NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 9, 2004 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 December 9, 2004.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Thursday, December 9, 2004--9 a.m.
State Regents’ Conference Room
Chairman Jimmy Harrel, Presiding

1. Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.

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

3. Minutes of Previous Meetings. Approval of minutes.

4. Faculty Advisory Council.
   b. Membership. Recognition of Faculty Advisory Council members who have completed their service and recognition of new members elected by the Faculty Assembly to represent faculty. Page 3.

5. Oklahoma Business and Education Coalition. Update on activities, presented by Dr. Phyllis Hudecki, Executive Director. Page 15.

ACADEMIC

6. New Programs.
   a. University of Oklahoma Health Sciences Center. Approval of request to offer the Certificate in Geriatrics/Gerontology and Master of Science in Geriatrics/Gerontology. Page 17.
   b. Langston University. Approval of request to offer the Master of Entrepreneurial Studies in Entrepreneurship. Page 23.

8. **Administrative Procedures Act.**
   a. Posting of amendment to APA rules relating to OHLAP program. Page 35.
   b. Approval of the revised rules for TSEIP, as submitted, and approval to initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act. Page 39.


10. **Grant Funding.** Acceptance of United Nations Foundation grant funds for Oklahoma Campus Compact. Page 47.


**FISCAL**

12. **E&G Budget Allocations.** Allocation from the Higher Education Facilities Fund for OU and OSU. Page 55.


13.1 **Capital Allocation.** Approval of capital allocation for Redlands Community College. Page 58.1


15. **EPSCoR.** Approval of advisory committee appointment. Page 61.

16. **Revenue Bond.**
   (a) Ratification for transmittal to Attorney General the Oklahoma City Community College Revenue Bond. Page 63.
   (b.) Ratification for transmittal to Attorney General East Central University’s Revenue Bond. Page 65.

17. **Oklahoma Money Matters.** Adoption of emergency rule for Oklahoma Money Matters and approval to initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act. Page 67.


**EXECUTIVE**

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19. **Legislative Agenda.** Approval of State Regents’ 2005 legislative agenda. Page 79.


22. **State System Branding.** Approval of new tagline for the state system for use in print, video, web and other applications as appropriate. Page 99.

23. **Deleted Item.** Page 107.


**CONSENT DOCKET**

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

   a. **Programs.**
      (1) Program Modification. Approval of institutional requests. Page 111.
      (2) Program Suspension. Ratification of institutional requests. Page 117.

   b. **Post Audit.** Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 119.

   c. **Electronic Media and Off-Campus Offerings.**
      (1) Ratification of approved electronic media course and program offerings for the Southern Regional Education Board’s Electronic Campus. Page 127.
      (2) Ratification of the approval for East Central University to offer a law enforcement course out-of-state. Page 129.

   d. **Approval of funding for pilot project through East Central University to address remediation in mathematics.** Page 131.

   e. **Scholarships.** Ratification of scholarship awards.
      (1) Scholarships for Students with Disabilities; Governor’s Committee on Employment of People with Disabilities. Page 133.
      (2) Future Teachers Scholarship - Fall Payment Ratification. Page 135.
      (3) Tulsa Reconciliation Scholarship Program - Fall Payment Ratification. Page 137.
(4) Academic Scholars Program – approval of allocation of Institutional Nominees. Page 139.


26. Reports. Acceptance of reports listed on Attachment "A."


   a. Academic Affairs and Social Justice and Student Services Committees
   b. Budget and Audit Committee.
   c. Strategic Planning and Personnel Committee.
   d. Technology Committee.

30. Other. Recognition of retiring General Counsel, Ned Bastow.

31. 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."

32. Announcement of Next Regular Meeting—9 a.m., Thursday, February 10, 2005, at the State Regents’ Office.

33. Adjournment.
26. **Reports.**


   b. Annual Reports.


      (3) Oklahoma Teacher Enhancement Program grant update. Page 175.


      (6) High School Indicators Report on ACT composite and subject scores by Oklahoma high school site. Page 183.

**NOTE:** The State Regents will meet socially for dinner at 6:45 p.m. on Wednesday, December 8, at the Petroleum Club, downtown Oklahoma City. There is no agenda for this gathering and no State Regents’ business will be discussed.
AGENDA ITEM #4-a:

Faculty Advisory Council Annual Report.

*Oral Presentation*
AGENDA ITEM #4-b:

Faculty Advisory Council.

SUBJECT: Membership

RECOMMENDATION:

This is an information item only to recognize Faculty Advisory Council (FAC) members who have completed their service and to recognize new members elected by the Faculty Assembly.

BACKGROUND:

The Faculty Advisory Council (FAC) was created in 1990. Two members represent the Oklahoma public research universities, two represent the regional universities, two represent the two-year colleges and one represents the independent institutions. These representatives are elected from among the faculty senate presidents at an annual Faculty Assembly held in November.

The FAC meets monthly to discuss issues of interest to faculty and to provide a faculty perspective on topics being considered by other advisory groups such as the Council of Presidents, the Council on Instruction, and the Student Advisory Board. The FAC conducts an annual opinion survey of faculty at all institutions, designs a workplan and provides an annual report to the State Regents. Over the years, resolutions and advice have been offered on the following topics: higher education funding, student advisement, transfer articulation, part-time faculty, tuition setting, concurrent enrollment, student preparation, technology, student orientation, student services, research facilities, student retention, retirement benefits, library access, faculty salaries, faculty shortages, experiential learning, prior learning assessments, disability services, capstone experiences, faculty retention, online enrollment, online course evaluation, responsible Internet usage, identify theft, GEAR UP, OneNet, OHLAP, budget reductions, civic engagement, academic integrity, debt management, educational quality, and economic development.

POLICY ISSUES:

The Operating Procedures for the FAC were added to the State Regents’ Policy and Procedures Manual in 1990 and revised in 1995 and 2002.

RECOGNITIONS:

In recognition of service completed in 2004, resolutions recognizing dedication and service are given to the following FAC members:

Chuck Edgley, Oklahoma State University
Andrea Arquitt, Oklahoma State University
Nancy Osborn, University of Science and Arts of Oklahoma
Nancy Prigmore, Northwestern Oklahoma State University
Judy Colwell, Northern Oklahoma College
Hal Cauthron, Southern Nazarene University

The following faculty members will be joining the FAC for the beginning of a two-year term:

Carol Moder, Oklahoma State University
Brett Elliott, Southeastern Oklahoma State University
Bruce Stewart, Murray State College
Peggy Poteet, Southern Nazarene University

Attachments
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and,

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in heightening State Regents’ sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally; and,

WHEREAS, the terms of service ended in 2004;

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Chuck Edgley for his dedicated service as a member of the 2003-2004 Faculty Advisory Committee.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.

Paul G. Rissier, Chancellor
WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in heightening State Regents' sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally, and

WHEREAS, the terms of service ended in 2004,

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Andrea Arquitt for her dedicated service as a member of the 2004 Faculty Advisory Council.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.
WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in heightening State Regents' sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally; and

WHEREAS, the terms of service ended in 2004,

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Nancy Osborn for her dedicated service as a member of the 2003-2004 Faculty Advisory Committee.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.

Paul G. Risser, Chancellor
WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in heightening State Regents’ sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally; and

WHEREAS, the terms of service ended in 2004,

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Nancy Prigmore for his dedicated service as a member of the 2003-2004 Faculty Advisory Committee.

__________________________
Cheryl Hunter, Secretary

__________________________
Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.

__________________________
WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in heightening State Regents’ sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally; and

WHEREAS, the terms of service ended in 2004,

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Judy Colwell for her dedicated service as a member of the 2003-2004 Faculty Advisory Committee.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.

Paul G. Risser, Chancellor
WHEREAS, members of the Faculty Advisory Council have provided the Chancellor and State Regents with counsel and representation of the faculty viewpoint and interests; and,

WHEREAS, the Faculty Advisory Council members worked diligently to formulate and address the top concerns of Oklahoma faculty; and

WHEREAS, the Faculty Advisory Council has devoted time and service advising the State Regents, providing leadership for Oklahoma faculty, and establishing a valuable linkage between the State Regents and the faculty of Oklahoma colleges and universities; and,

WHEREAS, members of the Faculty Advisory Council have reflected insight and a sense of progressive partnership that will have a long-range impact in brightening State Regents' sensitivities to the faculty constituency; and,

WHEREAS, Faculty Advisory Council members have worked cooperatively with other faculty groups, statewide student organizations, the Council of Presidents, and the Council on Instruction to present faculty perspective and position to public officials and the public generally; and

WHEREAS, the terms of service ended in 2004,

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education meeting on December 9, 2004, express their appreciation to Hal Cauthron for his dedicated service as a member of the 2003-2004 Faculty Advisory Committee.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 9, 2004.

Paul G. Risser, Chancellor
THIS IS TO CERTIFY THAT

Carol Wonder

is a member of the

Faculty Advisory Council

to the

Oklahoma State Regents for Higher Education

for the term beginning January 1, 2005 and ending December 31, 2006.

Paul G. Risser, Chancellor
THIS IS TO CERTIFY THAT

Brett Elliott

is a member of the

Faculty Advisory Council

to the

Oklahoma State Regents for Higher Education

for the term beginning January 1, 2005 and ending December 31, 2006.

Paul G. Risser, Chancellor
THIS IS TO CERTIFY THAT

Bruce Stewart

is a member of the

Faculty Advisory Council

to the

Oklahoma State Regents for Higher Education

for the term beginning January 1, 2005 and ending December 31, 2006.

Paul G. Risser, Chancellor
THIS IS TO CERTIFY THAT

Peggy Poteet

is a member of the

Faculty Advisory Council
to the
Oklahoma State Regents for Higher Education

for the term beginning January 1, 2005 and ending December 31, 2006.

Paul G. Risser, Chancellor
AGENDA ITEM #5:

Oklahoma Business and Education Coalition.

Oral Presentation.
AGENDA ITEM #6-a:

Programs.

SUBJECT: University of Oklahoma Health Sciences Center (OUHSC). Approval of requests to offer the Master of Science in Geriatrics/Gerontology and Certificate in Geriatrics/Gerontology.

RECOMMENDATION:

It is recommended that the State Regents approve OUHSC’s request to offer the Master of Science in Geriatrics/Gerontology and the Certificate in Geriatrics/Gerontology 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 detailed below.

• Master of Science in Geriatrics/Gerontology. Continuation beyond fall 2008 will depend upon:
  Majors enrolled: a minimum of 3 students in fall 2007; and
  Graduates: a minimum of 2 students in 2007-08.

• Certificate in Geriatrics/Gerontology. Continuation beyond fall 2007 will depend upon:
  Majors enrolled: a minimum of 5 students in fall 2006; and
  Graduates: a minimum of 3 students in 2006-07.

BACKGROUND:

Academic Plan

OUHSC’s 2004 Academic Plan lists the following institutional priorities:

• advancing research and biotechnology;
• providing educational leadership;
• enhancing clinical excellence;
• consolidating resources to create strong OUHSC research programs;
• expanding and realigning programs to enhance OUHSC research;
• developing operating infrastructure to enhance research and teaching;
• maximizing potential contribution of OUHSC endowed chairs; and
• encouraging research program affiliations to capitalize on specialized expertise or capacity across OUHSC department/colleges.
APRA Implementation

Since 1991-92, OUHSC has added 11 programs and deleted 15 degree programs.

Program Review

OUHSC offers 58 programs (8 baccalaureate, 23 master’s-level, 15 doctoral, 9 first professional, and 3 certificate programs), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OUHSC aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program receives a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

OUHSC faculty developed the proposal, which was reviewed and approved by institutional officials and OUHSC’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

Master of Science in Geriatrics/Gerontology
Certificate in Geriatrics/Gerontology

Program purpose. The proposed programs are designed to provide a credentialed workforce to better serve the needs of aging Oklahomans and provide appropriate geriatric/gerontology services.

Program rationale/background. OUHSC’s Center on Aging of the Department of Geriatrics in the College of Medicine, in collaboration with other colleges at OUHSC (the Colleges of Allied Health, Dentistry, Nursing, Pharmacy, and Public Health), along with the College of Arts and Sciences on the University of Oklahoma campus in Norman (School of Social Work and the Department of Health and Sport Sciences) developed the degree and certificate programs to address the demand for healthcare providers who are specifically prepared to deliver services to older citizens. Eighteen percent of Oklahoma citizens are over the age of 65 compared to 13 percent nationally, and some of Oklahoma’s rural counties are “aged” with 11 counties having a population of 20 percent or more of the citizens aged 65 or above. Providers of healthcare to the elderly should be adequately trained in biology, sociology, and the psychology of aging, and work in interdisciplinary health care delivery systems. These programs are designed in an interdisciplinary manner to address these needs and prepare individuals to provide these services to the elderly in Oklahoma.

Employment opportunities. To assess the need for the program, OUHSC conducted a survey of health care professionals across the state attending a recent conference on geriatrics and gerontology, as well as current students in other OUHSC programs. Results indicated strong interest in the certificate program that could supplement other credentials, but also interest in the master’s degree program. Students are expected to be working adults in health care venues seeking to augment their training to meet the needs of the growing aged population in Oklahoma. It is unlikely that students completing this program will have difficulty finding employment or advancement opportunities.
**Student demand.** The proposed master of science program is expected to enroll a minimum of three majors in fall 2007 and graduate a minimum of two students in 2007-08. The certificate program is expected to enroll a minimum of five majors in fall 2006 and graduate three students in 2006-07.

**Duplication/Impact on existing programs.** Oklahoma State University offers a Certificate in Gerontology, but not a master’s degree program, and does not include the interdisciplinary aspect of this proposal. Due to differences in foci, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed master of science program consists of 33 credit hours for the non-thesis option, and 34 credit hours for the thesis option (Attachment A). The certificate program consists of 18 graduate credit hours (Attachment B). No new courses will be added. Through the collaborative nature of the curriculum, students may take courses at both OUHSC or at OU for the proposed OUHSC degree or certificate.

**Faculty and staff.** Existing faculty will teach the proposed program. No additional faculty resources are requested.

**Support services.** The library, facilities, and equipment are adequate to support the proposed curriculum.

**Financing.** Since the proposed program cost is low, OUHSC will use existing resources. No additional funds are requested.

Attachments
# Master of Science in Geriatrics/Gerontology

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>OUHSC (Suggested)</th>
<th>OU-Norman (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology of Aging</td>
<td>HPS 5383 Health and Illness in Old Age</td>
<td>HSS 5863 Physiology of Aging</td>
</tr>
<tr>
<td>(3 credit hours)</td>
<td></td>
<td>SWK 5010/4010 Social Gerontology</td>
</tr>
<tr>
<td>Sociology of Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology of Aging</td>
<td>HPS 5473 Psychology of Aging</td>
<td>HPS 5473 Psychology of Aging</td>
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<tr>
<td>(3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Care</td>
<td>AHS 5973 Interdisciplinary Geriatric Care</td>
<td>AHS 5973 Interdisciplinary Geriatric Care</td>
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<tr>
<td>(3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy and Ethics</td>
<td>AHS 6113 Ethics: Choices and Challenges, NURS 5053 Policy and Ethics in Nursing</td>
<td>AHS 6113 Ethics: Choices and Challenges, NURS 5053 Policy and Ethics in Nursing</td>
</tr>
<tr>
<td>(3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-thesis option</td>
<td>6 credit hours of AHS 5950 Geriatric Internship; at least 3 credit hours of research methods or statistics; and 9 credit hours of elective courses in geriatrics/gerontology</td>
<td>6 credit hours of AHS 5950 Geriatric Internship; at least 3 credit hours of research methods or statistics; and 9 credit hours of elective courses in geriatrics/gerontology</td>
</tr>
<tr>
<td>(18 credit hours)</td>
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<td></td>
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<tr>
<td>Thesis option</td>
<td>6 credit hours of research methods and statistics; 4 credit hours of thesis research; and 9 credit hours of elective courses in geriatrics/gerontology</td>
<td>6 credit hours of research methods and statistics; 4 credit hours of thesis research; and 9 credit hours of elective courses in geriatrics/gerontology</td>
</tr>
<tr>
<td>(19 credit hours)</td>
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</tbody>
</table>

**Total Credit Hours: 33-34**
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>OUHSC (Suggested)</th>
<th>OU-Norman (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology of Aging</td>
<td>HPS 5383 Health and Illness in Old Age</td>
<td>HSS 5863 Physiology of Aging</td>
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<tr>
<td>Sociology of Aging</td>
<td></td>
<td>SWK 5010/4010 Social Gerontology</td>
</tr>
<tr>
<td>Psychology of Aging</td>
<td>HPS 5473 Psychology of Aging</td>
<td>HPS 5473 Psychology of Aging</td>
</tr>
<tr>
<td>Interdisciplinary Care</td>
<td>AHS 5973 Interdisciplinary Geriatric Care</td>
<td>AHS 5973 Interdisciplinary Geriatric Care</td>
</tr>
<tr>
<td>Policy and Ethics or Internship</td>
<td>AHS 6113 Ethics: Choices and Challenges, NURS 5053 Policy and Ethics in Nursing, or AHS 5950 Geriatric Internship (ratio of clock to clinical hours 1:4)</td>
<td>AHS 6113 Ethics: Choices and Challenges, NURS 5053 Policy and Ethics in Nursing or AHS 5950 Geriatric Internship (ratio of clock to clinical hours 1:4)</td>
</tr>
<tr>
<td>Elective Course(s)</td>
<td>Selected courses in geriatrics/gerontology at HSC or Norman</td>
<td>Selected courses in geriatrics/gerontology at HSC or Norman</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 18**
AGENDA ITEM #6-b:

Programs.

SUBJECT: Langston University (LU). Approval of request to offer the Master of Entrepreneurial Studies in Entrepreneurship.

RECOMMENDATION:

It is recommended that the State Regents approve LU’s request to offer the Master of Entrepreneurial Studies in Entrepreneurship with the stipulation that continuation of the program beyond fall 2008 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of six students in fall 2007 and graduate a minimum of three students in 2007-08.

BACKGROUND:

Academic Plan

LU’s 2004 Academic Plan lists the following priorities:

- develop institutional vision for computer technology and a strategic plan for deploying necessary resources and services to enhance technology use in curriculum to improve teaching and learning;
- shape and strengthen undergraduate/graduate curricula, make the best use of teaching resources and emerging technologies in supporting teaching and learning; manage and enhance the use of teaching resources and course offerings to better prepare graduates to be competitive in a global society;
- collaborate with institutions of comparable size and interest, the government, and public/private sector to produce a competitive advantage in a global marketplace; establish a national framework for LU and public/private partners to collaborate to produce, identify, and select workforce-ready students to invest in joint faculty appointments to promote advanced research and technology transfer opportunities; and
- increase scholarly research activities among faculty, graduate, undergraduate students and provide a forum for faculty and students to present research and related research activities.

