Communications in alternative delivery formats. SE's 1st to 3rd semester retention in 2013 was 64.8 percent, which has continually been improving since 2010. President Burrage finished by stating that SE has been collaborating with rural school districts in McCurtain County to strengthen math and science education by providing workshops, mentoring and online STEM modules.

b. East Central University (ECU). President John Hargrave gave a brief presentation on ECU's CCA initiatives. President Hargrave began by stating that the biggest challenge for meeting their CCA goals is funding. However, ECU is focusing on becoming more attractive to the metro areas and focusing on the student experience. ECU recently built the Hallie Brown Ford Fine Arts Center, the Harland C. Stonecipher School of Business and the Dr. Raniyah Ramadan Center for Undergraduate Research and Learning. President Hargrave stated that these new additions will hopefully make ECU more attractive to students in the Oklahoma City and Tulsa metro areas. ECU is also focusing on predictive analytics, a partnership with the Chickasaw nation and retention of students and faculty.

c. Murray State College (MSC). President Joy McDaniel gave a brief presentation on MSC's CCA initiatives. President McDaniel began by stating that MSC has been

focusing on enhanced faculty and advisor training, quality customer service, the first year experience and developing a student success program and a mentor program. These programs are funded by a grant and course goals are to keep students enrolled and engaged while educating them on a variety of subjects including financial literacy, time management strategies, coping skills and the advantages of a college education.

d. Eastern Oklahoma State College (EOSC). President Stephen Smith and Dr. Janet Wansick, Associate Vice President for Academic Affairs, gave a brief presentation on EOSC's CCA initiatives. Dr. Wansick began by stating that EOSC is focused on readiness by hosting workshops for K-12 STEM teachers, providing tutoring to struggling students and providing opportunities for students to explore career options. Additionally, EOSC is focusing on transforming remediation and strengthening pathways to college degrees and certificates with reverse transfer and course transfer initiatives.

President Smith also gave a brief update on the situation involving EOSC and the USDE. President Smith stated that EOSC has been placed on heightened cash monitoring status-2 (HCM-2) due to an investigation from the USDE. This status removes institutions from the Advance Payment Method and requires institutions to disburse financial aid payments from their own funds and then submit a reimbursement request to the USDE. President Stephen Smith has strong objections to their report and has stated that EOSC is using their reserves to disperse financial aid payments to students. President Smith believes that EOSC is managing the process well and will hopefully go off HCM-2 soon.

e. Cameron University (CU). President John McArthur gave a brief update on CU's CCA initiatives. President McArthur began by stating that last year CU issued over 1,000 certificates and degrees, the highest in university history. Additionally, CU has been working with students who did not know they had earned enough credits to graduate and that has added to the growth of certificates and degrees. CU is also focused on student retention. In 2013, CU opened the Office of Teaching and Learning, a dedicated office for first year students and in 2014 CU was accepted to the HLC Academy for Student Persistence and Completion. President McArthur finished by saying that 38.4 percent of first time bachelor's degree seeking students at CU are enrolled in developmental classes and CU is working on remediation reform.

12. **REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA.** Regent Susan Winchester gave a brief update on the work of the Regional University System of Oklahoma (RUSO). Regent Winchester stated that RUSO is made up of six different institutions all working collaboratively. RUSO institutions enroll over 40,000 graduates per year, 38 percent graduate with a bachelor's degree and 91 percent stay in Oklahoma. Regent Winchester stated that the average cost of tuition at a RUSO institution is $11,000, half of the national average, and 43 percent of RUSO students graduate debt-free.

13. **HIGHER EDUCATION COMPLETION CONFERENCE.** Dr. Debra Stuart, Vice Chancellor for Educational Partnerships, gave a brief report on the 2015 Higher Education Completion Conference on April 2, 2015 at Oklahoma City Community College. Dr. Stuart stated there were around 200 participants representing every Oklahoma institution. The keynote speakers were outstanding and an evaluation will be sent out to all participants to gain feedback regarding the conference.

14. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the April 2015 update on institutional activities.