Langston University Statewide Plan

LU’s 1998 Statewide Plan included the following priorities:

- strengthen operations at the Tulsa, Oklahoma City, and Langston campuses;
- add programs that complement LU’s current programmatic array; and
- institute a limited number of associate degrees for “at risk” students.
APRA Implementation

Since 1991-92, LU has deleted 12 degree programs and added nine programs.

Program Review

LU offers 38 degree and certificate programs (27 baccalaureate degrees, two master’s degrees, eight associate degrees, and one first professional degree), all of which were reviewed in the past five years. All programs are scheduled for review during the next five-year cycle consistent with State Regents’ policy.

Program Development Process

LU faculty developed the proposals, which were reviewed and approved by institutional officials and LU’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

Master of Entrepreneurial Studies in Entrepreneurship

Program purpose. The proposed program will prepare students as entrepreneurs to serve as catalysts to stimulate the economic, social, and technological development of Oklahoma, giving the state the ability to compete globally in the fast growing markets of the world economy.

Program rationale/background. In February 2001, LU reported progress on the development of a Center for Entrepreneurship Studies and Research (Center) including defining the Center’s mission and research on the development of similar centers around the nation. The College of Business established a faculty committee to propose the curriculum, admission standards, and program requirements for a Master of Entrepreneurial Studies. This proposal is a result of these efforts.

Employment opportunities. As might be expected, many entrepreneurship students do not take traditional positions with large corporations upon graduation. However, a study conducted by the Eller College of Business at the University of Arizona in 2000 found entrepreneurship graduates are more likely to start their own businesses, more likely to be employed full-time, more likely to be involved in the introduction of innovative products, and are more satisfied with their jobs than their traditional business graduate counterparts. Entrepreneurship graduates had annual incomes 27 percent higher and owned 62 percent more assets, and when working for larger firms, earned about $23,500 more per year than traditional business graduates. Based on these statistics, and LU’s statewide plan that advocated the establishment of an entrepreneurship program, it is anticipated that graduates from the proposed program will find or create employment opportunities.

Student demand. The proposed program is expected to enroll six majors in fall 2007 and graduate three students in 2007-08.

Duplication/Impact on existing programs. There are no other master’s level programs in Oklahoma, so approval of this program will not constitute unnecessary duplication.
Curriculum. The proposed degree program consists of 48 credit hours, which includes 15 credit hours in management core requirements, 21 credit hours in entrepreneurship core requirements, six credit hours in enrichment core requirements, and six credit hours in a specialization area (Attachment A). Nineteen new courses are approved with this program and are asterisk.

Faculty and staff. Existing faculty from the School of Business will teach the proposed program.

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

Financing. LU indicates it will utilize a four-pronged approach to funding the proposed program: 1) grants requested from the Coleman Foundation, D.W. Reynolds Foundation, Bank of America Foundation, and the Department of Education; 2) internal reallocation of funds; 3) business partnerships with Safeco, Airgo Incorporated, Wal-Mart, Pepsi, and Boeing Corporation; and 4) funding from the Small Business Development Center through the U.S. Department of Commerce.

Attachment
ATTACHMENT A

LANGSTON UNIVERSITY
MASTER OF ENTREPRENEURIAL STUDIES IN ENTREPRENEURSHIP

Management Core Course Requirements

Credit Hours: 15

Organizational Behavior and Management 3
*ENT 5103 Economic Analysis 3
Marketing 3
*ENT 5123 Accounting & Finance for Managers 3
*ENT 5133 Applied Management Science 3

Entrepreneurship Core Course Requirements

Credit Hours: 21

*ENT 5143 Entrepreneurship and New Venture Creation 3
*ENT 5153 Business Plan Development and New Venture Financing 3
*ENT 5163 Legal Aspects of New Venture Creation 3
*ENT 5101 Seminar in Oklahoma Business & Economy 1
*ENT 5173 Marketing in Entrepreneurial Ventures 3
*ENT 5193 Strategy in Entrepreneurial Organizations 3
*ENT 5183 Franchising, Licensing, & Distributorships 3
*ENT 5300 Practicum 2-3

Enrichment Core Course Requirements

Credit Hours: 6

Management/Entrepreneurship (year one) 3
Management/Entrepreneurship (year two) 3

Specialization Course Requirements from the following:

Credit Hours: 6

*ENT 5203 Entrepreneurship in e-Commerce 3
*ENT 5213 Entrepreneurship in High-Technology Industries 3
*ENT 5223 Entrepreneurship in Transportation & Logistics 3
*ENT 5233 Entrepreneurship in Financial Services 3
*ENT 5243 Entrepreneurship in Hospitality & Tourism 3
*ENT 5253 Corporate Venturing 3
*ENT 5263 Social Entrepreneurship 3
*ENT 5400 Special Topics 1-3

Total Credit Hours: 48

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

Programs.

SUBJECT: Oklahoma State University – Oklahoma City (OSU-OKC). Approval of request to offer the Associate in Applied Science in Information Technology and Associate in Applied Science in Public Safety.

RECOMMENDATION:

It is recommended that the State Regents approve OSU-OKC’s request to offer the Associate in Applied Science in Information Technology and the Associate in Applied Science in Public Safety with the stipulation that continuation of the programs beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

- **Associate in Applied Science in Information Technology.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 48 students in fall 2006; and
  - Graduates: a minimum of 6 students in 2006-07.

- **Associate in Applied Science in Public Safety.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 21 students in fall 2006; and
  - Graduates: a minimum of 6 students in 2006-07.

BACKGROUND:

Academic Plan

OSU-OKC’s Academic Plan lists the following institutional priorities:

- improving the quality of the teaching/learning process;
- continuing improvement of instructional assessment;
- continuing efforts to improve faculty diversity and full-time/adjunct ratio;
- being identified as THE learning centered institution;
- providing resources necessary for effective distance learning programs;
- enhancing articulation/cooperative agreements with area Career Technology Centers and developing new areas of collaboration with area businesses; and
- developing strong linkages and partnerships.

APRA Implementation

Since 1991-92, OSU-OKC has added 29 degree programs and deleted 31 degree programs.
Program Review

OSU-OKC offers 48 degree and certificate programs (seven associate, 28 associate in applied science, and 13 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OSU-OKC aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

OSU-OKC faculty developed the proposal, which was reviewed and approved by institutional officials and OSU-OKC’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

Associate in Applied Science in Information Technology

Program purpose. The proposed program with options in telecommunications and networks will prepare students to work in the field of local area networking and communications, providing them the opportunities to acquire skills, knowledge and competencies necessary for success in the information technology industry.

Program rationale/background. OSU-OKC currently offers the Associate in Applied Science in Engineering Technologies in Technical Communications (064) with options in Telecommunications, Internet Administration/Web Page Design, Illustration/Multimedia Emphasis, Networking, and Writing Emphasis. This program has demonstrated strong enrollment (165 students in fall 2003). As the distinction between networking and telecommunications grows, students are requesting more intense instruction in these areas as a major program rather than an option under the technical communications program. Breaking the information technology portions of the current program into an independent degree program will better meet the needs of students and the growing information technology industry.

Employment opportunities. According to the Oklahoma Employment Security Commission’s “Workforce Oklahoma Employment Outlook 2010,” computer support specialists and network and data communications analysts show sustained growth, also ranking as one of Oklahoma’s top 30 occupations with the largest number of openings. OSU-OKC has placed graduates at the Oklahoma Corporation Commission, Oklahoma County Government, Dobson Communications, Integris, and Tinker Air Force Base. It is unlikely that students completing this program will have difficulty finding employment opportunities.

Student demand. The proposed program is expected to enroll a minimum of 48 majors in fall 2006 and graduate a minimum of six students in 2006-07.

Duplication/Impact on existing programs. Oklahoma State University Technical Branch – Okmulgee, Northern Oklahoma College, and Rose State College offer similar programs in information technology or
computer and information technology. Redlands Community College, Tulsa Community College and Oklahoma City Community College offer programs with options in these areas. With the demand projected by the employment data and the high current enrollment in the existing program at OSU-OKC, it is unlikely this new program would draw students from other institutions, but rather refocus students currently attending or planning to attend OSU-OKC. Due to these factors, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 61 total credit hours, with 18 credit hours in general education, 36 credit hours in the technical specialty, and seven credit hours in technical support courses. Attachment A details the proposed curriculum. Two new courses are added with the proposed program, and are asterisked.

Faculty and staff. No additional faculty resources will be required. One full-time faculty member currently operates the program and adjunct faculty members are secured as needed.

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

Financing. No additional funds are requested. Any required funds will come from internal reallocation.

Associate in Applied Science in Public Safety

Program purpose. The proposed program will provide students with knowledge and skills to perform management activities in various types of disasters, and will also prepare students as professional first responders to arrive at disaster scenes. The program is designed to prepare students in a variety of careers in emergency medical services, emergency operation centers, disaster relief agencies, and emergency management fields.

Program rationale/background. Human survival during the first 12 to 24 hours after a natural or man-made disaster is linked directly with the level of training and skills of local emergency rescue teams and emergency management professionals. As current events and past history demonstrate, unexpected events occur and can impact large population centers. Working with community agencies, such as Rescue International Group, Emergency Response Dive International, the U.S. Marshall’s Office, and the Federal Bureau of Investigation Counter Narcotics and Terrorism Operational Medic Support, OSU-OKC is meeting a local demand for training and continuing education for public safety professionals. OSU-OKC currently offers Firefighter and Fire Protection programs with sound enrollments and completions, and offers new programs in Emergency Medical Service which promise to be strong programs. The proposed program will augment current activities and respond to calls for more intense training programs.

Employment opportunities. According to the U.S. Department of Labor’s Bureau of Statistics, and the “Occupational Outlook Handbook,” job opportunities for emergency professionals are expected to grow at a rate faster than the average job category through 2012. Additionally, OSU-OKC has been contacted with requests for education and training opportunities for professionals working for the cities of Edmond, Chickasha, Oklahoma City, Warr Acres, Yukon, Enid, Lawton, Poteau, and Tulsa. This program will be of benefit to those just entering the field, as well as those currently in the emergency management field seeking promotion opportunities.

Student demand. The proposed program is expected to enroll a minimum of 21 majors in fall 2006 and graduate a minimum of six students in 2006-07.

Duplication/Impact on existing programs. Tulsa Community College offers public safety programs, and Rogers State University and Oklahoma City Community College offer programs related to
emergency medical services, but these programs present different foci and do not appear to be duplicative. Due to these factors, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program consists of 65 total credit hours, with 18 credit hours in general education, 44 credit hours in the technical specialty, and three credit hours in technical support courses. Attachment B details the proposed curriculum. Sixteen new courses are added with the proposed program, and are asterisked.

**Faculty and staff.** No additional faculty resources will be required at this time. One full-time faculty member currently operates the program and adjunct faculty members are secured as needed. OSU-OKC indicates a department head will be necessary, but the institution will fund the position from internal reallocation of funds. OSU-OKC has received funding from the Bioterrorism Educational Resource Training grant together with the Oklahoma State University Center for Health Sciences, which will also help fund the program.

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

**Financing.** No additional funds are required.

Attachments
### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENGL 1113</td>
<td>Freshman Composition I</td>
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</tr>
<tr>
<td>HIST 1483</td>
<td>U.S. History OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493</td>
<td>U.S. History</td>
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<td>MATH 1413</td>
<td>General College Math</td>
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<tr>
<td>POLS 1113</td>
<td>American Government</td>
<td>3</td>
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<td>SPCH 1113</td>
<td>Introduction to Speech Communications</td>
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### Technical-Occupational Specialty

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<tr>
<td>ITD 2523</td>
<td>LAN Fundamentals</td>
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<tr>
<td>ITD 2053</td>
<td>Telecommunications Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ITD 2213</td>
<td>Windows Networking I</td>
<td>3</td>
</tr>
<tr>
<td>ITD 1323</td>
<td>Internet Fundamentals OR</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1113</td>
<td>Computer Concepts OR</td>
<td></td>
</tr>
<tr>
<td>*CIS 1103</td>
<td>Fundamentals of Computers</td>
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<tr>
<td>*CIS 2513</td>
<td>Principles of Information Security</td>
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</tr>
<tr>
<td>CIS 2803</td>
<td>Capstone</td>
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<td>ITD 2623</td>
<td>Advanced LAN Fundamentals</td>
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#### Telecommunications Emphasis

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<tr>
<td>ITD 2213</td>
<td>Advanced Telecommunications Fundamentals</td>
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<tr>
<td>ITD 2253</td>
<td>Planning/Acquisition Management of</td>
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<td>Telecommunications Resources</td>
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<td>CIS, TCOM, ITD Electives (approved by department)</td>
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#### OR

##### Networking Emphasis

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<tr>
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<td>ITD 2313</td>
<td>Windows Networking II</td>
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<tr>
<td>ITD 2333</td>
<td>Windows Networking III</td>
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<td>ITD 2433</td>
<td>Linux</td>
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<tr>
<td>CIS, TCOM, ITD Electives (approved by department)</td>
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### Occupational Support Courses

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<th>Course</th>
<th>Title</th>
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<tr>
<td>BUS 2113</td>
<td>Business Communications</td>
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<td>BUS 1011</td>
<td>Business Ethics</td>
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<td>MGMT 2213</td>
<td>Human Resources OR</td>
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<td>MGMT 2103</td>
<td>Principles of Management</td>
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### Total Credit Hours

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<td>61</td>
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*Denotes new courses.
# OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY
## ASSOCIATE IN APPLIED SCIENCE IN PUBLIC SAFETY

### General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENGL 1113</td>
<td>Freshman Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483</td>
<td>U.S. History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493</td>
<td>U.S. History from 1865</td>
<td>3</td>
</tr>
<tr>
<td>Communications</td>
<td>any 1000 level communications course</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1113</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1113</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2053</td>
<td>State and Local Government</td>
<td>3</td>
</tr>
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</table>

### Technical-Occupational Specialty

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MFP 1147</td>
<td>EMT Basic</td>
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<tr>
<td>*PSDR 1213</td>
<td>Incident Command Systems</td>
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<td>*PSDR 1113</td>
<td>Introduction to Bioterrorism</td>
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<td>MFP 2211</td>
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<td>PLSC 2211</td>
<td>Emergency Vehicle Operations</td>
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<tr>
<td>*PSDR 1223</td>
<td>Man Made and Natural Disasters</td>
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<td>*PSDR 2413</td>
<td>Critical Incident Stress Management</td>
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<td>*PSDR 2443</td>
<td>Community Disaster Simulation</td>
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#### First Responder Emphasis

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<tbody>
<tr>
<td>*PSDR 1216</td>
<td>Rescue Operations I</td>
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<td>*PSDR 1316</td>
<td>Rescue Operations II</td>
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<td>*PSDR 1323</td>
<td>Hazardous Materials Operations</td>
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</tr>
<tr>
<td>*PSDR 2343</td>
<td>Explosive Recovery Operations</td>
<td>3</td>
</tr>
<tr>
<td>*PSDR 2443</td>
<td>Medical Operations in Hazardous Environments</td>
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#### OR

#### Emergency Management Emphasis

<table>
<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>*PSDR 2343</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>*PSDR 2223</td>
<td>Developing Volunteer Resources</td>
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</tr>
<tr>
<td>*PSDR 2433</td>
<td>Recovery Efforts</td>
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</tr>
<tr>
<td>MFP 2333</td>
<td>Rescue Awareness</td>
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</tr>
<tr>
<td>*PSDR 2233</td>
<td>Resource Management and Funding Strategies</td>
<td>3</td>
</tr>
<tr>
<td>*PSDR 2313</td>
<td>Leadership and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>*PSDR 2423</td>
<td>Politics of Disaster Management</td>
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</table>

### Occupational Support Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science – any 1000 level computer science course</td>
<td>3</td>
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</tbody>
</table>

### Total Credit Hours

**65 Credit Hours**

*Denotes new courses.
AGENDA ITEM #7:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for program deletions, as listed below.

BACKGROUND:

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the Bachelor of Science in Leadership (098).

The University of Central Oklahoma (UCO) requests authorization to delete the Bachelor of Science in Education in Business Education (014), Bachelor of Science in Education in Allied Health Education (092), and Bachelor of Science in Education in Family and Consumer Sciences (114).

Carl Albert State College (CASC) requests authorization to delete the Associate in Arts in Business Education (007).

Oklahoma State University-Oklahoma City (OSU-OKC) requests authorization to delete the Certificate in Business Technology in Microcomputer Electronics (025), Certificate in Engineering Technology in Construction Estimator (027), Certificate in Engineering Technology in Industrial Drafting (030), Certificate in Health and Human Services Technology in Signing Skills (056), Certificate in Computer Technical Support (082), Certificate in Technical Support Specialist (083), Certificate in Health Unit Coordinator (084), and Certificate in Office Automation Technician (086).

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM) requests authorization to delete the Associate in Applied Science in Business Systems Technology (027).

Redlands Community College (RCC) requests authorization to delete the Associate in Arts in Journalism (017) and Associate in Science in Pre-Computer Science (063).

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and “Policy Statement on Program Review.”

ANALYSIS:

SEOSU requests deletion of the Bachelor of Science in Leadership (098). SEOSU indicates the program was an interdisciplinary co-major, which never attracted significant student enrollment. No students
remain in the program. Five courses will be deleted and funds will be reallocated to the Department of Management and Marketing.

UCO requests deletion of the Bachelor of Science in Education (BSE) in Business Education (014), BSE in Allied Health Education (092), and BSE Family and Consumer Sciences (114). UCO reports declining enrollments and competing institutions for the BSE in Business Education (014). Therefore, the program is no longer in demand. Ten students remain in the program with expected graduation spring 2007. Due to changes in the health professions and within the Oklahoma Career and Technology Education system, the BSE in Allied Health Education has experienced declining enrollment making the program no longer necessary. The 16 remaining students are expected to graduate by 2006. The BSE in Family and Consumer Sciences (114) has experienced declining majors and graduates over the past ten years and therefore is obsolete. Certification requirements for this program will be folded into the Training and Development program. The remaining 18 students are expected to graduate by 2007. No funds are available for reallocation.

CASC requests deletion of the Associate in Arts in Business Education (007). CASC indicates the program curriculum has been incorporated into the Associate in Arts in Business Administration (006) as an option “business education,” therefore the program is no longer necessary. No funds are available for reallocation.

OSU-OKC requests deletion of the Certificate in Business Technology in Microcomputer Electronics (025), Certificate in Engineering Technology in Construction Estimator (027), Certificate in Engineering Technology in Industrial Drafting (030), Certificate in Health and Human Services Technology in Signing Skills (056), Certificate in Computer Technical Support (082), Certificate in Technical Support Specialist (083), Certificate in Health Unit Coordinator (084), and Certificate in Office Automation Technician (086). OSU-OKC reports all of the programs have low productivity and therefore, are no longer necessary. No students remain in the Certificate in Technical Support Specialist (083) or Certificate in Health Unit Coordinator (084). One student is expected to graduate spring 2005 in the Certificate in Business Technology in Microcomputer Electronics (025), three students remain in the Certificate in Engineering Technology in Construction Estimator (027), and one student remains in the Certificate in Engineering Technology in Industrial Drafting (030) and all are expected to graduate fall 2007. Fifteen students remain in the Certificate in Health and Human Services Technology in Signing Skills (056) and two students remain in the Certificate in Computer Technical Support (082) and they are expected to graduate spring 2007 and spring 2006, respectively. No funds are available for reallocation.

OSUTB-OKM requests deletion of the Associate in Applied Science in Business Systems Technology (027). OSUTB-OKM indicates the program has low productivity and therefore is no longer necessary. Four students remain in the program and are expected to graduate spring 2006. No funds are available for reallocation.

RCC requests deletion of the Associate in Arts in Journalism (017) and Associate in Science in Pre-Computer Science (063). RCC reports no enrollment in either program therefore, the programs are no longer necessary. No funds are available for reallocation.
AGENDA ITEM #8-a:

Administrative Procedures Act.

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post the proposed permanent rule amendments for the Oklahoma Higher Learning Access Program and initiate the process for the adoption of permanent rule revisions.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

The proposed rule changes address the following issues:

- Using guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student’s custodial parent(s).
- Making the description of the OHLAP curriculum consistent with recent changes to the curriculum required for regular college admission.
- Updating references to State Regents Policy.
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM (OHLAP)

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

610:25-23-2. Eligibility of participants

Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth or tenth grade and whose parents’ income meets the financial need criteria are eligible to apply to become an OHLAP participant. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma; and
(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) To meet the OHLAP financial need criteria, the income of the student’s parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year. [70 O.S. § 2603]

(B) Parents of students making application to the OHLAP must use their most recent calendar (tax) year income to establish financial need eligibility. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the parents’ income is expected to be significantly less than the previous year.

(C) The OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student’s custodial parent(s).

(D) A student who satisfies the financial need criteria during the eighth, ninth- or tenth-grade when he or she begins participating in the Oklahoma Higher Learning Access Program shall not later be denied participation in the Oklahoma Higher Learning Access Program on grounds that the student does not meet the financial need criteria. [70 O.S. § 2603]

610:25-23-3. Applications (no changes)

610:25-23-4. Program requirements

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

(1) Attend school regularly and to do homework regularly;
(2) Refrain from substance abuse;
(3) Refrain from commission of crimes or delinquent acts;
(4) Have school work and school records reviewed by mentors designated pursuant to the program;
(5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
(6) Participate in program activities. [70 O.S. § 2605]

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

(1) Assist the student in achieving compliance with the agreements;
(2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
(3) Provide information requested by the Oklahoma State Regents for Higher Education or the State Board of Education; and
(4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) OHLAP students graduating high school must complete the following 17-unit core curriculum with a minimum 2.5 GPA on a 4.0 grading scale, by the time they graduate from high school:

(1) Four units, or years, of English (grammar, composition, literature);
(2) Two units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
(3) Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);

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

(5) One unit, or year, of citizenship skills from the subjects of economics, geography, government, non-Western culture;

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

(7a) Two additional units, or years, of subjects listed above;

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

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

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

(f) As a pilot study, beginning fall 1992, selected applied courses may be substituted for the high school courses specified in this section. Strict parameters regulate the substitution of applied courses (see OSRHE Policy II on Admission to, Retention in and Transfer Among Colleges and Universities of the State System).

(g) Exceptions to the required OHLAP core curriculum will be considered according to the following:

(1) Students attending schools which do not offer all the OHLAP core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

(A) OHLAP core curriculum requirements which are also required for regular college admission (OSRHE Policy II-2.58 et seq.) (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies, (OSRHE Policy II-2.190 et seq.).

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

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

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

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

(i) Students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test.
610:25-23-5. Securing OHLAP benefits
(a) To qualify for the OHLAP benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:
(1) Be a resident of this state.
(2) Have graduated within the previous three years from a high school or the Oklahoma School of Science and Mathematics. For the purposes of qualifying for OHLAP benefits, home-educated students shall not be considered to have graduated from a high school. Students graduating from a secondary program accredited by the North Central Association Commission on Accreditation and School Improvement shall be considered to have graduated from a high school for the purposes of qualifying for OHLAP benefits.
(3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.
(4) Have satisfied admission standards as established by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution (OSRHE Policy II-2-35) (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in OHLAP shall be admitted into an institution of higher education by special admission standards.
(5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary program offered pursuant to a duly approved cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.
(b) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive OHLAP benefits.

610:25-23-6. Retaining eligibility in postsecondary education (no changes)

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

610:25-23-8. Administrative responsibilities (no changes)
AGENDA ITEM #8-b:

Teacher Shortage Employment Incentive Program (TSEIP).

SUBJECT: Incentives for Science and Mathematics Students to Enter the Teaching Profession Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents approve the revised rules, as submitted, and initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

Passed during the 2000 legislative session, Senate Bill 1393 expressed intent that the State Regents implement a program that would reimburse student loan expenses for science and mathematics students who teach those subjects in Oklahoma’s public schools for at least five (5) years. Subsequently in the 2001 legislative session, HB 1499 amended the law, ensuring that all who meet the provisions of the TSEIP are eligible to receive an incentive payment based upon a formula which does not exceed an amount equal to three times the average annual cost of undergraduate resident tuition and fees for fulltime enrollment at institutions which offer teacher education programs within the Oklahoma State System of Higher Education, as defined by the State Regents. No funds have yet been appropriated for this program.

The current policy requires students to sign a Participation Agreement with the college of education from which they would graduate by May 5 in the year of the participant’s graduation. The proposed amendment to the TSEIP rules would allow students to sign a Participation Agreement on or before their graduation date, spring or fall.

The Participation Agreement signifies the student’s intent to teach mathematics or science in Oklahoma public schools for at least five (5) years. Upon completing the fifth year of teaching and upon returning the required documentation, the teacher is eligible to have all education loans repaid not to exceed an amount equivalent to three years’ resident tuition and fees or, if there are no outstanding loans, to receive an incentive payment.

POLICY ISSUES:

Implementation of the rule change to allow undergraduate students to sign a Teacher Shortage Employment Incentive Program Participation Agreement on or before their date of graduation requires amending the policy previously approved by the State Regents and effective since in June 25, 2001.

Because this program does not fall within the State Regents’ constitutional powers, rules governing the program must be adopted pursuant to the Oklahoma Administrative Procedures Act (APA). The rules are structured to harmonize with regulations governing various applicable student loan programs.

ANALYSIS:
Undergraduate students may sign a Participation Agreement if they are enrolled in a course of study in either a mathematics or science program, which will lead to a baccalaureate degree in teacher education.

Changing the deadline for enrolling in the program will give more opportunity to students to enroll.

Approval by the State Regents would allow the rule amendment process to begin as defined by the Administrative Procedures Act.
610:25-27-3. Application procedure
(a) OSRHE is authorized to distribute TSEIP Participation Agreement forms to post-secondary institutions in the State System of Higher Education that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation.
(b) TSEIP Participation Agreement forms may be obtained from TSEIP coordinator in each post-secondary institution or from the OSRHE. The student is responsible for the completeness of the application.
(c) A Participation Agreement must be signed by a student while enrolled in a mathematics or science major course of study at the undergraduate or graduate level.
(d) The completed Participation Agreement must be submitted to the TSEIP coordinator no later than the date of their graduation May 5th in the year of graduation from a four-year institution.
(e) Post-secondary institutions TSEIP coordinators will submit copies of the TSEIP Participation Agreements to the State Regents’ office within 10 days of their submission.
(f) The State Regents will notify each applicant of the receipt of his/her application in the program, the educational loan obligation, and the disbursement benefits under the TSEIP.
AGENDA ITEM #9:


SUBJECT:  Program Update and 2003-04 Year-End Report

RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

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

POLICY ISSUES:

OHLAP plays an important role in the State Regents’ Brain Gain 2010 initiative to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire for college, prepare them for academic success in college, and provide them with financial assistance for college expenses.

ANALYSIS:

Enrollment: The enrollment of eligible 8th, 9th and 10th grade students continues to increase each year. The enrollment for the 10th-grade class of 2003-04 (graduating class of 2006) is almost 8,000, an increase of 300 students or 4% from the previous 10th-grade class (class of 2005). The 8,000 OHLAP enrollees equate to about 17% the approximately 46,000 total sophomore students statewide in 2003-04.
OHLAP Requirement Completion Rates: The rate at which OHLAP students complete the program’s high school requirements declined slightly for the first time in the history of the program. The completion rate for 2004 OHLAP seniors was just under 70%, a decrease of 1.7% from 2003.

OHLAP Cost Projections: Three variables have the most impact on the future costs of OHLAP scholarships:
• The rate of annual increase in high school OHLAP enrollment
• The rate at which OHLAP high school students successfully complete the program requirements to become eligible for the scholarship
• The rate of annual tuition increases

The following charts show are based on these assumptions:
• 10% annual increase in high school OHLAP enrollment
• 73% success rate of OHLAP high school students
• 10% annual tuition increases

OHLAP Cost Projections
(In $ millions, by fiscal year)

Assumes 10% annual increase in high school OHLAP enrollment; 73% requirement completion rate; 10% average annual increase in tuition rates.
OHLAP Scholarship Recipient Projections

Assumes 10% annual increases in OHLAP enrollment and 73% requirement-completion rate.

As the OHLAP Year-End Report for 2003-04 shows, OHLAP students continue to be successful academically:

- Above-average high school GPA’s
- Above-average ACT scores
- Above-average college-going rates
- Above-average full-time college enrollment
- Above-average college persistence rates
- Above-average degree-completion rates

The report also identifies which high schools have been the most successful at enrolling and graduating OHLAP students. The high schools graduating the most OHLAP students in 2004, compared to schools of similar size (using high school basketball classifications) are: B – Webbers Falls; A – Cherokee and Hydro-Eakly (tie); 2A – Walters; 3A – Pawhuska; 4A – Broken Bow; 5A – Shawnee; 6A – Tahlequah.
AGENDA ITEM #10:

Grant Funding.

SUBJECT: Acceptance of United Nations (UN) Foundation grant funds for Oklahoma Campus Compact (OkCC).

RECOMMENDATIONS:

It is recommended that the State Regents accept grant funds in the amount of $6,600, as described below.

BACKGROUND:

In August 2000, the State Regents joined Campus Compact and Oklahoma became the only state system office to form a Campus Compact office. OkCC’s mission is to promote, support, and advance college students’ involvement in community service and service-learning programs.

In August 2004, OkCC was awarded $6,600 by the UN Foundation to support campus participation in “The People Speak: America’s Role in the World” dialogue and debate activities during the fall 2004 semester. OkCC sub granted funding to six Oklahoma campuses and provided toolkits to aid in organizing dialogues, debates, or forums on America’s Role in the World. OkCC also hosted a statewide forum on October 12, 2004 with experts on American Power and Global Security.

The State Regents are authorized (§70:3206) to “accept Federal grants and use the same in accordance with Federal requirements; and accept and disburse grants, gifts, devises, and bequests and other monies and property from foundations, corporations and individuals…”

POLICY ISSUES:

While no State Regents’ policies are impacted, the funds support the activity of the Oklahoma Campus Compact that is linked to the role of public service within the State System of higher education.

ANALYSIS:

It is recommended that the State Regents accept funds in the amount of $6,600 for the UN Foundation’s “The People Speak” initiative and authorize disbursement consistent with applicable grant requirements.
AGENDA ITEM #11:

Oklahoma Student Government and Student Advisory Board.

SUBJECT: Acceptance of 2004-05 Oklahoma Student Government Association (OSGA) and Student Advisory Board (SAB) joint Plan for Action.

RECOMMENDATIONS:

It is recommended that the State Regents accept the 2004-05 OSGA and SAB Plan for Action.

BACKGROUND:

Over the past few years, several statewide initiatives have proven to be valuable tools in helping shape student leadership in Oklahoma. For example, the creation of an annual Student Leadership Retreat, the State Regents’ investment in Campus Compact’s Raise Your VOICE initiative, and the development of the Oklahoma Students’ Resolution on Civic Engagement have all accumulated in an increased understanding of the student role in Oklahoma higher education by the OSGA and SAB.

In the 2001 fall semester, the Council on Student Affairs, the OSGA, and the SAB sponsored the first Oklahoma Student Leadership Retreat as a way to enhance student leadership skills among Oklahoma college students. Since then, the retreat has grown consecutively each year, with 155 students and administrators participating in 2004. As a result of the most recent retreat, the Council of Presidents was formed and will meet regularly to advise and collaborate with OSGA.

In August 2002, Oklahoma Campus Compact launched the Vocal Oklahoman’s in Civic Engagement (VOICE) initiative as part of the national Raise Your Voice campaign to increase student civic engagement (involvement in public life). As part of the initiative, students involved wrote the Oklahoma Students’ Resolution on Civic Engagement. This “issue statement” described what students think regarding their responsibilities as citizens and called on higher education to encourage civic engagement. The statement was presented to the Council of Presidents, the Council on Student Affairs, and received national attention when cited in the national Peer Review Journal. During the fall 2004 semester, VOICE launched a Get-Out-The-Vote initiative with the goal of registering new student voters, educating them, and mobilizing them to the polls. This goal was accomplished with nearly 4000 Oklahoma students registering to vote.

POLICY ISSUES:

In 1988 the Oklahoma Legislature passed House Bill 1801 which established the SAB. The purpose of the SAB, among other activities, is to communicate to the State Regents the views and interests of all Oklahoma college and university students.
ANALYSIS:

Not only has the Student Leadership Retreat provided leadership training for students, it has also created an increased awareness among students regarding community and political engagement.

As a result of the VOICE initiative, students across Oklahoma have participated in campus dialogues, participated in Month of Action, and most recently, worked to Get-Out-The-Vote before the November 2004 election. Students involved in VOICE registered nearly 4000 students during the second annual VOICE Voter Registration Contest in September 2004. While numbers are still being tabulated regarding youth voter turnout in Oklahoma, national numbers indicate a 9.3 percent increase in youth voter turnout since the last presidential election.

As a way to acknowledge the work that has led up to this point, OSGA and SAB have collaborated to create a ten point plan for action for the 2004-05 academic year. It is recommended that the State Regents accept the attached 2004-05 OSGA and SAB Plan for Action.

Attachment
2004-2005
Plan for Action

Submitted by
Oklahoma Student Government Association
and
Student Advisory Board

Oklahoma State Regents for Higher Education
December 2004
Introduction

Never has there been a more appropriate time for college students to set a clear and ambitious agenda for civic action. Nationwide, voter turnout among young people has reached historic levels, and through a student-led effort, 4,000 new voters were registered on Oklahoma college campuses in just two days this fall. It is clear that we are ready to take our rightful place among our communities’ leaders.

Our action plan tackles tough and timely social issues head on. We challenge our political leadership to take bold steps to improve our campuses and invest in our education. We offer our commitment and energy to help build our state into an economic powerhouse that will assure a strong future for our children and grandchildren.

We face these and other tasks with a level of confidence that has been boosted by our recent activities and accomplishments. Several statewide initiatives have provided valuable learning experiences to help shape us as student leaders. None of this would have been possible without the Oklahoma State Regents for Higher Education’s investment in Campus Compact and the Vocal Oklahomans in Civic Engagement (VOICE) initiative. These programs have provided us with the information and skills we need to take on significant issues.

The Oklahoma Student Leadership Retreat has created much excitement on our campuses. This event was established in fall 2001 by the Council on Student Affairs (COSA), the Oklahoma Student Government Association (OSGA) and the Student Advisory Board (SAB). It has grown from 80 students the first year to more than 155 participants in 2004. As a result of the 2004 retreat, the Council of Student Presidents was formed and will meet regularly to advise and collaborate with OSGA.

In August 2002, Oklahoma Campus Compact launched the VOICE initiative as part of the national Raise Your Voice campaign to increase student civic engagement. Students involved wrote the Oklahoma Students’ Resolution on Civic Engagement. This “issue statement” called on higher education institutions to encourage civic engagement as a valuable faculty-led learning experience. During the fall 2004 semester, VOICE launched the Get-Out-The-Vote initiative to register new student voters, educate them on issues and get them to the polls.

A Plan for Action

As members of the OSGA and SAB, we recognize that the students of Oklahoma have a strong and powerful voice that must be exercised in a way that stimulates positive community action.

This 10-point Plan for Action provides the first steps in a unified direction and demonstrates our firm commitment to meeting the long term needs of Oklahoma higher education.

I. Advance Alcohol/Drug Education Programs. Working with COSA, the OSGA and SAB will identify and share best practices among higher education institutions and create student-led alcohol and drug education programs on all Oklahoma campuses.
II. Assist With Passage of the Capital Bond Issue. The $500 million capital bond issue will increase the quality of campus facilities and improve learning opportunities for all students in the state system. We will work with the State Regents and college presidents to implement strategies that will ignite student involvement and educate Oklahoma legislators about the importance of the bond issue to the state of Oklahoma.

III. Advocate for Higher Education’s Fair Share of State Appropriations. Oklahoma higher education has not been funded at a level that accommodates the growth in student enrollment. Given the importance of a well-qualified faculty, sufficient library resources and updated laboratory equipment, we will work to support higher education’s request for a fair share of the state budget during the 2005 legislative session.

IV. Implement the VOICE Initiative’s Get-Out-The-Vote Campaign. During the 2004 presidential election, OSGA and SAB will support the VOICE initiative’s Get-Out-The-Vote campaign in order to register new student voters, educate them on election issues and mobilize them to the polls on Nov. 2. (ACTION ITEM COMPLETED)

V. Support the EDGE Initiative. We have watched with interest Gov. Brad Henry’s Economic Development Generating Excellence (EDGE) initiative and will lend our support for this important project. In particular, students at Oklahoma colleges and universities want to help keep the best and the brightest students in Oklahoma. The OSGA and SAB will attempt, among other things, to identify appropriate strategies, including exploring state income tax exemptions for students who graduate from an Oklahoma college or university with a baccalaureate degree. Because students often leave college with an enormous amount of debt, exemptions from paying state taxes for one year would encourage Oklahoma’s graduates to stay in the state.

VI. Sponsor VOICE Month of Action, Feb. 20-Mar. 26, 2005. As a way to continue to collectively demonstrate and promote the civic engagement of college students, OSGA and SAB will support the VOICE initiative’s Month of Action. During this month, college students will speak in a collective voice about the importance of promoting student civic engagement. Campus events will be held that creatively introduce students to the democratic and community-building process.

VII. Design an OSGA/SAB-Awareness Strategy for Oklahoma College Students. Often, many college students are unaware of the important work that OSGA and SAB members perform on their behalf. To more effectively and efficiently serve Oklahoma college students, we will develop a strategy designed to inform students about the purpose, role and scope of both organizations.