15. **CALENDAR OF EVENTS.** Chancellor Johnson discussed several upcoming events this spring:

    a. April 8, 2015 – State Regents' Committee-of-the-Whole Meeting— 10:30 a.m. at the State Regent's Office in Oklahoma City.

    b. April 9, 2015 – Tuition Hearing – 9:00 a.m. at the State Regent's Office in Oklahoma City.

    c. April 9, 2015 – State Regents Regular Meeting – 10:00 a.m. at the State Regent's Office in Oklahoma City.

    d. April 9, 2015 – Online Education Task Force – 11:30 a.m. at the State Regent's Office in Oklahoma City.

    e. May 28, 2015 – State Regents' Committee-of-the-Whole Meeting— 10:30 a.m. at the State Regent's Office in Oklahoma City.

    f. May 29, 2015 – State Regents Regular Meeting – 10:00 a.m. at the State Regent's Office in Oklahoma City.

    g. May 29, 2015 – Online Education Task Force – 11:30 a.m. at the State Regent's Office in Oklahoma City.

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

ATTEST:

_____   _____

Michael C. Turpen, Chairman   Toney Stricklin, Secretary

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

PUBLIC HEARING
on Tuition and Fees

Thursday, April 9, 2015
State Regents' Conference Room

Regent Mike Turpen: Before we start the public hearing portion of the meeting, let's review the tuition and fee items that will be the focus of the testimony. The information has been posted on the State Regents' website and is also available on the registration table outside the door. Chancellor, would you like to comment on these issues?

Chancellor Glen Johnson: Ok, thank you Mr. Chairman and members of the Regents and guests today. We are here for our annual hearing on tuition and I want to welcome all the guests that are here today as well. I do have a presentation that will kick us off this morning. A couple of additional comments, our Governor, Governor Fallin has made it very clear I think to all of us that if our state is going to remain economically competitive, we have to have the best educated and the most productive workforce that we can put together and assemble.

Our State Regents have made it very clear as well that we should make commitments to our students whether they are students right out of high school or college or adult students who may have dropped out for one reason or another that are going back to college, if that student demonstrates that he or she has the ability to achieve in college through our various admissions requirements, our testing requirements, then we believe as a state and as a State Regent body that we should give them or do everything we can to give them the opportunity or the access to attend college. And we understand that a critical component in providing access to college is to keep college affordable and certainly to structure our tuition and fee rates where they will be affordable to our students.

So, I think it's important to go back and look at what has occurred on the tuition and mandatory fee front, in terms of action the State Regents have taken going back all the way to 2009. I think as you look at this you will see, quite frankly, that we have a really good story, we have a great story to tell in terms of what Oklahoma higher education has done with regard to tuition and fees particularly in relationship to other states around the United States. As we look back since 2009, as you may remember Regent White was Chair in 2009 when Oklahoma was only one of two states in the nation that froze tuition, there was no tuition increase in 2009. You can see that since then, over the next five year period, that the tuition and mandatory fee rates have averaged under five percent, the six year average that's on the screen there, averages as you can see is 4.4 percent. So, essentially over the six year period, with the process that we have which involves input from students, student government associations, input on tuition and fees from our faculty organizations, our faculty senate, our presidents and our administration then make the recommendation on our tuition and fees to their respective governing boards, the governing boards then make their recommendations to the State Regents, and the State Regents in June, we have two days of hearings with our institutions, where they in addition to presenting their budget requests also will make recommendations to the Regents with regard to tuition and fees. A very comprehensive process and this tuition hearing today is a critical component in that process.

Well as you look at Oklahoma, being at 4.4 percent over this time period, I think it's important to look at recent figures from the College Board over the last five years, with regard to tuition and fee increases at our four-year institutions. These numbers are recent as of last November. You can see that some states have increased tuition and fees significantly. Our cumulative total is ten percent where Arizona has raised tuition to the tune of 70 percent. California you may recall had back to back increases to tuition and fees in access of 25 percent two years in a row. So clearly, where other states have simply tried to fill the gap by increasing tuition and fees that's not what Oklahoma higher education has done, it's not what the State Regents have done.

The result of that, the United States Chamber of Commerce Foundation issued a report last summer, in June, that ranked the 50 states in terms of overall affordability. Now this study not only included tuition and fees but included housing, books, and related costs of attending college and you can see that Oklahoma was ranked, Oklahoma higher education, was ranked fifth in the nation in overall college affordability. A very very significant position and we were ranked the previous year seventh, so we've gone from seventh to fifth over the last year.

But also note as you can see, 17th in job growth, simply related to STEM, which again has been another priority for the Governor, the legislature and Oklahoma higher education. So as we are ranked 5th in affordability, it's also important, I know our Chairman Regent Turpen has made the student debt issue one of his priorities this year as Chair of our Regents; three takeaways from a report that came out in November of this last year on student debt. This report was issued by the Institute for College Access and Student Success, their project on student debt. First of all, 47 percent of our students leave Oklahoma colleges and universities with zero student debt, so almost 50 percent of our students have no debt when they leave college. For those that do have debt, our numbers in Oklahoma higher education are 33 percent below the national average. And those two components have resulted in the Institute for College Access and Student Success ranking Oklahoma as 5th in the nation in terms of our students leaving Oklahoma colleges and universities with the least amount of student debt. Fifth in the nation as far as students leaving with the least amount of student debt.

I might also note, Forbes Magazine in their July addition had a survey and a project and an article that ranked the best and worst states in terms of the best locations for recent college graduates to locate. We were very pleased that Forbes Magazine ranked Oklahoma the second most desirable state in the nation in terms of places where recent college graduations should locate. Their criteria for this decision: consistently low tuition rates, good starting salaries and good per capita income for students, and finally consistently low unemployment rates in Oklahoma.

OETA in February of last year, came out with a survey that asked an open ended question. The question was if you have to rank the services of the state of Oklahoma, as citizens what do you rank, which area do you rank as the most valued area and what is the most valued public service. We were pleased that Oklahoma higher education tied with the Oklahoma National Guard in terms of the most valued service provided to the citizens of the state of Oklahoma.

We are here again this year we want to hear from our students, faculty, citizens of this state on this very very important issue of tuition and fees. I think it's clear from this information our State Regents take this issue and this topic very seriously. And with that, I think it's important that we have input from those that we will be hearing from today. At this point, Mr. Chairman, I would like to ask our Vice Chancellor for Budget and Finance, Amanda Paliotta to go over the items that we will be looking at today.

Amanda Paliotta: Thank you Chancellor. So, Chairman and Regents, this morning what you have in front of you are the prescribed legislative limits for tuition and mandatory fees. You see that those are the tables that are included in your packet and are also available for the public to look at as well. Just a couple of points of interest, I think before we get started, is that when we are looking and comparing to the increase in limits from one year to the next, FY15 to FY16 you have in resident undergraduate which is what we normally focus on is with research institutions you have a three percent increase in legislative limits, five percent for regional institutions and four percent for community colleges. Now, what this actually means for our institutions and where they fall within those limits currently, if you look at our FY15 tuition and mandatory fees and compare them to the new limits for next year, research universities are going to be right around 82.1 percent below the new prescribed limits, regionals are just a little over 78 percent and community colleges are about 61 percent, with a system average of 71 percent. So, those are the tuition and mandatory fees.

Now, what you also have in front of you as well is the academic service fees, those have also been posted. Those were posted on March 5th for your review and you've got about 22 institutions asking for changes in academic service fees that are estimated to net about $6.9 of the $7 million increase for the following academic year.

I would also just like to point out, we have Yolenda Collier here, who is on our staff and sitting in the back and I just want to thank her publicly for compiling this information. It is her responsibility to put this data together for your review. You cannot underestimate the amount of information and figures that flow across her computer to bring this to you today, so thank you Yolenda.

I'll be happy to answer any questions.

Regent Mike Turpen: Questions, comments? Thank you. Well, we have several speakers here who have asked to provide public testimony on these topics. We thank them for their interest and their willingness to engage in a public policy discussion and for their willingness to come to the podium and break the silence of the room with the sound of their voice.