VIII. Create the Council of Student Presidents. This council is intended to serve as a forum where issues that impact higher education and students in general can be discussed, debated and addressed in a meaningful fashion by all college and university student government presidents. The council will also serve as an advisory panel to the OSGA. The council will meet formally on a monthly basis. (ACTION ITEM COMPLETED)

IX. Evaluate the Current OSGA Organizational Structure. To become an even more effective student organization, OSGA will review its current structure in order to identify areas of strength and weakness. Based on that examination, structural modifications may be advanced.

X. Examine the Current OSGA Dues Structure. OSGA has not had a stable funding source to carry out the work important to students across the state. Given the challenges often created
by the inability to access required resources, OSGA and SAB will examine how other state student government operations are funded across the country, discuss possible strategies with students across the state and propose an appropriate fee model for OSGA.

Oklahoma Student Government Association

OSGA is a statewide organization committed to voicing the concerns and interests of the more than 250,000 students enrolled in the Oklahoma State System of Higher Education. OSGA believes that students should play an active role in decision making that affects higher education. OSGA is charged with the great responsibility of formulating a stance on issues of importance to Oklahoma students and taking that stance to the governor, state Legislature, State Regents and other decision-making bodies.

Student Advisory Board

In 1988 the Oklahoma Legislature passed House Bill 1801 which established the SAB. The purpose of the SAB, among other things, is to communicate to the State Regents the views and interests of all Oklahoma college and university students. In representing students, the SAB combines the opinions of students with sound research to develop the best proposals and recommendations for the Oklahoma State System of Higher Education.
AGENDA ITEM #12:

E&G Budget Allocations.

SUBJECT: Approval of allocations to Oklahoma State University and the University of Oklahoma from the Higher Education Facilities Fund.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $863,827.44 to Oklahoma State University and $863,827.44 to the University of Oklahoma from revenue collected through the Higher Education Facilities Revolving Fund.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2598 in May 2002 designating $38 million from an assessment on motor fuel, diesel fuel and blending materials used or consumed in the state for certain research purposes at OU and OSU. This revenue will be deposited into a new fund called the “Higher Education Facilities Fund.” The bill further states that these funds shall be evenly deposited to an account at the University of Oklahoma for funding construction of the weather center and to an account at Oklahoma State University for purchase of equipment and renovation of facilities for work on the application of advanced sensor technology for the detection of chemical and biological threats to homeland security.

In the October 2003 meeting, the State Regents approved the updated strategic plan for Oklahoma State University and the allocation of the full $19 million designated for their project. Also presented during the October 2003 meeting was a project update on the Weather Center project at the University of Oklahoma.

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,727,654.88. This amount is sufficient for a transfer of $863,827.44 to each OSU and OU. With this allocation, each institution has received $14,854,945.70 to date.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4512

Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in the Oklahoma State System of Higher Education and pursuant to 70 O.S. 1991, Sections 3210, 3903, 4401 and 4408 and pursuant to the provisions of House Bill No. 2598, of the Forty-Eighth Oklahoma Legislature,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the specified institutions for the fiscal year beginning July 1, 2004, and ending June 30, 2005, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

**Higher Education Facilities Revolving Fund Allocation**

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<thead>
<tr>
<th>Institution</th>
<th>Amount</th>
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<tbody>
<tr>
<td>University of Oklahoma – Weather Center</td>
<td>From: 299-05-605-000000 $1,727,654.88</td>
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<tr>
<td>Oklahoma State University – Biosensor Laboratory</td>
<td>To: 295-760 $863,827.44</td>
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<td>295-010 $863,827.44</td>
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<td></td>
<td><strong>Total $1,727,654.88</strong></td>
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</tbody>
</table>

Adopted by the State Regents in the meeting of December 9, 2004.

SEAL:

ATTEST:

Cheryl Hunter, Secretary

James D. “Jimmy” Harrel, Chairman

I, Paul G. Risser, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on December 9, 2004.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 9th day of December 2004.

____________________________________
Notary Public

My commission expires _____________________________.

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AGENDA ITEM #13:

Allocation.

SUBJECT: Approval of allocation of one previously unallocated state appropriations.

RECOMMENDATION:

It is recommended that the State Regents approve $24,000 in previously unallocated FY05 state appropriations for the enrollment management workshop.

BACKGROUND:

The enrollment management workshop offered to State System institutions on December 7 and 8 in Oklahoma City is expected to cost approximately $74,000, apart from logistical conference expenses. Regents have previously allocated $50,000 from the Brain Gain funding for the project. It is recommended that the balance of $24,000 be allocated from as yet unallocated current-year state appropriations.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.
AGENDA ITEM #13.1:

Capital

SUBJECT: Approval of allocation of capital monies for Redlands Community College

RECOMMENDATION:

It is recommended that the State Regents allocate $500,000 to match $1 million in federal appropriations for acquisition of land by Redlands Community College.

BACKGROUND:

Redlands Community College intends to purchase the Royse Ranch to support its equine science and agriculture programs. The ranch, consisting of nearly 200 acres and 3 large ponds, is situated 4.5 miles north of El Reno. Improvements include substantial fencing, a house, and barns.

The college expects to receive $1 million through the USDA in FFY2005. In addition to the $500,000 in state appropriations, $500,000 from the proposed bond issue is also targeted to this project.

Funding would be expended as follows:

- $1,300,000    Property Purchase
- 200,000      Operational Set-U, Equipment and Compliance
- 500,000      New and specialty facilities construction

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

The attached letter of November 17, 2004, from President Devane presents the rationale for the purchase in the expectation of receipt of federal funding. He notes that timely approval of the state appropriations also favors negotiations with the seller of the property.
November 17, 2004

Dr. Paul G. Risser, Chancellor
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
PO Box 108850
Oklahoma City, OK 73101-8850

Dear Chancellor Risser,

This letter and set of related attachments are forwarded as a written request for approval of allocations by the Oklahoma State Regents for Higher Education for matching facility funds to Redlands Community College. This request is for $500,000.00 to be used as matching funds to federal appropriations of $1,000,000.00. The funding requests will be utilized for land purchase and facility complex activities necessary to relocate and expand operational activities of an applied research and instructional site for Redlands Agriculture and Equine Programs.

The timing of this request stems from three factors; first, the timing and flow of federal legislative activities of the U.S. Senate Committee on Appropriations, Agricultural Rural Development, Food and Drug Administration and related agencies Appropriations Bill 2005. Second, the program fit of the property available and need by the owner to see approved funding before moving forward on the transaction. Third, new security and access conditions being implemented at federal properties following the 9/11/2001 bombing. Redlands faces the potential loss of property usage for both its bovine and equine programs due to the new restrictions. Currently, Redlands equine operations are partially housed on the Ft. Reno Grazingland Research Center and the Redlands bovine operations are split between Ft. Reno and the Federal Corrections prison properties. Thus, not only is regular instructional programming facing potential restrictions, but clear limitations exist for the applied research activities recommended as key components of Redlands and OSRHE strategic plans and that of the Oklahoma agriculture section of the
EDGE Economic Development Plan. Through the purchase of the proposed ranch facilities, Redlands will be assured full access and operations of its applied research and instructional programming in agriculture and equine operations on college owned properties. Finally, the ability to contract and perform applied research activities can be conducted without federal government analysis by both the USDA and Federal Bureau of Prisons.

Again, due to the timing of federal committee appropriations, recommendations and purchase conditions of the custom property available, OSRHE approval of matching funds in the December meeting is critical to receipt of federal funds and seller agreement to sell the property described.

Thank you in advance for the time and attention shown to this Redlands related specialty facilities matter.

Sincerely,

[Signature]

Dr. Larry F. Devane
President

LFD/cp

Attachments (2)
ROYSE RANCH
AGRICULTURE/EQUINE FACILITIES

FUNDING SOURCES:

1. Federal Share: US Senate Committee on Appropriations
   Agriculture, Rural Development, Food and Drug Administration and Related Agencies
   Appropriations Bill 2005
   $1,000,000.00

2. State Share: Oklahoma State Regents for Higher Education approval of state matching
   monies to serve as the state match for receipt of federal monies
   $500,000.00

3. Oklahoma Bond Monies: Usage a portion of Redlands Community College earmarked
   funding dedicated to agriculture and equine facilities
   $500,000.00

OSRHE Actions modeled after October 28, 2004 allocation and approval of facilities funds to
Rogers State University - Agenda Item #14

The fiscal breakdown of the project is as follows:

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<th>Amount</th>
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<td>Oklahoma Higher Education Bond</td>
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<tr>
<td>$1,300,000.00</td>
<td>Property Purchase</td>
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<tr>
<td>$200,000.00</td>
<td>Operational Set-Up, Equipment and Compliance</td>
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<tr>
<td>$500,000.00</td>
<td>New and Specialty Facilities Construction Upon Receipt of Bond Monies</td>
</tr>
</tbody>
</table>

$2,000,000.00  TOTAL
AGENDA ITEM #14:

Tuition and Fees.

SUBJECT: Legislatively Required Annual Report.

RECOMMENDATION:

It is recommended that the State Regents accept the attached FY2004-05 Tuition Impact Analysis Report and authorize the Chancellor to transmit it to the Governor and Legislature as specified in 70 O.S. 2004 Supp., Section 3218.2.

BACKGROUND:

70 O.S. 2004 Supp., Section 3218.2 et seq., authorize the State Regents to establish tuition and mandatory fees and set the statutory limits for research universities, regional universities, and two-year colleges and emphasizes the role of institutional governing boards in the establishment of tuition. The statute also stipulates that the State Regents make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition and details annual reporting requirements. The attached report fulfills the reporting requirements for the academic year 2004-05.

POLICY ISSUES:

This item is consistent with the Policy and Procedures Relating to Tuition and Student Fees.

ANALYSIS:

All approved tuition and mandatory fees are within legislative limits. State Regents reviewed the requested increases for compliance and, as expected, each institution’s requests were below the posted peer limits for the tier. The average change, both percentage and dollar amount, for each tier is reflected in the following chart.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resident</td>
<td>Nonresident</td>
</tr>
<tr>
<td>Research Universities</td>
<td>9.6%</td>
<td>13.3%</td>
</tr>
<tr>
<td></td>
<td>$361.33</td>
<td>$1,349.83</td>
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<tr>
<td>Regional Institutions</td>
<td>9.5%</td>
<td>10.1%</td>
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<tr>
<td></td>
<td>$261.45</td>
<td>$662.98</td>
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<tr>
<td>Two-Year Colleges</td>
<td>10.6%</td>
<td>9.9%</td>
</tr>
<tr>
<td></td>
<td>$195.00</td>
<td>$449.40</td>
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<tr>
<td>Higher Education Centers</td>
<td>7.9%</td>
<td>7.4%</td>
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<tr>
<td></td>
<td>$187.88</td>
<td>$425.89</td>
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<tr>
<td>Professional Programs</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Considerations in Setting Tuition and Fees: State statute provides that the impact on the ability of students to meet the costs of attendance, their enrollment patterns, the availability of financial aid, the cost-effective measures institutions implemented, and the communication of tuition and fee requests to students are to be considered when determining increases to tuition and mandatory fees. Institutions reported on each of these categories when submitting their requests for increases. The information is summarized below, with further details provided in the full report.

Impact on Students’ Ability to Pay: Overall, given the historically low tuition rates in Oklahoma, the majority of students have been able to absorb the increases, and the burden has not materially affected students’ ability to meet the costs of attendance and pursue their educational objectives.

Impact of Tuition Increases on Enrollment: Institutions have generally seen no significant impact in their enrollment patterns due to tuition and mandatory fee increases. Enrollment growth has continued steadily into FY05 despite the increases.

Availability of Financial Aid: Institutions will continue to help students discover all sources of available assistance and are committed to assisting students so that no student eligible for admission will be denied access because of an increase in the cost of attendance. Tuition waivers increased by 14.9 percent or $10.7 million over FY04 compared to the average 9.6 percent increase in undergraduate tuition and mandatory fees.

Implementation of Cost-effective Measures. Institutions continue to monitor operational budgets as they deal with increased student enrollment, increased mandatory costs, and shrinking state appropriations. They are proactively exploring new programs and grants in their efforts to find additional sources of revenue for their institutions.

Communication with Students: Institutions presented information to students on the potential increase in tuition and mandatory fees in a variety of ways and on a continuing basis. The general overall consensus expressed by students was one of understanding and acceptance in order to ensure that the quality of instruction will remain uncompromised.

State Regents’ Initiatives: The State Regents currently have two initiatives related to public policy questions of tuition and affordability. 1) A grant from the Western Interstate Commission for Higher Education (WICHE) funds activities to highlight the interrelationships among state appropriations, tuition and fees, and financial aid, and 2) Noel-Levitz consultants will review Oklahoma’s enrollment management practices and state-based financial aid programs and hold a workshop to assist institutions in determining if their financial aid resources are being used for the best possible outcomes for students.

National Perspective: Nationally, colleges and universities are facing shrinking state appropriations and increasing tuition and fees, so Oklahoma is not in a unique situation. The National Association of State Universities and Land-Grant Colleges reports tuition increases in 42 of 43 reporting states averaging ten percent or $496. In comparison, Oklahoma’s resident undergraduate tuition increase for FY05 averaged 9.6 percent or $230.69.

It is recommended that the State Regents accept the attached FY2004-05 Tuition Impact Analysis Report and authorize the Chancellor to transmit it to the Governor and Legislature as specified in 70 O.S. 2004 Supp., Section 3218.2.
AGENDA ITEM #15:

EPSCoR.

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

RECOMMENDATION:

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

BACKGROUND:

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

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

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

Eight federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, the United States Department of Agriculture, and the Department of Commerce. Oklahoma is one of 23 states that participate in a program at one or more federal agency.

POLICY ISSUES:

This recommendation is consistent with State Regents’ policy and actions.

ANALYSIS:
Chancellor Risser recommends that members be appointed to the EPSCoR Advisory Committee for the term indicated below. Current membership includes members of the private sector; a member of the House of Representatives; a member of the Governor’s staff; a representative of the Noble Foundation; the Vice Presidents for Research of The University of Oklahoma - Norman, Oklahoma State University, and the Oklahoma Medical Research Foundation; the President of the University of Oklahoma – Tulsa; the Dean of the College of Agriculture for Oklahoma State University; the President of Cameron University; an Associate Professor from Langston University; scientists from The University of Tulsa; the Director of Legal Affairs at The Nobel Foundation; the Director of Technology Development Programs at the Oklahoma Center for the Advancement of Science and Technology (OCAST); and the CEO and President of Innovation to Enterprise (i2E).

Effective November 1, 2004, Dr. Rodger McEver succeeded Dr. Morris Reichlin as Vice President of Research at the Oklahoma Medical Research Foundation. It is recommended that the State Regents approve the appointment of Dr. Rodger McEver to serve as a member of the EPSCoR Advisory Committee.

<table>
<thead>
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<th>Name</th>
<th>Affiliation</th>
<th>Term Exp (yr)</th>
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<tbody>
<tr>
<td>Rodger McEver</td>
<td>Vice President of Research</td>
<td>December 2007</td>
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<td></td>
<td>Oklahoma Medical Research Foundation</td>
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</tbody>
</table>
AGENDA ITEM #16-a:

Revenue Bond.
Oklahoma City Community College
Math, Science and Engineering Center Revenue Bonds

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Oklahoma City Community College, Student Facility, Series 2005, in the amount of $10,000,000 is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2005 bonds will be used (a) to construct, remodel, expand and equip a Math, Science, and Engineering Center, (b) to make required deposits into the Bond Reserve Fund, and (c) for payment of costs of issuance.

The bonds to be issued as serial bonds will be payable on January 1 and July 1 for each of the years 2005 through 2026 with interest payments commencing on July 1, 2005, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for Oklahoma City Community College. The College has pledged, as security for the bonds, the following revenues: (1) net revenues from the operation of the student store, food service, auditorium and Student Center, (2) the gross receipts of $7.30 per credit hour collected from the Student Service Facility Fee, (3) the gross receipts of $5.15 per credit hour from the Student Activity Fee, and (4) transfers from unencumbered monies in funds established as pertaining to the Bonds. The College has also pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy.

The pledged revenues as anticipated by the College’s Board will provide sufficient revenue to: (1) pay principal of and interest on the Bonds; and, (2) maintain the reserve required in the Reserve Account for securing any bonds payable.
The Statement of Essential Facts as reflected in the Preliminary Official Statement for the Math, Science and Engineering Facility has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements at a minimum coverage ratio of 2.00.

A concurrent resolution authorizing issuance of the bonds has been approved by the legislature. A copy of the Preliminary Official Statement is available for review.
AGENDA ITEM #16-b:

Revenue Bond.
East Central University
Fine Arts Center Revenue Bonds

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for East Central University, Series 2005, in the amount of $5,000,000 is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantial accurate, certify such to the Attorney General of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2005 bonds will be used (a) to construct and equip a Fine Arts Center, (b) to reimburse the University for recent improvements, (c) to make required deposits into the Bond Reserve Fund, and (d) for payment of costs of issuance.

The bonds to be issued as serial bonds will be payable on January 1 and July 1 for each of the years 2006 through 2025 with interest payments commencing on July 1, 2005, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents for Oklahoma Colleges. The University has pledged, as security for the bonds, the following revenues: (1) the gross receipts of $4.00 per credit hour collected from the Fine Arts Center Fee (Student Facility Fee #3,) and (2) transfers from unencumbered monies in funds established as pertaining to the Bonds. The University has also pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy.

The pledged revenues as anticipated by the University’s Board will provide sufficient revenue to: (1) pay principal of and interest on the Bonds; and, (2) maintain the reserve required in the Reserve Account for securing any bonds payable.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the Fine Arts Facility has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements at a minimum coverage ratio of 1.39.
A concurrent resolution authorizing issuance of the bonds has been approved by the legislature. A copy of the Preliminary Official Statement is available for review.
AGENDA ITEM #17:

Oklahoma Money Matters.

SUBJECT: Emergency Rule

RECOMMENDATION:

It is recommended that the State Regents find that a compelling public interest requires an emergency rule, adopt an emergency rule for Oklahoma Money Matters, and approve initiation of the process for adoption of a permanent rule.

BACKGROUND:

To address Oklahoma’s deficit in financial instruction and combat the considerable cost of fiscal illiteracy, the State Regents are developing a financial literacy initiative, Oklahoma Money Matters (OKMM), under the auspices of the Oklahoma Guaranteed Student Loan Program. OKMM’s mission is to promote financial literacy by building Oklahomans’ awareness of the need for financial education and understanding of sound fiscal principles and practices.

In May 2004, OKMM staff submitted a proposal to offer an AmeriCorps Educational Award Program, which was accepted for funding by the governing federal agency, the Corporation for National and Community Service (CNCS). Through this grant program, OKMM will place AmeriCorps members in host sites around the state to educate youth and others in personal finance, student financial aid, and consumer credit. OKMM AmeriCorps members will facilitate grassroots community involvement, impacting Oklahoma’s economic future by promoting responsible spending, identification and achievement of long-term monetary goals, and investment in the future. Members will provide 300 hours of service through a one-year contract, for which they will earn a $1,000 education award. The education award can be used to offset direct educational expenses, such as tuition, fees, room and board, and repayment of student loans.

OKMM staff are currently developing the field site structure and establishing the administrative framework for the grant program. Official commencement of the program, which indicates authorization from the CNCS to begin enrolling AmeriCorps members at field sites, is scheduled for January 2005, pending the governor’s approval of the emergency rule.

POLICY ISSUES:

The proposed rule describes to interested parties the purpose, operational procedures, and restrictions of the OKMM AmeriCorps program. This action is necessary to comply with the Administrative Procedures Act.

ANALYSIS:
Initiation of the emergency rulemaking process is requested to prevent postponement of the grant program’s implementation. Completing the traditional process to adopt a permanent rule would delay the program’s inception, effectively delaying student opportunities to earn an education award. Utilizing the emergency process will allow member enrollment in the program to proceed as scheduled in the grant provisions, expediting member access to the federal education benefit.

Adoption of the proposed rule will define the following areas of the OKMM AmeriCorps program:

- Program Information;
- Field Site Selection;
- Member Candidacy;
- Grievance Procedures; and
- Program Capacity.

The proposed regulatory text is attached. Approval by the State Regents would allow the emergency and permanent rulemaking processes to begin as defined by the Administrative Procedures Act.

Attachment
610:25:35-1. Purpose
The purpose of this Subchapter is to describe the Oklahoma Money Matters AmeriCorps Education Award Program (OKMM-EAP), which is designed to improve financial literacy in Oklahoma. OKMM-EAP operates under the auspices of the Oklahoma Guaranteed Student Loan Program (OGSLP), a division of the Oklahoma State Regents for Higher Education.

610:25:35-2. Definitions
The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"AmeriCorps" means the AmeriCorps Education Awards Program, which is one of several national service programs of the AmeriCorps National Service Network.

"Applicant" means an individual who has applied to participate in OKMM-EAP, but is not an AmeriCorps member.

"Corporation for National and Community Service" means the federal organization established under the National and Community Service Act of 1990 that administers the AmeriCorps National Service Network.

"Education Award" means an award provided to a member who has successfully completed a required term of service in an approved national service position and who otherwise meets the eligibility criteria established by AmeriCorps. An education award may be used to pay qualified educational expenses.

"Enrollment" means acceptance as an AmeriCorps member, as evidenced by inclusion in the AmeriCorps national database.

"Field Sites" means locations across Oklahoma that host AmeriCorps members during their term of service.

"Financial Literacy" means knowledge of money management and financial principles.

"Member" means an individual who is enrolled in the Oklahoma Money Matters AmeriCorps Education Award Program.

"Oklahoma Community Service Commission" means the authorized alternative entity administering Oklahoma's national service programs.

"Service Activities" means direct, meaningful actions through organized community service efforts that count toward fulfillment of service hours in a term of service.

"Service Hours" means the number of hours spent performing eligible community service activities during a term of service.

"Site Application" means the documentation submitted by potential field sites for OKMM-EAP consideration during the field site selection process.

"Site Supervisor" means a qualified employee of the field site who volunteers his or her time to serve OKMM-EAP.

"Term of Service" means the contracted length of time during which a member must perform eligible community service activities to qualify for an education award.

610:25:35-3. Program Information
To achieve its primary goal of improving financial literacy, OKMM-EAP is placing AmeriCorps members in field sites around Oklahoma to educate youth and others about personal finance, student financial aid, and consumer credit. OKMM-EAP goals are to build student knowledge of financial literacy principles; develop members' leadership, citizenship, and presentation skills; and encourage members life-long commitment to community service. OKMM-EAP members will receive an education award upon successful completion of and subject to the terms of the OKMM-EAP member contract.
610:25:35-4. Field Site Selection

OKMM-EAP will select field sites around Oklahoma to host AmeriCorps members during their service terms.

(1) Selection Process.
   (A) Interested entities will submit a site application to OKMM-EAP. Site applications can be requested from the OKMM Director at P.O. Box 3000, Oklahoma City, Oklahoma, 73101-3000 or by calling (405) 234-4495.
   (B) An evaluation committee composed of the OKMM Director and other OGSLP senior-level staff will review site applications.
   (C) The evaluation committee will select field sites to participate in OKMM-EAP based on the criteria and restrictions defined in this section.

(2) Selection Criteria.
    (A) OKMM-EAP field sites will be educational entities and/or other organizations with an established or expressed interest in community service and financial literacy.
    (B) OKMM-EAP will consider the following field site characteristics when reviewing site applications:
       (i) The site's community service objectives are consistent with the OKMM-EAP mission of improving financial literacy in Oklahoma.
       (ii) The site's planned activities are consistent with identified community need for financial education.
       (iii) The site offers a range of member activities that support the OKMM-EAP mission.
       (iv) The site will facilitate sufficient service activities to ensure that members have adequate opportunity to fulfill the required number of service hours in the prescribed service term.
       (v) The site has designated a site supervisor who is willing to meet AmeriCorps administrative requirements and has the time, interest, and ability to supervise members and facilitate member involvement.
       (vi) The site provides a safe, accessible work environment for members.
       (vii) The site endorses a drug-free workplace.
    (C) OKMM-EAP endeavors to facilitate a wide range of member activities, serving a diverse spectrum of demographic populations at sites located across Oklahoma. Consistent with that vision, favorable consideration will be given to site applications that demonstrate compatibility with these objectives.

(3) Restrictions.
    (A) Entities that discriminate on the basis of race, color, national origin, gender, age, religion, disability, or status as a veteran in policies, practices, or procedures are ineligible to serve as field sites for OKMM-EAP.

610:25:35-5. Member Candidacy

(a) Member Requirements.
   (1) Members will be a U.S. citizen, U.S. national, or lawful permanent resident alien of the United States.
   (2) Members will be at least 17 years of age at enrollment.
   (3) Members will hold a high school diploma or equivalency certificate.
   (4) Members must sign an OKMM-EAP member contract.

(b) Criminal History and Background Investigation.
   (1) Must be obtained for all members from the Oklahoma State Bureau of Investigation (OSBI).
   (2) Must include a search of the Oklahoma Department of Corrections' files maintained by the OSBI pursuant to the Sex Offenders Registration Act.

(c) Curricular Knowledge.
   (1) Applicants are provided training in a prescribed financial literacy curriculum.
   (2) Applicants are tested after participating in the training course to assess knowledge gained.

(d) Restrictions.
(1) An applicant whose criminal history report reveals a conviction, a plead of guilty, or a plead of nolo contendere for a felony charge is not approved to serve in OKMM-EAP.
(2) An applicant who scores below 75 percent on the post-training test is not approved to serve in OKMM-EAP.

OKMM-EAP members may file a grievance in accordance with OKMM-EAP's grievance procedures.

(1) General Information.
(A) These procedures apply to service-related issues such as assignments, evaluations, suspensions, or release for cause, as well as issues related to non-selection of members, displacement of employees, or duplication of activities by AmeriCorps.
(B) Allegations of fraud and criminal activity must be reported immediately to the Corporation for National and Community Service.
(C) Allegations of discrimination should be in writing and directed to the Corporation for National and Community Service.

(2) Grievance Hearing.
(A) An aggrieved party may request a grievance hearing if informal efforts fail to result in a mutually agreeable resolution.
   (i) The aggrieved party should make a written request for a hearing to the OKMM-EAP Director, unless it is the Director's decision or action that has resulted in the grievance, in which case a written request for a hearing should be sent to the Oklahoma Community Service Commission. The hearing request must be made within one year of the date of the alleged occurrence.
   (ii) At the time a request for a hearing is made, OKMM-EAP will make available to the aggrieved party information that it relied upon in its disciplinary decision.
   (iii) One or more pre-hearing conferences will be scheduled at a time mutually convenient for all parties in an effort to facilitate a mutually agreeable resolution of the matter to make a hearing unnecessary or narrow the issues to be decided at the hearing.
(B) The hearing will be conducted by Oklahoma Community Service Commission staff within 30 calendar days after the filing of the grievance.
(C) A written decision will be made within 60 calendar days after filing.

(3) Binding Arbitration.
(A) An aggrieved party may request binding arbitration if a grievance hearing decision is adverse or if no decision is made within 60 days after the filing of the grievance.
   (i) The arbitrator will be independent and selected by agreement of the parties.
   (ii) If the parties cannot agree on an arbitrator, the Corporation for National and Community Service will appoint one within 15 calendar days after receiving a request from one of the parties.
(B) An arbitration proceeding will be held within 45 calendar days after the request for arbitration, or within 30 calendar days after the appointment of an arbitrator by the Corporation for National and Community Service.
(C) An arbitration decision will be made within 30 calendar days after the commencement of the arbitration proceeding.
(D) The cost of arbitration will be divided evenly between the parties, unless the aggrieved party prevails, in which case OKMM-EAP will pay the total cost of the proceeding as well as the prevailing party's attorney fee, unless prohibited by law.
610:25:35-7. Program Capacity

The reach and scope of OKMM-EAP is defined as follows.

(1) Field Sites.
(A) OKMM-EAP will utilize approximately 30 field sites.
   (i) Additional field sites may be added as needed.

(2) Enrolled Members.
(A) OKMM-EAP will enroll up to 500 AmeriCorps members per year.

(3) Restrictions.
(A) To manage OKMM-EAP's expansion, the number of sites established and the number of
   members enrolled will be limited commensurate with OKMM-EAP's administrative capability.
AGENDA ITEM #18:

Economic Development.

SUBJECT: Approval of policy change and acceptance of grant guidelines and application.

RECOMMENDATION:

It is recommended that the State Regents approve the modifications to the Economic Development Grant policy and accept the program guidelines, and application format.

BACKGROUND:

The Oklahoma State Regents for Higher Education (OSRHE) Economic Development Grant Program supports specific entrepreneurial economic development projects within the Oklahoma State System of Higher Education (State System). The primary purposes of the Economic Development Grant Program are to promote (1) regional economic development, (2) technology transfer, and (3) professional development and continuing education in high-priority job classifications.

The Economic Development Grant program was established in 1998. Within the six years since the program was established, Oklahoma’s economic conditions have changed and, therefore, the grant guidelines need to be reflective of the current economy. The new guidelines will facilitate a consistent application process with fair and equitable evaluation procedures.

POLICY ISSUES:

State Regents’ Economic Development Grant Program Policy (4.10) establishes the grant program and reflects the new application and guideline process.

ANALYSIS:

The attachment contains the Economic Development Grant policy, guidelines, and application.
Funding Opportunity Description

Program Objectives

The Oklahoma State Regents for Higher Education (OSRHE) Economic Development Grant Program supports specific entrepreneurial economic development projects within the Oklahoma State System of Higher Education (State System).

The primary purposes of the Economic Development Grant Program are to promote (1) regional economic development, (2) technology transfer, and (3) professional development and continuing education in high-priority job classifications.

Program Priorities

Proposals should address one or more of the following topics.

Regional Economic Development
Successful proposals will include collaboration and resource sharing among regional partners, including other higher education institutions, state/local business entities, or public state/local agencies.

Technology Transfer
Successful proposals will demonstrate effective mechanisms for transferring technology from the higher education institution to the private sector, including maximizing speed to market and scouting for intellectual property with potential commercial value.

Professional Development and Continuing Education
Successful proposals will address education and training programs that focus on the needs of new or expanding companies, industry clusters important in the institution’s region, or industries that require specialized skills. In constructing these programs, institutions will recognize the need to simultaneously address the immediate and long-term skills sets required by a successful workforce.

Program Authority

As the State Higher Education Coordinating Board, the OSRHE have the responsibility to allocate funds and to support research, study and planning.
Award Information

The amount of OSRHE Economic Development Grant funding available for competition in FY 2005 is approximately $800,000. Anticipated award amounts will range from $50,000 to $250,000 depending on the scope of the project. If the scope of the project is two years, the total award amount for both years will be obligated from the FY05 funds. Funding for the second year will be dependent upon satisfactory first-year performance as determined by OSRHE.

There will be only one proposal solicitation in FY 2005, with proposals accepted from December 15, 2004 to February 18, 2005. Grants will be awarded March 31, 2005.

In the fiscal year 2006, there will be two funding cycles. Proposals will be accepted from April 1 to May 1, 2005 with awards on July 1, 2005; proposals accepted September 1 to October 1, 2005 with awards on December 1, 2005.

Institutions are limited to one application per funding cycle.

Eligibility Information

Only institutions of the State System are eligible to submit proposals for the OSRHE Economic Development Grant.

Proposal and Submission Information

Proposal packages will consist of (1) cover sheet, (2) OSRHE grant application form and (3) proposal narrative. The application form is available on the OSRHE website, www.okhighered.org/grants.

The proposal narrative is limited to a maximum of 12 pages, including all attachments and supporting documentation. Proposals should be submitted electronically with all three parts in a single Microsoft Word document with standard margins and 12 point type, double spaced between paragraphs, and paginated.

1. Executive Summary (2 pages maximum)

2. Body (10 pages maximum)

   a. Project description
      
      i. The opportunities, challenges, issues or needs that will be addressed by the proposed project

      ii. Scope of work, including goals and objectives and details of project steps

      iii. Human and financial resources needed, including ability of the institution to continue funding beyond the grant period.

      iv. Schedule, time frame for each step and any pertinent, long-term funding strategies.
v. Target audience of the project.

vi. Additional information that supports the proposal.

b. Anticipated impacts and benefits.

c. If this project is a collaborative project, please describe the participants and nature of the collaborative agreement to accomplish the mission and goals.

d. Summary of proposed income and expenses. Use audited figures when available.

e. Expected outcomes evaluation.

   i. Please describe the criteria for success.

   ii. Describe how you will measure the criteria for success.

   iii. Describe who will evaluate this work.

   iv. Describe how you will report the evaluation results

Grant funds may be used for office operations, personnel, equipment, travel and subcontracts to help implement various program components. The grant funds should not supplant institutional funds originally designated to accomplish the same program/project or enhancement.

**Proposal Review Information**

OSRHE Economic Development Grants will be competitively evaluated by a committee of State Regents’ staff. The committee will assess project proposals on the following criteria:

1. Market-based and results-driven, demonstrating economic impacts on the community

2. Organizational leadership showing support from institution, local officials, and business leaders

3. Productivity, innovation or entrepreneurship

4. Focused beyond the immediate economic horizon, anticipating economic changes, and diversity in the local and regional economy

See *Reviewer Guidelines* table for more specific review criteria.
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<td>Demonstrates entrepreneurial vision</td>
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<td>Identifies features for continual improvement</td>
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<td><strong>Total</strong></td>
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Legend:
Exceeds criteria – Includes evidence of outstanding work in content, organization, and creativity. Integrates a variety of strategies, integrates all aspects of information.
Adequately meets criteria – Includes all components specified.
Minimally meets criteria – Falls short of supplying all components specified.
Criteria not met – Fails to meet criteria as specified.
4.10 ECONOMIC DEVELOPMENT GRANT PROGRAM

4.10.1 Purpose
The purpose of this policy is to establish the procedures for administering the economic development grant program and the guidelines for State System institutions to submit proposals for these funds.

4.10.2 Program Objectives
The Oklahoma State Regents for Higher Education (OSRHE) Economic Development Grant Program supports specific entrepreneurial economic development projects within the Oklahoma State System of Higher Education (State System).

The primary purposes of the Economic Development Grant Program are to promote (1) regional economic development, (2) technology transfer, and (3) professional development and continuing education in high-priority job classifications.

4.10.3 Program Priorities
Proposals should address one or more of the following topics:

4.10.3.1 Regional Economic Development.
Successful proposals will include collaboration and resource sharing among regional partners, including other higher education institutions, state/local business entities, or public state/local agencies.

4.10.3.2 Technology Transfer.
Successful proposals will demonstrate effective mechanisms for transferring technology from the higher education institution to the private sector, including maximizing speed to market and scouting for intellectual property with potential commercial value.

4.10.3.3 Professional Development and Continuing Education.
Successful proposals will address education and training programs that focus on the needs of new or expanding companies, industry clusters important in the institution’s region, or industries that require specialized skills. In constructing these programs, institutions will recognize the need to simultaneously address the immediate and long-term skills sets required by a successful workforce.

4.10.4 Program Authority
As the State Higher Education Coordinating Board, the OSRHE have the responsibility to allocate funds and to support research, study and planning.

4.10.5 Eligibility Information
Only institutions of the State System are eligible to submit proposals for the OSRHE Economic Development Grant.

4.10.6 Eligible Use of Grant Funds
Grant funds may be used for office operations, personnel, equipment, travel and subcontracts to help implement various program components. The grant funds should not supplant institutional funds originally designated to accomplish the same program/project or enhancement.
AGENDA ITEM #19:

Legislative Agenda.

SUBJECT: Legislative Priorities for the 2005 Session

RECOMMENDATION:

It is recommended that the State Regents adopt the attached legislative agenda for the 2005 legislative session.

BACKGROUND:

Each year the State Regents identify priority issues to be addressed by the Oklahoma Legislature.

POLICY ISSUES:

The proposed legislative agenda addresses a number of policy areas— budget priorities, student aid funding and policy and system administrative efficiencies.

ANALYSIS:

The proposed legislative agenda is organized into three priorities:

I. CAPITAL BOND ISSUE. Acquire a $500 million capital bond to increase the quality and capacity of Oklahoma’s colleges and universities. The State Regents have worked with the President’s Council to develop a systemwide capital plan to address the significant increase in students without a capital bond since 1992.

II. INSTITUTIONAL/PROGRAMMATIC FUNDING. Increase FY 06 funding for institutional and programs in response to enrollment increases, mandatory cost increases, faculty reductions and budget cuts since FY 02 by $90 million to about $892.1 million.

III. OHLAP FUNDING. Secure dedicated funding source for OHLAP to ensure access for the increasing numbers of low income, well prepared students in the pipeline.