First let's discuss the ground rules: 1) each speaker will have three minutes to make comments; 2) each speaker is allowed only their time allotted; 3) speakers will speak from the podium and will state their name, institution, and organization if you don't mind please; 4) as we all know this is a public hearing on the topic of tuition and fees and we ask that all speakers confine their comments to that topic; and 5) if you have written comments you can submit them to Kylie as part of the record here.

We are here for the purpose of listening to you. The Regents may have a question or two but this is not a debate as you know. And now I have the opportunity to read the names of the people who have agreed to participate in this process which we appreciate immensely. I have three, there may be more so let me know if your name is not on this list:

- Dr. Kenneth Bartels, McCasland Professor for Laser Surgery, Co-Chair for Laser Research, and Professor of Small Animal Surgery, Oklahoma State University. He will be representing the Faculty Advisory Council at our hearing this morning.
- Mr. Sean Baser, Chair of the Student Advisory Board and student at Oklahoma State University – Stillwater.

- Ms. Chelsea Fiedler, member of the Student Advisory Board and a student at Rogers State University.

Thank you for being here. We'll go ahead and get started with Dr. Kenneth Bartels. Thanks for being here.

Dr. Kenneth Bartels: Thank you. Good morning. Thanks for the opportunity for the Faculty Advisory Council to provide input for the annual tuition hearing. As you know, the Faculty Advisory Council is composed of faculty representing research universities, regional universities, community colleges and private institutions throughout the state of Oklahoma.   Each representative serves a two year term as a member, with a chair that rotates quarterly among the members.

As the chair said, my name is Ken Bartels and I am a Professor of Clinical Science at the Center of Veterinary Health Sciences at Oklahoma State University. I am currently serving as chair of the Faculty Advisory Council from April to June this year and I am also the past chair of Oklahoma State University's university Faculty Council. I'd like to take this opportunity to thank Chancellor Johnson, the regents and support staff for their leadership, commitment and guidance and hard work to increase the number of graduates, improve the quality of higher education in Oklahoma and enhance access to all citizens while minimizing the economic burdens on our students.

At the same time, as faculty members, we want to collaborate to improve the quality of personnel, facilities available for achieving higher education goals, namely teaching, research and service. Additionally, resources are essential to meet for example, the ambitious graduation targets set by state leaders for competitive 21st century workforce. Achieving our educational objectives can be especially difficult given the economic shortfall we've been experiencing in Oklahoma this year. The council firmly believes higher education is the instrument that drives much of the economic development in Oklahoma. We know that the estimated return on investment for Oklahoma public higher education is $4.72 for every dollar the state funds. As educators and citizens, we are deeply committed to doing our part in the development of the state of Oklahoma and its people.

As it has happened in recent past, our economic dilemma has either resulted in decreased or flat state support for higher education, which has required all institutions of higher education to tighten their belts and to continue to do more with less. Educators at these institutions have responded, we feel, in a highly admirable fashion. Each faculty and staff at some schools have been without any or minimal increases in salary or benefits for more than 5 years. Despite increases in mandatory costs, faculty and staff continue to provide outstanding and affordable education for the citizens of Oklahoma.

However, because of declining flat or minimal increases in state appropriations, we are now witnessing the associated negative impacts to higher education. Some institutions have seen the departure of talented faculty and they have also been unable to fill open faculty and staff positions or maintain existing slots because of their inability to offer competitive salaries. Continued budgetary stress could lead to reduction in students access to courses and support services as well as fewer opportunities for students to benefit from the mentoring and professional advising by experience faculty.

In conclusion, we support a measured increase in tuition. One that accounts for changes in appropriations for higher education and allows each institution to fulfill their mission and sustain

the value and quality of the degrees they offer. While we do not want to financially strap our students, it is imperative that we bolster our funding to a level sufficient to maintain current personnel and facilities while preventing the collapse of important programs and services. Even with a modest tuition increase, public higher education tuition in Oklahoma will continue to be very affordable in comparison to peer institutions. We know that a decision to raise tuition is difficult and do appreciate consideration of the input we have provided today. Thank you again for giving the Faculty Advisory Council the opportunity to speak at this tuition hearing.