Oklahoma State Regents for Higher Education
2005 Legislative Priorities

1. Capital Bond Issue

The State Regents’ staff worked with the President’s Council to develop a systemwide capital plan. Total reported need as approved in the Campus Master Plan listing is over $3 billion. The $500 million will be distributed to institutions using a new formula based on enrollment, square footage, age of buildings, and research productivity. In addition, local communities will receive a potential economic impact of $737 million from the 140 projects statewide and demonstrate to companies that Oklahoma is committed to producing a skilled workforce with high-quality training and research opportunities.
2. **Institutional and Programmatic Funding**

The following priorities are among those needing funding:

- Mandatory costs, primarily health insurance and utilities: $26.2 million
- Annualization of partial-year salary increases: $4.7 million
- Operating costs for new facilities: $10 million
- Replacement of lost full-time faculty positions and new positions: $12.8 million
- Staff needs, especially academic support and student services: $1.4 million
- Scholarships: $9.7 million
- Brain Gain funding to increase the percentage of Oklahomans with degrees: $3 million
- Section 13 offset for capital expenditures at institutions without Section 13 and New College Trust Fund support: $1.5 million
- Endowed chairs to restore reductions: $3.5 million
- Math and Science Teacher Shortage Employment Incentive Program passed by 2000 legislature: $750,000
- Research and Economic Development for matching external funds and providing incentive grants: $5.6 million

3. **OHLAP – Oklahoma Higher Learning Access Program**

- Since 1996, more than 22,000 8th through 10th graders have enrolled in OHLAP.
- By the year 2008, OHLAP enrollment is expected to increase by another 18,000 students.
- During the 2003-04 school year, nearly 5,900 college students received an OHLAP scholarship.
- By 2007-08, the number of OHLAP scholarship recipients is expected to increase to 17,000.
AGENDA ITEM #20:

Public Agenda for Higher Education.

SUBJECT: Approval of Public Agenda for Higher Education

RECOMMENDATION:

It is recommended that the State Regents approve the 2005 Public Agenda for Higher Education and related projects.

BACKGROUND:

The State Regents’ 2003-2004 Workplan focused on four central themes: (1) High Quality, (2) Differentiation, (3) Efficiency, and (4) Seamless Education. Key outcome indicators related to 27 specific projects were tracked over the almost two years covered by this Workplan. The following are some highlights and Attachment A describes the progress on each of these.

More than half of the Workplan projects center on improving quality. Key projects related to this are Brain Gain Performance Funding which continued to be increased and refined, the Oklahoma Economic Prosperity Project which became Economic Development Generating Excellence (EDGE), and federal relations which has led to more funding. In addition to many others, student preparation and civic engagement projects progressed.

Four efforts were proposed to insure access and choice to a wide array of higher education programs and services through differentiation, that is, by recognizing and encouraging the diversity and uniqueness of state colleges and universities. These projects included efforts to balance tuition setting with financial aid, to find dedicated funding for OHLAP, and to promote distance education.

Projects were selected to encourage greater efficiencies during this time of limited state resources. The number and collection method for reports was streamlined, OneNet provided more services to the colleges and universities, and the number of students served through distance education increased. Two pilot projects were started. Faculty in mathematics and ecology are meeting to address academic efficiencies through sharing of knowledge and resources. Three two-year colleges and three technology centers are developing cooperative alliances to improve service to students and encourage more students to attend college.

Several approaches are proposed for improving the portable and seamless nature of education, particularly within Oklahoma higher education. The number of courses included in the transfer matrix continued to grow. Also, special efforts were targeted to adult students and high school students.
POLICY ISSUES:

The mission adopted by the State Regents in 1990 continues to drive workplan priorities: Building a “nationally competitive system of higher education that will provide educational programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life.”

Among State Regents’ duties, is the responsibility for long-range higher education planning. Adoption of a Public Agenda for Higher Education signals the direction of Regents’ work and provides an opportunity for the public and all higher education constituencies to be involved in the development of specific plans, practices, and policy.

ANALYSIS:

Instead of a two-year Workplan as has been approved in recent years, it is recommended that the State Regents identify and adopt a Public Agenda for Higher Education that provides a strategic direction for the coming year. The Public Agenda is based on what is most needed in Oklahoma and what higher education can contribute to address these needs. This Agenda also includes a legislative agenda for 2005. Attachment B contains slides providing some details.

The legislative agenda has three priorities. The first is to acquire a $500 million capital bond to increase the quality and capacity of Oklahoma’s public colleges and universities. Since 1992, there has not been a statewide capital bond, but there have been 28,000 more students enroll. This bond will support 140 projects and generate an economic impact around the state. The second legislative priority is to achieve adequate funding comparable to the FY 02 level before significant cuts were made. This funding will allow for replacing and retaining faculty, for meeting mandatory costs, and for providing more student support services. The third priority is to identify a dedicated funding source for OHLAP to ensure access to higher education for low income, well prepared students. The current funding will not meet the needs of the students in the pipeline.

Oklahoma’s Public Agenda for Higher Education is based on three facts:

1. Better prepared high school students are better prepared for college success.
2. A college education enhances quality of life and gives people a chance for better jobs and more financial security.
3. A college educated workforce, focused research, and community development enhance quality of life and strengthen Oklahoma’s economy for its citizens.

By accepting these facts as goals for higher education, the State Regents are confirming a strategic direction for most of the ongoing work of the State Regents’ office. In addition for 2005, the following five goal-oriented projects are recommended:

- Student information portal
- Adult degree-completion program
- Cooperative alliances with CareerTech
- Research and technology transfer
- Regional workforce development

It is recommended that the State Regents approve the Public Agenda for Higher Education and direct the staff to work with institutions on the five projects during the coming year.

Attachments
<table>
<thead>
<tr>
<th>HIGH QUALITY Progress Indication</th>
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<tbody>
<tr>
<td>1. <strong>Brain Gain Performance Funding</strong></td>
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<tr>
<td>a. Complete a revised Brain Gain Funding Model that differentiates among institutions, recognizes the importance of undergraduate students as the underlying driver, and includes institution-specific targets. ☑</td>
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<td>b. As additional state appropriations become available, increase Brain Gain Performance Funding eventually to 2% of the total education and general appropriation. ☑</td>
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<td>2. <strong>Oklahoma Economic Prosperity Project</strong></td>
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<tr>
<td>a. Complete the plan by fall 2003 and have an agenda for actions to be taken by the Governor, Legislature, higher education, and the private sector. ☑</td>
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<td>b. Increase the number of college graduates staying in Oklahoma to work one year after graduation (91% for Associate degree and 86% for Bachelor’s degree in 2000, 89% and 85% in 2002.) ☑</td>
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<td>c. Increase by 10% each year the number of credit-bearing certificates, short courses and specialized educational sessions to serve industry. (319,692 non-credit enrollment, including 29,481 business and industry enrollment in FY01 and 699,122 in FY03; 445 certificates awarded in FY01 and 790 in FY03) ☑</td>
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<td>3. <strong>Federal Relations</strong></td>
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<td>a. Develop a coherent Oklahoma higher education message to Oklahoma congressional delegation and maintain consistent communications with Oklahoma’s congressional delegation. ☑</td>
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<tr>
<td>b. Install an action alert system to inform presidents, State Regents, and other constituencies about federal funding opportunities and actions needed to forward Oklahoma’s federal priorities. ☑</td>
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<td>c. Increase special federal funding to Oklahoma higher education to support 1) specialized institutional requests and 2) system-wide priorities for the State System. ☑</td>
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<td>4. <strong>National College-Level Learning Assessment Project</strong></td>
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<td>a. Administer the National College-Level Learning Assessments to at least 20 public higher education institutions. ☑</td>
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<td>b. Raise private funds to expand the Learning Assessment pilot project to all State System institutions. ☑</td>
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<td>c. Work with National Forum staff to collect and interpret results, and prepare a summary for the State Regents and the participating institutions. ☑</td>
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<td>5. <strong>K-16 Efforts</strong></td>
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<td>a. Complete Student Preparation Task Force work by September 2003. Prioritize and present recommendations for improving higher education outreach and connection with K-12 into short-term (within one year) and long-term (5-10 years) goals. ☑</td>
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<td>b. Put in place a framework to narrow the gap between student preparation for high school graduation and preparation for college with a partnership among the Oklahoma Business and Education Coalition, the Governor’s office, the State Department of Education, and the Center for State Scholars, using a federal project for increasing the required high school core curriculum units and identifying core competencies that will count toward the required core. ☑</td>
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<td>c. Implement the Mathematics Achievement Partnership program to improve mathematics preparation by integrating more challenging algebra and advanced mathematics content into the 8th grade curriculum at 5-10 pilot sites within three years. ☑</td>
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d. Complete a comprehensive review of the Summer Academies program to guide the program design for the future and track the effectiveness of the program in aiding more students attending college.

e. Develop a customized model, based on school readiness and quantitative student data, for assisting school districts in more effectively using Educational Planning and Assessment (EPAS) data to improve teaching and learning.

f. Complete requirements of the South Carolina FIPSE project to document, define, and disseminate measures of student learning.

g. Increase entering freshmen performance levels as measured by:
   (1) Increase average ACT score to the national average by 2008 improving from 20.5 in 2002 to 20.7 in 2004.
   (2) Increase average ACT mathematics score to the national average by 2008 improving from 19.7 in 2002 to 20.0 in 2004.
   (3) Decrease percentage of ACT subject scores less than 19 to near national average by 2010, improving in English (from 38% in 2002 to 36% in 2004), in Mathematics (from 50% to 48%), in Reading (from 37% to 35%), and in Science (from 33% to 32%).
   (4) Decrease remediation rate of direct-from-Oklahoma-high school freshmen 3 percentage points by 2008, improving from 36.5% in FY 02 to 35.5% in FY 04.
   (5) Increase number of students taking a rigorous college preparatory curriculum (ACT core) 10 percentage points by 2010, improving from 53% in 2002 to 56% in 2004.

h. Increase number of students enrolling, advancing, and completing college as measured by:
   (1) Increase the number of students enrolled in colleges and universities by 7% from 163,238 enrolled fall 2001 to approximately 175,000 enrolled fall 2003 (189,000 in 2003)
   (2) Increase the number of college graduates by increasing number of degrees conferred by 5% (6,522 Associate degrees in FY 01 and 7,785 in FY 03; 12,476 Bachelor’s degrees in FY 01 and 13,696 in FY 03)
   (3) Increase retention rates of college students for the fall cohort from 53.5% to 55.7% for the two-year colleges, from 64.2% to 66.8% for the regional universities, and from 79.2% to 80.5% for the comprehensive universities. (actual: 56.1%, 67.5% and 82.4%)
   (4) Increase graduation rates (3-year and 6-year within institutions) of college students for two-year colleges from 19.6% to 28.8%, for regional universities from 31.3% to 32.3%, and for comprehensive universities from 51.6% to 52.4%. (actual: 28.5%, 32.8% and 56.7%)
   (5) Increase the percentage of minority students enrolled (excluding nonresident aliens) from 22.7% to 25.0%. (actual: 25.8%)

6. Marketing and Image Building

a. Increase positive coverage of Oklahoma higher education’s innovative policies and practices in national publications such as The Chronicle of Higher Education. Placements will be increased by the development of relationships with national media and organizational publication editors. Progress on placement attempts and print coverage will be monitored and reported by developing a list of national publication outlets to track and evaluate efforts.

b. Increase inclusion of Oklahoma’s innovative programs and services in national or international studies. Progress on print coverage will be monitored and reported.

c. Increase presentations by State Regents’ staff about Oklahoma’s policies and practices among regional and national constituencies. Staff presentations and follow-up interest generated will be monitored and reported.

d. Increase participation of Oklahoma higher education in public policy projects of national significance. Develop a tracking system for reporting participation, estimated impact and spin-off activities, and publicity resulting from participation.

e. Conduct research on existing public perception of higher education in Oklahoma with a survey using the 1993 public opinion survey as a baseline.
f. Create and implement a statewide marketing plan in cooperation with the Communicators Council and based on the research findings.

g. Seek partnerships and funding to support marketing efforts, particularly by 1) specifying 5-10% of grant and program initiative funding for marketing purposes, 2) seeking partnerships and funding from business and industry, and 3) collaborating with state colleges and universities and other state agencies by piggybacking on their advertising buying power to seek pro bono and public service opportunities.

7. **Research and Development**

   a. Demonstrate national competitiveness by achieving one or more major grants in targeted research areas such as biomedical research, functional genomics, nanotechnology, meteorology, and areas related to bioterrorism.

   b. Assess effectiveness of EPSCoR in terms of increasing research funding and technology transfer.

   c. Develop a framework for assessing and reporting to the Regents on the effectiveness of past Regents’ matching investments in research projects.

8. **Private Fund Raising**

   a. Conduct a workshop for all public colleges and universities, providing guidance on steps that can be taken by each institution to increase its fund-raising success.

   b. Respond to requests by personally assisting presidents and others in private fund raising activities.

9. **Accountability**


   b. Report progress on Brain Gain investments by summarizing the indices on the seven benchmarks for each institutions.

10. **Endowment Program**

    a. Annually collect and publish data from institutions on teaching, research and publications, and public service of faculty holding endowed chairs and professorships. Collect and publish information on activities funded through endowed lectureships.

11. **Civic Engagement/Competitiveness**

    a. Increase the number of college students actively engaged in community development activities (as measured by NSSE and CCSSE, a part of the National College Learning Assessment pilot project).

    b. Increase, via Oklahoma Campus Compact efforts, the number of colleges/universities that have civic engagement reflected in their institutional mission.

    c. Report and increase, via Oklahoma Campus Compact efforts, the number of college courses and out-of-class learning opportunities integrating a civic engagement component.

    d. Increase the civic engagement of Oklahoma college graduates as measured by alumni survey assessment and U. S. Census philanthropic and voting data.
12. **Teacher Education**
   a. Track and report on the number of Oklahoma public school administrators, teachers, and resident committee members who will begin to use a statewide teacher evaluation tool by fall 2004 which has been aligned to scientifically based teaching standards.
   b. Assist, via the SHEEO Carnegie project, in two-year college to four-year university articulation of course content that counts toward the required 4x12 teacher education courses.
   c. Through the Title II ESEA grant program, develop and integrate data-driven decision-making modules at a minimum of five teacher education institutions which are designed to teach current and new teachers how to read and use standardized test data toward improving curriculum and instruction in Oklahoma schools.

13. **Program Quality**
   a. Increase the number of institutions adopting some or all of the NCA Academic Quality Improvement Project principles.
   b. Review and possibly modify the State Regents’ program approval and review policy to enhance quality and decrease regulatory components.

14. **Social Justice.**
   a. Review higher education participation by various subpopulations to identify under-participation.
   b. Determine reasons for lack of participation and set realistic targets for improvements.

15. **Capital Needs of the State System.**
   a. Recommend and secure ongoing revenue to maintain and enhance the Oklahoma higher education physical plant.
   b. Identify and prioritize capital projects consistent with state needs/goals.
   c. Secure capital bond funding.

**DIFFERENTIATION**

16. **Tuition and Fees**
   a. Collect from institutions information on a) communication of tuition request to student government organizations, other student groups and students at large; b) efforts to increase need-based financial aid proportionately to tuition, c) analysis of the expected effect of tuition increases on enrollment; d) dedication to cost-effectiveness in operations.

17. **Needs-Based Student Financial Aid**
   a. Fully fund the annual scholarship obligations of the Oklahoma Higher Learning Access Program (OHLAP)
   b. Increase the maximum award level for the Oklahoma Tuition Aid Grant (OTAG) in coordination with the federal Pell Grant and need-based tuition waivers and commensurate with average tuition increases without reducing the total number of students served.
   c. Monitor that the average percentage of family income needed to pay for college expenses shall not exceed 18 percent (17% in 2001, 20% at community colleges in 2004 and 23% at universities in 2004)

18. **Strategic Planning**
   a. Encourage each institution to establish advisory panels of practitioners who will guide the focus of academic and organized research programs, and report the number of new panels by institution and discipline.
b. Conduct a workshop for all public colleges and universities, offering guidance on the appointment and use of advisory panels

c. Provide State Regents with a report and recommendations for any strategic system-level changes, to include but not be limited to considerations of the function policy, higher education in the Tulsa region, distance education, and learning sites.

19. Function Policy
a. Update function policy to reflect a) current national nomenclature, b) unique and differentiated functional assignments for institutions, and c) administrative and academic assignments that will result in the optimal delivery of higher education programs and services to Oklahomans.

EFFICIENCY

20. Report Parsimony
a. Systematically eliminate all institutional reports for which there is not an identified proximate user, and evaluate all the remaining reports to determine if they can be accomplished in a more convenient frequency and format.

b. Systematically evaluate the efficiency of the methods used to collect reporting information from the institutions.

21. OneNet Plan
a. Increase performance of OneNet through more detailed traffic monitoring and enhanced bandwidth to major hub sites.

b. Increase reliability of OneNet by increasing uptime and incorporating additional redundant hardware and infrastructure.

c. Create a critical mass of applications and information resources such as an education portal to be hosted on the network in support of increased educational and economic development initiatives.

d. Increase fiscal resources for support of network enhancements and infrastructure.

22. Academic and Administrative Efficiencies
a. Identify four or more academic disciplines and organize meetings to bring system faculty together to identify excellent materials for use, purchase or joint licensing.

b. OneNet will increase centralized hosting solutions specific to shared applications and resources, focusing on reduced duplication and improved cost avoidance.

c. Develop strategies and best practice incentives to encourage pooling of administrative resources meeting HEA reauthorization projects.

23. Additional Collaborations and Partnerships
a. OneNet will encourage increased collaborative opportunities and partnerships via Internet2 through focused outreach activities to all institutions.

b. The State Regents will actively seek four or more formal collaborative agreements with other agencies or organizations in order to increase efficiency and/or lower costs.

24. Learning Sites and Distance Education
a. Increase the number of students served through distance education and web-based offerings in particular by 50% annually from an FY 01 baseline of 16,741. (38,466 in FY03)

b. Increase the number of students served at each learning site by 15% annually from the FY 01 learning site report baseline.

c. Increase the number of courses and programs available through distance education and learning sites by 25% from the FY 01 baseline.
25. **Student Transfer**
   a. Increase the number of courses and disciplines on the course equivalency project by adding one discipline and increasing the number of courses in the matrix by 350 in each of the next two years.
   b. Initiate extensive student information systems that promote transfer and articulation by providing students with online statewide access to their academic records and information needed to make enrollment, transfer, and financial aid decisions.
   c. Increase the numbers of formal collaborative agreements between and among institutions related to transfer programs, courses, and financial aid with the objective of at least four agreements for each institution.
   d. Address financial aid issues for students enrolling in multiple institutions.
   e. Address academic standing policy issues for transfer students.

26. **Adult Learners**
   a. Increase percentage of adult students enrolled by increasing the percentage of enrollments age 30+ from 25% in 2000 to 27.4% in 2003 and by increasing 25-49-year-olds enrolled part-time in higher education from 3.1% in 2001 to 4.0% in 2002. (actual 24% and 3.1%)
   b. Increase use of prior learning assessments.
   c. Increase number of flexible offerings.
   d. Increase number of distance learning (web-based) offerings by 10% (898 courses in FY 01)
   e. Explore increased financial aid and explore the potential for implementing lifelong learning accounts for adult students.

27. **High School Students**
   a. Increase the number of students concurrently enrolled in State System institutions by 10% from 3,551 in FY 01 (3,667 in FY03)
   b. Increase number of courses offered for concurrently enrolled students.
   c. Study and develop a plan for increasing financial aid to high school concurrently enrolled students; increase clarity in State Regents’ tuition waiver policy.
   d. Determine the need to revise student eligibility requirements.
The Future: Oklahoma’s Public Agenda for Higher Education

Outline
- Legislative agenda
- Purpose of presentation
- Three goals
  1. Better prepared students
  2. More college graduates for Brain Gain
  3. Stronger research and economic development

The Future: Oklahoma’s Public Agenda for Higher Education

2005 Legislative Agenda
1. $500 million capital bond to increase the quality and capacity of the State’s public colleges and universities
2. State appropriations at adjusted FY 2002 level to accommodate continuing record enrollments
3. Dedicated funding source for OHLAP to ensure access to higher education

The Future: Oklahoma’s Public Agenda for Higher Education

Capital Bond Issue
- Since 1992, 28,000 more students enrolled and no statewide capital bond
- 140 projects increase educational and research capacity and quality
- Economic impact

State Appropriations Have Not Kept Up With Enrollment Increases

Higher Education State Funding and FTE Enrollment, 2000 - 2005

OHLAP Cost Projections

(in $ millions, by fiscal year)

Assume 10% annual increase in high school OHLAP enrollment, 72% required completion rate, 10% average annual increase in tuition index.
The Future: Oklahoma’s Public Agenda for Higher Education

Proposed process:

- Offer recommendations to the State Regents, who will decide upon the topics to be included in Public Agenda for Higher Education (October 2004).
- The State Regents’ staff with the colleges and universities will design projects to address the identified topics (October to December 2004).
- State Regents will approve the Public Agenda for Higher Education (December 2004).

The Future: Oklahoma’s Public Agenda for Higher Education

If we are to create a better future for our children and grandchildren in Oklahoma, here are the facts:

1. Better prepared students → more successful in college
2. College education → enhanced life, better job and financial security
3. More college educated workers and increased research productivity → stronger workforce and economy to support all citizens and quality of life

The Future: Oklahoma’s Public Agenda for Higher Education

1. Better prepared students

Ensure that more graduating high school students are better prepared for college success.

The Future: Oklahoma’s Public Agenda for Higher Education

- Too many freshmen from Oklahoma high schools require remediation (36%).
- College-going core curriculum cuts remediation in half (24% vs. 49%).
- Most remediation is in mathematics (57%).

The Future: Oklahoma’s Public Agenda for Higher Education

2. More college graduates—Brain Gain

A college education enhances quality of life and gives people a chance for better jobs and more financial security.
Average family income by educational attainment, 2002

Most high school seniors (and their parents) expect to go to college—only about half do!

Projected Change in Employment By Education and training 1998-2008

The Future: Oklahoma’s Public Agenda for Higher Education

Implement student information portal
- Create a common web-based admissions application process.
- Provide system for creation of student-developed academic portfolios.
- Use student portal to provide college information, career opportunities, financial aid, test preparation, course equivalency, degree requirements and degree audits.

The Future: Oklahoma’s Public Agenda for Higher Education

Implement adult degree-completion program
- Create a system-wide accelerated, efficient program for students with some college credits who have stopped out.
- Identify and address access barriers for adult learners.
- Design interdisciplinary curriculum to include technical, personal, and professional skills.
The Future: Oklahoma’s Public Agenda for Higher Education

Implement more powerful technical education programs through Cooperative Alliances

- Partner with CareerTech to implement a curriculum that integrates technical and professional skills.
- Use partnerships to encourage more college graduates.
- Use partnerships to decrease remediation and increase non-credit offerings to local business and industry.

The Future: Oklahoma’s Public Agenda for Higher Education

3. Research and Economic Development

A college-educated workforce, focused research, and community development enhance quality of life and strengthen Oklahoma’s economy for its citizens.

State per capita Personal Income vs. Share of Adult Population with Bachelor’s Degree or Higher (2002)

Education Pays …

Unemployment Rate in 2002

- Master's degree: 2.4%
- Bachelor's degree: 3.1%
- Associate degree: 4.3%
- Some college, no degree: 7.6%
- High school diploma: 11.2%
- Less than a high school diploma: 14.5%

Median Earnings in 2001

- Master's degree: $49,000
- Bachelor's degree: $32,000
- Associate degree: $23,000
- Some college, no degree: $20,000
- High school diploma: $19,000
- Less than a high school diploma: $13,000

Openings Distribution

Governor’s Economic Development Generating Excellence (EDGE) Action Plan:

- Create the Research Capital of the Plains—EDGE Research Endowment.
- Move Oklahoma toward more success in today's technology-driven, knowledge-based, global society.
State Research Profile

- Oklahoma's Federal R&D funding capture rate $55 per capita
- National Federal R&D funding capture rate $269 per capita

$738 million in federally-sponsored R&D funding is left on the table each year

The Future: Oklahoma's Public Agenda for Higher Education

Increase Higher Education's Research Capacity and Assist in Implementing the EDGE Research Endowment

- Take an active role in designing, promoting, and implementing the formation of the EDGE Research Endowment.
- Develop a strategic approach to fostering research at each higher education institution and at all three levels, recognizing the different missions.
- Work with institutions and OGE to encourage technology transfer.

The Future: Oklahoma's Public Agenda for Higher Education

Develop academic and training programs based on Oklahoma's regional workforce needs

- Measure gaps between qualified workforce and job opportunities.
- Workforce Needs Assessment
- Target academic programs to meet Oklahoma's workforce needs.
- Modify Economic Development Grant Program
  1. Grant Funding
  2. Formula Funding

Oklahoma Industry Employment Projections

Five Goal-Oriented Projects

- Student Information Portal
- Adult Degree-Completion
- Cooperative Alliances
- Research and Technology Transfer
- Regional Workforce Development

The Future: Oklahoma's Public Agenda for Higher Education

Purposed process:

- Offer recommendations to the State Regents, who will decide upon the topics to be included in Public Agenda for Higher Education (October 2004).
- The State Regents' staff with the colleges and universities will design projects to address the identified topics (October to December 2004).
- State Regents will approve the Public Agenda for Higher Education (December 2004).
AGENDA ITEM #21:

Key Indicators Accountability Report.

SUBJECT: Approval of 2004 Key Indicators Accountability Report.

RECOMMENDATION:

It is recommended that the State Regents approve the 2004 Key Indicators Accountability Report and related projects.

BACKGROUND:

In October 1997, the Citizens’ Commission on the Future of Oklahoma Higher Education issued a report and 44 recommendations for improving state colleges and universities and for meeting state needs. One recommendation was:

The State Regents should develop a consumer-based set of quality indicators of institutional performance to aid students, parents, employers, and policymakers in their personal, business, and governmental decisions about Oklahoma higher education. Criteria must include measures of student characteristics, instruction, time-to-degree, and on-the-job success of graduates. The criteria should also reflect appropriate measures for both traditional and non-traditional students.

Throughout the 1990s, the State Regents issued numerous reports providing accountability information. However, the information had not been consolidated into a single report nor had it been presented in a consumer-based manner. In May 2000, the first comprehensive Oklahoma accountability report, A Focus on Higher Education in Oklahoma, was widely disseminated. This report card included a comparison between Oklahoma and the nation on enrollment, ACT scores, college-going rates, degrees, licensure pass rates, faculty salaries, tuition and fees, financial aid, state funding, research funding, administrative costs, remediation rates, and graduation rates. Also included were profiles of each public higher education institution.

In November 2000, the first national higher education report card, Measuring Up 2000: The State-by-State Report Card for Higher Education, was released by The National Center for Public Policy and Higher Education. This report card issued grades in six categories: preparation, participation, affordability, completion, benefits, and learning. All states received an “incomplete” grade for learning because there are no common assessment benchmarks for state comparisons.

In October 2001, the State Regents posted a list of indicators to be used in the Oklahoma report card. The indicators were primarily from the State Regents’ 1999 Brain Gain 2010 initiative and the national higher education report card. Brain Gain 2010 is a plan to increase the percentage of associate and bachelor’s degree holders in Oklahoma to a level above the national average by the year 2010. In December 2001,
the State Regents issued a second report card using these indicators and publishing 2010 goals based on national comparisons and benchmarks to top states.

The second national report card on higher education, *Measuring Up 2002* was released in November 2002. From 2000 to 2002, Oklahoma improved in two categories (participation and benefits), remained the same in two (preparation and completion), and declined in one (affordability). In November 2002, the State Regents approved publishing a report every two years.

*Measuring Up 2004*, released in September 2004, indicated that over the past ten years Oklahoma improved in the areas of preparation, completion, and benefits. There was no change in affordability and a decrease in participation. In the learning category, Oklahoma was one of only five states that participated in a pilot assessment project.

**POLICY ISSUES:**

The State Regents place a high priority on being accountable to the public for their investment in higher education. Since 1991, each public institution has measured the results of their instruction, including post-graduate job placement, program outcomes, and student satisfaction. Some of these and other factors, such as retention and graduation, are considered in a financial incentive program for institutions, called performance funding. These funds go to public colleges and universities who meet the standards that promote the goals of the *Brain Gain 2010* initiative to increase the percentage of Oklahoma’s population who have degrees.

The 2004 Key Indicators Accountability Report and the enhanced methods of presenting the information to the public are consistent with the recommendations of the Citizens’ Commission, the 15 goals set by the State Regents in 1987, the 1990 Mission and Goals for the System, the State Regents’ Workplan, and the Oklahoma State System report cards issued in 2000, 2001, and 2002.

**ANALYSIS:**

In preparation for the 2004 Oklahoma report card, an evaluation of previous report cards was conducted. A focus group was held with legislative staff to determine how to make this report card even more useful. The report card was also discussed at the State Regents’ Spring 2003 and Fall 2004 retreats. After analyzing the feedback collected, changes in the presentation of the material are proposed.

The 2004 Key Indicators Accountability Report will continue to have a strong print component similar to previous report cards. The attached document will be designed, printed, and distributed in January 2005. In addition, more data will be available online at www.okhighered.org that are of interest to the general public and policy makers. The web presence will include more than 50 measures of accountability on all areas of the higher education endeavor including student preparation for college, remediation rates, graduation rates, student financial aid, state support for higher education, and research. In addition, sixteen campus comparisons will be available including retention rates, graduation rates, and student/faculty ratios. Also, a half-hour video program will be produced for possible airing statewide on OETA and distribution to government-access cable outlets across the state. This video will carry forward the theme of accountability and provide examples of the impact of higher education on Oklahoma.

The following are highlights from the 2004 Key Indicator Accountability Report.

**Preparation of High School Students:** Oklahoma’s average ACT scores rose from 20.5 in 1996 to 20.6 in 2004 while the national scores remained steady at 20.9. By 2010, the State Regents hope the state
average ACT score will be 21.5. The average math ACT score improved from 19.5 in 1996 to 19.8 in 2004 but falls far short of the 2010 goal of 20.3.

**College Attendance:** According to National Center for Educational Statistics figures, Oklahoma’s college-going rate is seven percentage points lower than the national average. However, the percentage of older Oklahomans (age 30 or older) attending decreased from 29 to 24 percent.

**Affordability:** State grant aid as a percentage of federal aid is low (16 percent) compared to the national average (40 percent).

**Benefits:** The percentage of Oklahomans with college degrees increased from 1996 to 2003, from 5 to 6.3 percent with an associate degree and from 20.1 to 21.9 percent with a bachelor’s degree. The Brain Gain 2010 goals are 7 percent with associate degrees and 28 percent with bachelor’s degrees.

**Degree Completion:** First-year retention rates increased at the public universities and remained above the national average at the two-year colleges. Graduation rates at all types of Oklahoma public colleges and universities improved. However, more improvement is needed to reach the 2010 goals.

**Resources and Funding:** Tuition and mandatory fees accounted for 19 percent of expenditures in 2001, down from 21.8 percent in 1996. This compares to about 23 percent nationally. This is the most current year for which national information is available.

It is recommended that the State Regents approve the 2004 Key Indicators Accountability Report to be designed, printed, and distributed as a publication, on the Internet, and on video. It is also recommended that the State Regents direct staff to continue to produce subsequent report cards every other year.
AGENDA ITEM #22:

State System Branding.

SUBJECT: Approval of new tagline for the state system for use in print, video, web and other applications as appropriate.

RECOMMENDATION:

It is recommended that the State Regents approve the new tagline as outlined below.

BACKGROUND:

After internal and external research and testing, a tagline has been developed that will help position the Oklahoma State Regents and Oklahoma’s colleges and universities as a powerful force that creates a better future for our state. The tagline is included with this agenda item along with possible presentation format approaches. The final formats are still in development.

Since the seal’s adoption, it has been the main means of identifying the State Regents. Over the years, public agencies have become increasingly more sophisticated in establishing their identities in the eyes of the general public and policy makers.

This identification effort is often referred to as “positioning” or “branding”. The idea is to try to enhance how your organization is perceived by others through various communication methods. A tagline or slogan is sometimes used to convey an important attribute that you want to be associated with your organization.

While this approach is often used in the private sector, a survey of various web sites shows that use of a tagline is becoming more widespread in the public sector as well. At least 19 Oklahoma state agencies, boards or commissions have some kind of tagline. Twelve of Oklahoma’s colleges or universities have made an effort to “brand” themselves, and 13 state systems use some form of motto or tag.

The use of social marketing techniques is not new to the State Regents. GEARUP, for example is nationally recognized for its successful efforts, and OHLAP is making a significant marketing effort to enhance its enrollment – particularly in urban areas.

A tagline and format design will be an important first step in a fully integrated positioning effort.

POLICY ISSUES:

This request is consistent with Regents policy.
Tagline, format design and seal usage standards will be developed by the Communications Department with the input of other relevant departments. This will assure appropriate use of both the tagline and the seal in all applications.

ANALYSIS:

The tagline: “Improving our future by degrees” conveys the strong connection between higher education and the progress of our state. Over time, it will provide a more clearly identifiable association for the State Regents and Oklahoma’s Colleges and Universities.

It will be used in a variety of formats, but it will not be used exclusively. The format of presentation of the seal is very adaptable and the tagline will be included when it is appropriate. As mentioned previously, these uses will be standardized by the Communications Department and shared internally and with the needed external organizations.

The tagline will be part of a fully integrated positioning effort that will be developed by the Communications Department.

Attachments
Oklahoma State Regents for Higher Education

New State System Branding

Horizontal format

OKLAHOMA’S COLLEGES AND UNIVERSITIES

Improving our future by degrees

Black and white horizontal format

OKLAHOMA’S COLLEGES AND UNIVERSITIES

Improving our future by degrees

Vertical format

OKLAHOMA’S COLLEGES AND UNIVERSITIES

Improving our future by degrees

Black and white vertical format

OKLAHOMA’S COLLEGES AND UNIVERSITIES

Improving our future by degrees
Branding/Slogans/Mottos from Oklahoma college and university web sites

Ardmore Higher Education Center  http://www.ahec.osrhe.edu/
Yes you can go to college in Ardmore!

Connors State College  http://www.connorsstate.edu/
Building futures one at a time...

East Central University  http://www.ecok.edu/
You can Do it From here

Eastern Oklahoma State College  http://www.eosc.edu/
A Place to be Yourself

Oklahoma State University  http://osu.okstate.edu/
Achieving Greatness

OSU-Oklmulgee  http://www.osu-okmulgee.edu/
Advancing Education Through Technology

Rogers State University  http://www.rsu.edu/
The Right Choice for You

Rose State College  http://www.rose.edu/main/index.htm
Stay Close – Go Far

Southeastern Oklahoma State University  http://www.sosu.edu/
A University That Nurtures Excellence

Tulsa Community College  http://www.tulsacc.edu/
Love the Choice

University of Central Oklahoma  http://www.ucok.edu/
Your future should be Central

Western Oklahoma State College  http://www.wosc.edu/index2.asp
A Smart Start
Branding/Slogans/Mottos from nationwide state-system web sites

Alaska
University of Alaska, Board of Regents  http://www.alaska.edu/bor/
They use their mission statement "The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." Regents' Policy 10.01.01

Georgia
Board of Regents of the University System of Georgia  http://www.usg.edu/
Creating a More Educated Georgia

Iowa
Iowa College Student Aid Commission  http://www.iowacollegeaid.org/
We put the fund$ into learning.

Maryland
Maryland Higher Education Commission  http://www.mhec.state.md.us/
Creating a state of achievement

Massachusetts
Massachusetts Board of Education  http://www.mass.edu/
where  learning  lives
access + quality + affordability = opportunity

Maine
FAME – Finance Authority of Maine  http://www.famemaine.com/
Business & Education at Work for Maine

Idaho
Idaho State Board of Education  http://www.idahoboardofed.org/
Supervising and Governing Idaho’s Public Educational System

New Jersey
New Jersey Commission on Higher Education  http://www.state.nj.us/highereducation/
Promoting Excellence for All

North Dakota
North Dakota University System  http://www.ndus.edu/
The Vital Link to a Brighter Future

Ohio
Ohio Board of Regents  http://www.regents.state.oh.us/
Changing Ohio’s State of Mind about Higher Education

South Carolina
South Carolina Commission on Higher Education  http://www.che400.state.sc.us/
Promoting quality and efficiency in higher education through advocacy and accountability
South Dakota
South Dakota Board of Regents  http://www.ris.sdbor.edu/
Your Future is Here

Virginia
Virginia Community College System    http://www.so.cc.va.us/
Building Blocks for a Better Future

Dakota
South Dakota Board of Regents  http://www.ris.sdbor.edu/
Your Future is Here

Virginia
Virginia Community College System    http://www.so.cc.va.us/
Building Blocks for a Better Future
Branding/Slogans/Mottos from Oklahoma state agency web sites

Oklahoma Board of Architects  http://www.youroklahoma.com/architects/
Regulating the Practice of Architecture

Oklahoma Attorney General  http://www.oag.state.ok.us/
Representing Oklahoma by serving and protecting citizens, government and the law.

Oklahoma Biological Survey  http://www.biosurvey.ou.edu/
Oklahoma’s source for biodiversity information.

Oklahoma Department of Consumer Credit  http://www.okdocc.state.ok.us/
OKLAHOMA Believing in the American Dream

Oklahoma Board of Dentistry  http://www.dentist.state.ok.us/
Keeping a Smile on Your Face

Oklahoma Energy Resources Board  http://www.oerb.com/
Impacting Oklahoma For The Better

Office of Faith Based and Community Initiatives  http://www.faithlinksok.org/
A New Opportunity to Touch and Transform Lives

Grand River Dam Authority  http://www.grda.com/
Public Power for Oklahoma

Oklahoma State Department of Health  http://www.health.state.ok.us/
Creating a State of Health

Oklahoma Department of Human Services  http://www.okdhs.org/
Stronger Families Grow Brighter Futures

Oklahoma Municipal Power Authority  http://www.ompa.com/
Owned by the People We Serve

Office of Personnel Management  http://www.opm.state.ok.us/
Serving Equal Opportunity Employers

Oklahoma Public Employees Retirement System  http://www.opers.state.ok.us/
Helping Our Members Plan for Their Future

Oklahoma Real Estate Commission  http://www.orec.state.ok.us/
We’ll keep you on the right path.