Regent Mike Turpen: Nicely done. Thank you. Questions, comments? Sean, a little bit of background, I have the basics here, a student at OSU, what year?

Mr. Sean Baser: I'm a senior at OSU, Management Information Systems and Political Science dual degree and Chair of the Student Advisory Board.

Regent Mike Turpen: You went to high school where?

Mr. Sean Baser: I went to high school at Jenks High School.

Regent Mike Turpen: Please continue.

Mr. Sean Baser: Good morning members of the Oklahoma Board of Regents. My name is Sean Baser and as I said I am a Management Information Systems and Political Science dual degree senior expecting to graduate from Oklahoma State University this May.

As a proud product of more than one institution in the Oklahoma higher education system, I stand before you today to urge you to protect the accessibility of higher education in the state of Oklahoma. Oklahoma continues to be a leader in college affordability, with the United States Chamber of Commerce ranking the state as 5th in terms of cost. I want to commend the Board of Regents and all those in higher education for working alongside and sometimes in opposition to legislators in order to keep the cost of higher education in reach of students and parents.

In the current and past few legislative sessions, Oklahoma's Promise has had legislation proposed to add more stringent requirements to a program already focused on the most economically susceptible students. Requiring Oklahoma's Promise students to take on a larger academic load while not providing more scholarship support seems counterintuitive while the students are required to pay for books and all living expenses. As we discuss the proposed changes to OHLAP, participating students from a broad array of institutions types across the state, believe this proposal to be an obstacle to graduation from college because in addition to attending college full time many of them work more than 30 hours a week in an effort to pay their living expenses. We should be striving to increase access to higher education by protecting Oklahoma's Promise and doing everything we can to help Oklahoma's most at risk students.

While we as students understand the implications of budget shortfalls, tuition and fee increases are still opposed by students across college campuses. It is vital that we keep increases to tuition as low as possible to encourage access to the benefits of higher education to the individual as well as the long term economic health of the state of Oklahoma. Substantial increases in tuition and fees challenge the Complete College America initiative and our ability to produce the highest quality workforce possibly. While we want to protect the high quality higher education available in the state of Oklahoma, we encourage the Board of Regents to keep in mind the most economically vulnerable students while acting on the tuition proposals.

Regent Mike Turpen: Thanks for being here. Chelsea? And I'll ask you the same question if you don't mind.

Ms. Chelsea Fiedler: I'm a sophomore at Rogers State University and I'm also a member of the Student Advisory Board.

Regent Mike Turpen: And you went to high school where?

Ms. Chelsea Fiedler: At Vinita High School. Well, hi everyone and good morning. I'd love to start by thanking the State Regents for Higher Education for letting me come to speak today. And I hope you all consider my words in making decisions that will affect the students across Oklahoma. My name is Chelsea Fiedler and I am a Political Science major at Rogers State University. I am in the Honors program at my college which provides a private scholarship covering tuition and fees, books housing and meals. Being a part of Honors at my school has taken the financial burden off of me, allowing me to keep a high GPA while making school wide impact with our student government and making statewide impact with the Student Advisory Board.

However, the blessings I have at RSU is not the typical college student experience. The typical college student that I speak of does not have it easy. He or she is working on average 20-30 hours per week covering living costs at the bare minimum while relying on financial aid and student loans to cover the rest of the slack. At my college alone, 70 percent of students rely on financial aid to cover some of their costs. A typical college student relies on colleges that have increasingly seen cuts in funding from the state. This typical college student bears $19,000 in student loans after graduating. This typical college student will see 38 percent of their classmates drop out with financial burdens being one of the causing factors.

As you can see, the students in this state are far from fine when it comes to financial security. Oklahoma continues to be one of the most affordable states to attend college and my biggest hope is that it stays that way. Keeping tuition and fees low is an investment in Oklahoma's future. These students who graduate with degrees end up becoming engineers, scientists, teachers and many more who directly benefit this great state.

An investment in higher education is unlike any other venture. While we may not see the outcomes immediately, Oklahoma will only be affected positively by investing in higher education. Ensuring that the costs are low will do nothing but guarantee that these students have resources to shape their futures and the future of Oklahoma. Thank you all for giving me the time to speak and I hope that with my words you have taken the voice of our students in Oklahoma to heart.

Regent Mike Turpen: Comments, questions? Thank you for being here. Well done. Now that's the list I had, but this is a public hearing obviously so is there anybody else that I didn't have on my list that would like to speak to the issue? Yes, sir. If you don't mind please tell us your name, institution.

Mr. Marcus Garlington: Good morning Regents, my name is Marcus Garlington. I am a sophomore McCabe Scholar at Langston University. I am here on behalf of the Langston Gazette, my editor sent me on a mission to cover this meeting but I could not sit there when I have tons of classmates, people in my major…

Regent Mike Turpen: I'm going to stop you, you are doing great already, but where did you go to high school?

Mr. Marcus Garlington: I'm from Kansas City, Missouri and I went to Lincoln College Preparatory Academy.

Regent Mike Turpen: How did you end up at Langston?

Mr. Marcus Garlington: The McCabe Scholarship afforded me the opportunity to attend.

Regent Mike Turpen: Please continue.

Mr. Marcus Garlington: So, as Chelsea said, I have been afforded the opportunity to attend college in this state and I find that this tuition especially at Langston is one of the cheapest tuitions you can find, and I say cheapest as in inexpensive meaning that for in-state I think the tuition is under $3,000 and out-of-state is under $6,000 just for tuition alone each semester.

I think that raising tuition would deeply disturb the students at our institution because a lot of them are under advantaged. A lot of them come from underrepresented populations and they are piecing together the best they can to survive. We even have a residence on campus called the Commons where people who are married and attending college or have children and are attending college must live, I'm sure you know that as the Board of Regents.

But I just beseech you on behalf of all the students at Langston University to please consider the fact that many of us are from underrepresented backgrounds, a lot of us are first generation college students, a lot of us are working, a lot of us have children, a lot of us are just barely making it. I didn't prepare a speech or anything like that, I didn't know I would be here before you today but I would just hope that you would consider all of these things.

I would also like to add that in my department I know that we do not have the resources to acquire a lot of the knowledge and equipment that a lot of these others schools have. I know we have implemented a fee within our own institution with the purposes of revitalizing and maintaining a lot of programs that we have ourselves. I just ask for the state to consider Langston in the divvying up of these funds and dispursing them to schools because we suffer greatly and we want to be as great as an OU and OSU and we want to have the reputation that many of these Oklahoma schools have.

Chancellor Glen Johnson: Congratulations on your scholarship at Langston. Were you aware of Langston prior to recieving the scholarship? Did you have any previous knowledge?

Mr. Marcus Garlington: I did, and I had a few friends who had applied. I applied myself to Howard University, the University of Southern California, but when it came down to the scholarship it was something I could not refuse.

Chancellor Glen Johnson: I know in conversations with President Smith, they've been very aggressive in looking for students all over the United States and have a great scholarship program so I wondered exactly what your history was as far as your decisions and deciding to come to Langston.

Regent Mike Turpen: What percentage of your friends do you think in fact do work part time?

Mr. Marcus Garlington: I would probably say 75-85 percent. I myself, I am on a full tuition scholarship, room, board, expenses, books covered and I also work 20 hours a week.

Regent Mike Turpen: Where do you work?

Mr. Marcus Garlington: I am a tutor in the university Office of Retention.

Regent Mike Turpen: Thanks for being here and speaking up and thanks for coming to Langston and thanks for coming to Oklahoma.

Is there anybody else that wants to say anything? If not, the State Regents want to thank you. All written and oral commentary received today as well as commentary received by mail, by electronic mail will be assembled and provided to the State Regents. If there are no other comments by anybody, then this meeting is adjourned.