Oklahoma Student Loan Authority  http://www.oslat.org/
Exceptional Service. Resourceful Solutions.

Student Success Through Quality Teaching
Tobacco Settlement Endowment Trust  http://www.tobaccosettlement.state.ok.us/
improving the health and quality of life of oklahomans

Oklahoma Department of Transportation   http://www.okladot.state.ok.us/
Keep Our Land Grand

Oklahoma Wheat Commission  http://www.wheat.state.ok.us/
at work for Oklahoma’s wheat producers.
AGENDA ITEM #23:

Deleted Item.

*Not Available Electronically.*
AGENDA ITEM #24:

Commendations.

SUBJECT: Staff Recognitions

RECOMMENDATION:

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

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

- **State Charitable Campaign**: The agency raised $500 over the goal of $19,234.15. Thanks to the following staff members: Cheri Jensen (OneNet), Chris Fly (IT), Laura Hairrell (OneNet), Karla Rodriguez (Legal), Tatiana Vanderslice (Student Services), Goldie Thompson (MTRC), Shelley Howell (Academic Affairs), Darlene Smith (Business Office), Sheilynda Stewart (System Research), Amber Coulter (Communications), Les Risser (Volunteer), Emily Ward (OGSLP), Janet Drake (OGSLP), Mary Ann Santos (OGSLP), Joy Bartlett (OGSLP), Jim Farley (OGSLP), Angela Woollfolk (OGSLP), Sarah Grajales (OGSLP), Barbara McCrary (OGSLP), Wayne Sparks (OGSLP), Debbie Cowan (OGSLP), Janna Julian (Human Resources), Kermit McMurry (Student Services), and Mary Mowdy (OGSLP).

- Kermit McMurry, Vice Chancellor for Student Services, was appointed by Governor Henry to the Interagency Coordinating Council for Early Childhood Intervention.

- **Dolores Mize**, Associate Vice Chancellor and Special Assistant to the Chancellor, delivered a plenary address at the Southeastern GEAR UP states meeting in Biloxi, Mississippi. Dolores also gave a presentation on GEAR UP to the Ohio College Access Network and participated on a panel for the Missouri Governor’s Conference on Higher Education.

- **Dolores Mize**, Associate Vice Chancellor and Special Assistant to the Chancellor, is the Chancellor’s appointee as the Oklahoma State Representative to ACT, Inc. Dolores participated in ACT’s annual meeting “Closing the Gaps: Challenges and Opportunities”.

- **Bill Johnson**, Director of Network Operations – OneNet, was installed as President of the Oklahoma Distance Learning Association (ODLA) on November 19, 2004. Since 1994, the ODLA has been dedicated to promoting the development and application of techniques and technologies that eliminate the barrier of time and place in delivering quality education and training.

- **William E. McHenry**, Vice Chancellor for Academic Affairs, served as chair for the “Committee of Visitors” review team for the National Science Foundation’s Graduate Human Resource Development programs.
• **Kyle Dahlem**, Director of Minority Teacher Recruitment and Teacher Education, **Tracy Fredman**, Oklahoma Teacher Enhancement Program Coordinator, and **Goldie Thompson**, Minority Teacher Recruitment Center Coordinator, presented information on international studies and Oklahoma’s economic impact worldwide at the Kid’s World Child Care and Learning Center in Tulsa.

• **Kyle Dahlem**, Director of Minority Teacher Recruitment and Teacher Education, **Tracy Fredman**, Oklahoma Teacher Enhancement Program Coordinator, presented a report on the Oklahoma Teacher Education Program (OTEP) at the Oklahoma Association for Colleges of Teacher Education Conference.

• **Tracy Fredman**, Oklahoma Teacher Enhancement Program Coordinator, provided information on the OTEP teacher evaluation called PASSAGES, the National Council for Teacher of English annual conference.

• **Goldie Thompson**, Minority Teacher Recruitment Center Coordinator, facilitated discussion regarding the Academic Commitment to Education (ACE) curriculum at the Oklahoma State University Academic Commitment to Education conference.

• **Chelli Gentry**, Research Analyst, led round table discussions concerning Assessment at the Oklahoma Association for Institutional Research and Planning (OKAIRP) conference in Lawton.

• **Chancellor Paul Risser**, addressed audiences in November including the Institute of Ecosystem Studies (IES), Faculty Assembly, Broken Arrow Rotary, The DREAM Institute in Tulsa, Rogers State University Center for Economic and Community Development (groundbreaking), OK-AHEAD Fall Conference at the University of Tulsa. In December, he participated in Leadership Oklahoma, Northeastern State University’s addition to the Science Center (groundbreaking), and the Noel-Levitz conference.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #25-a (1):

Programs Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
1 degree program requirement change

Oklahoma State University (OSU)
2 degree program requirement changes
1 program name change
3 option name changes
3 option additions
8 option deletions

Southwestern Oklahoma State University (SWOSU)
2 option deletions

University of Central Oklahoma (UCO)
2 degree program requirement changes
7 option name changes
2 option additions
2 option deletions

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

OSU Technical Branch - Okmulgee (OSUTB-OKM)
2 degree program requirement changes
3 option additions

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval.”
ANALYSIS:

OU – Bachelor of Arts in Social Work (210)
Degree program requirement changes:
- change course number from 4322 to 4331, reducing total degree program credit hours from 46 to 45 and reduce upper-division major hours from 43 to 42;
- change will return the course to a one-credit hour course rather than a two-credit hour course, and will remain the Capstone course for the degree program;
- no courses will be added; and
- no new funds required.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources (014)
Option name changes and degree program requirement changes:
- change option name from “agronomy” to “ecosystem management,” to better define core courses, decreasing major hours from 47 to 38 and total hours from 130 to 121;
- change option name from “rangeland ecology and management” to “applied landscape ecology” to better define core courses, decreasing major hours from 52 to 41, total hours from 130 to 122 and increasing departmental requirements from 39 to 42;
- no courses will be added; and
- no new funds required.

OSU – Bachelor of Science in Entomology (088)
Degree program requirement changes:
- restructure core courses by eliminating free electives, which increases core credit hours from 14 to 20 and controlled electives from 28 to 36;
- changes will better define major requirements for the degree program;
- no courses will be added or deleted; and
- no new funds required.

OSU – Bachelor of Science in Journalism and Broadcasting (137)
Bachelor of Arts in Journalism and Broadcasting (179)
Option name change:
- change option name from “advertising and sales” to “advertising,”
- no courses will be added or deleted; and
- no new funds required.

OSU – Bachelor of Science in Wildlife and Fisheries Ecology (207)
Degree program name change and option additions:
- change program name to Bachelor of Science in Conservation Science;
- add “wildlife ecology,” “fisheries and aquatic ecology,” and “natural resource communications” options;
- changes will provide a focus to specific fields incorporating elements of human dimensions and offer a modern curriculum with training in policy and socioeconomic aspects of conservation in today’s world;
- changes will also offer a strong background in communication skills with basic training in natural resources providing a curriculum to meet the need of communication professionals;
- one new course will be added; and
- no new funds required.

OSU – Bachelor of Science in Biomedical Sciences (402)
Option deletion:

- delete “biomedical science” option to align available options with current degree sheet;
- no courses will be added or deleted; and
- no funds are available for reallocation.

OSU – Master of Arts in English (086)

Option deletions:

- delete options in “literature,” “creative writing,” and “film;”
- the options focused on coursework, but the program is more broad in scope, therefore options are inappropriate;
- no courses will be added or deleted; and
- no funds are available for reallocation.

OSU – Doctor of Philosophy in English (087)

Option deletions:

- delete options “literature,” “creative writing,” “technical writing,” and “TESL;”
- the options focused on coursework, but the program is more broad in scope, therefore options are inappropriate;
- no courses will be added or deleted; and
- no funds are available for reallocation.

SWOSU – Bachelor of Business Administration (011)

Option deletions:

- delete options “business information systems” and “management information systems;”
- both options have an extremely small class size and a low number of student majors;
- restructure degree program in accordance with the University’s goal three, which addresses effective and efficient management of resources;
- ten courses will be deleted; and
- available funds will be used to reorganize teaching responsibilities to reduce class sizes.

UCO – All University Core and General Education Courses

Program course requirement changes:

- restructure general education and university core requirements to create a more explicitly defined set of courses to meet State Regents’ requirements; and
- no new funds required.

UCO – Bachelor of Fine Arts in Art (003)

Program course requirement changes, option name change, and option deletions:

- change option name from “2 dimensional studio” to “studio art;”
- delete options “3 dimensional studio” and “photographic arts;”
- increase minimum GPA requirements from 2.50 to 2.75; a grade of “C” or better must be earned in the major to count toward degree requirements;
- combining the three options into one allows an increase in the depth of all areas without increasing faculty or faculty needs and provides students an introductory course with the ability to increase knowledge through successive courses;
- no courses will be added or deleted; and
- no new funds required.
UCO – Bachelor of Business Administration in Management (020)
Option addition:

- add “small business management” option;
- changes will provide a broad, theoretical, and practical education about the formation and operation of a small business; and
- internal funds will be reallocated an adjunct faculty member and miscellaneous costs.

UCO – Bachelor of Science in Kinesiology (133)
Option name change:

- change option name from “kinesiology–recreation management” to “outdoor and community recreation;”
- new option name more accurately reflects content; and
- no new funds required.

UCO – Bachelor of Science in Engineering Physics (134)
Program course requirement changes and option name changes:

- change option name from “engineering physics-technology” to “electrical systems,” “engineering physics” to “mechanical systems,” and “engineering physics-sciences” to “physics;”
- increase total number degree hours from 124 to 127 for the electrical systems option, from 124 to 126 for the mechanical systems and the physics options;
- restructure curriculum requirements to meet accreditation standards of the Accreditation Board for Engineering and Technology and to accommodate student interest and faculty expertise in these areas;
- no courses will be added or deleted; and
- no new funds required.

UCO – Master of Education in Adult Education (156)
Option name change:

- change option name from “adult education – community service” to “training;”
- new option name more accurately reflects content; and
- no new funds required.

UCO – Bachelor of Fine Arts in Theatre Arts (178)
Option name change and option addition:

- change option name from “theatre arts” to “performance;”
- add “design and technology” option;
- changes will meet accreditation standards of the National Association of Schools Theatre and simplify advising and enrollment for students and faculty;
- seventeen new courses will be added; and
- no new funds required.

OSU-OKC – Associate in Science in Health Care Management (071)
Degree program name change and degree program requirement changes:

- change program name to Associate in Science in Health Care Administration;
- restructure course requirements to provide students necessary tools for a career in hospital administration so they can ensure their hospitals or health care facilities will thrive and meet community needs;
- four new courses will be added and six courses will be deleted; and
- no new funds required.
OSUTB-OKM – Associate in Applied Science in Information Technologies (012)

Degree program requirement changes:

- decrease division requirements from 58 to 43, decreasing total hours from 89 to 74;
- restructure course requirements to provide students a seamless transition to the Bachelor of Technology (BT) degree and allow students to take appropriate number of upper division semester credit hours required by State Regents’ policy and the BT program to align with appropriate ABET criteria;
- three new courses will be added and four courses will be deleted; and
- no new funds required.

OSUTB-OKM – Associate in Applied Science in Engineering Technologies (080)

Degree program requirement changes and option additions:

- add “electrical/electronics technologies,” “engineering graphics and design/drafting,” and “manufacturing technologies” options;
- changes will provide students a broad-based, comprehensive technical education to prepare graduates for the emerging workplace and be highly productive team members;
- decrease division requirements from 61 to 46, decreasing total hours from 90 to 75;
- restructure course requirements to provide students a seamless transition to the Bachelor of Technology (BT) degree and allow students to take appropriate number of upper division semester credit hours required by State Regents’ policy and to align with appropriate ABET criteria;
- three new courses will be added and four courses will be deleted; and
- no new funds required.
AGENDA ITEM #25-a (2):

Program Suspensions.

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

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University (OSU) requests authorization to suspend the Certificate in Central Asian Studies (405), Certificate in Ancient and Medieval Studies (417), Certificate in Asian Studies (418), Certificate in Latin American Studies (419), Certificate in Russian & Eastern European Studies (420), Certificate in African American Studies (421), and Certificate in Native American Studies (422).

POLICY ISSUES:

Suspending programs is consistent with the State Regents’ “Policy Statement on Program Review,” which was revised at the January 29, 1999 meeting to include a “suspend” category for academic programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs and will be reinstated or deleted within three years.

ANALYSIS:

OSU requests suspension of the Certificate in Central Asian Studies (405), Certificate in Ancient and Medieval Studies (417), Certificate in Asian Studies (418), Certificate in Latin American Studies (419), Certificate in Russian & Eastern European Studies (420), Certificate in African American Studies (421), and Certificate in Native American Studies (422). OSU reports the programs, as structured, are not meeting students’ needs and will submit a proposal for a minor in each of the certificate programs.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #25-b:

Post Audit.

SUBJECT: Approval of institutional requests for final approval and review schedule extension for existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval of degree programs and review schedule extensions for existing degree programs, as detailed below.

BACKGROUND:

The State Regents approve new programs provisionally with institutionally established and State Regents’ approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTEs); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profiles; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity, and recommendations for each degree program.

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

As noted above, the following recommendations are included in the table (Attachment A), which lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, status of other criteria, and recommendations for the program.

Recommenmtion: Final Approval

University of Oklahoma Health Sciences Center (OUHSC)

- Doctor of Philosophy in Allied Health Science (073)

This program exceeded productivity criteria (achieved 11 enrolled over the nine required and achieved six graduates over the three required). OUHSC has demonstrated strong student demand for the program. Final approval is recommended.
Cameron University (CU)
  • Associate in Applied Science in Respiratory Care (575)
This program exceeded productivity criteria for enrollment and met graduate criteria (achieved 43 enrolled over the 20 required and achieved nine graduates of the nine required). CU has demonstrated strong student demand for the program. Final approval is recommended.

Langston University (LU)
  • Master of Science in Rehabilitation Counseling (057)
This program exceeded productivity criteria (achieved 23 enrolled over the 10 required and achieved 12 graduates over the five required). LU has demonstrated strong student demand for the program. Final approval is recommended.

Rogers State University (RSU)
  • Bachelor of Arts in Liberal Arts (109)
This program exceeded the productivity criteria for enrollment and fell short by one graduate (achieved 77 enrolled over the 15 required and achieved seven graduates of the eight required). RSU reports two students are pending graduation in fall 2004 and has demonstrated strong student demand for the program. Final approval is recommended.

Southeastern Oklahoma State University (SEOSU)
  • Bachelor of Arts in Spanish Education (097)
This program fell short by one for enrollment criteria but exceeded graduate criteria (achieved 24 enrolled of the 25 required and achieved seven graduates over the six required). SEOSU has demonstrated strong student demand for the program. Final approval is recommended.

Recommendation: Review Schedule Extension

University of Oklahoma Health Sciences Center (OUHSC)
  • Master of Science in Allied Health Science (072)
This program was not implemented and students enrolled until fall 2004 so that faculty could concentrate on the quality of the doctoral program. Therefore an extension of the review schedule is recommended with continuation beyond fall 2009 dependent upon meeting the following criteria:

Stipulations:

✓ Majors enrolled: 3 in fall 2008; and
✓ Graduates: 3 in 2008-09.

Cameron University (CU)
  • Associate in Applied Science in Manufacturing Technology (535)
This program did not meet the productivity criteria (achieved zero majors enrolled of the 20 required achieved zero graduates of the six required). CU reports this degree was designed as a collaborative effort with Great Plains Technology Center and the Goodyear Tire and Rubber Company to provide higher education opportunities for maintenance technicians. Since its incorporation, Goodyear decided to only continue the Technology Center portion of the program. Through recent discussion with Goodyear’s top management, CU indicates the program originally targeted a select group of employees who did not
aspire to supervisory positions. CU is conversing with Goodyear to restructure the program objectives for a targeted student group. Therefore an extension of the review schedule is recommended with continuation beyond fall 2007 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 30 in fall 2006; and
✓ Graduates: 8 in 2006-07.

Cameron University (CU)
• Associate in Applied Science in Early Childhood Education and Care (500)

This program exceeded productivity criteria for enrollment but fell short in graduates (achieved 33 majors enrolled over the 20 required and one graduate of the six required). CU reports about two-thirds of the enrolled students are part-time, which creates a longer period for degree completion. CU anticipates graduate numbers to increase substantially over the next few years. Enrollment is strong, therefore an extension of the review schedule is recommended with continuation beyond fall 2006 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 20 in fall 2005; and
✓ Graduates: 6 in 2005-06.

Tulsa Community College (TCC)
• Associate in Applied Science (AAS) in Stage Production Technology (238)
• Certificate in Stage Production Technology (239)

Neither program met productivity requirements (AAS – one major enrolled and no graduates; Certificate – two majors enrolled and no graduates). TCC included these programs in its technical-occupational review by external evaluators and received a recommendation of continuation for three years and suggestions for improving the program, along with commendations for the potential of a strong program. Therefore, an extension of the review schedule is recommended with continuation beyond fall 2008 dependent upon meeting the following criteria:

Stipulations:
AAS -
✓ Majors enrolled: 20 in fall 2007; and
✓ Graduates: 6 in 2007-08;
Certificate -
✓ Majors enrolled: 8 in fall 2007; and
✓ Graduates: 3 in 2007-08;

Tulsa Community College (TCC)
• Associate in Applied Science in Graphics and Imaging Technology (240)
The program did not meet productivity requirements (nine majors enrolled of the 20 required and no graduates). TCC included this program in its technical-occupational review by external evaluators and received a recommendation of continuation for three years and suggestions for improving the program. Therefore, an extension of the review schedule is recommended with continuation beyond fall 2008 dependent upon meeting the following criteria:

Stipulations:
Majors enrolled: 20 in fall 2007; and
Graduates: 6 in 2007-08;

Tulsa Community College (TCC)
• Certificate in Business (241)
The program met the graduate criterion, but did not meet the enrollment criterion (two majors enrolled of the 8 required). TCC included this program in its technical-occupational review by external evaluators and received a recommendation of continuation for five years and suggestions for improving the program. Therefore, an extension of the review schedule is recommended with continuation beyond fall 2010 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 8 in fall 2009; and
✓ Graduates: 3 in 2009-10;

Tulsa Community College (TCC)
• Certificate in Geriatric Technician (245)
The program did not meet productivity requirements (zero majors and zero graduates). TCC included this program in its technical-occupational review by external evaluators and received a recommendation of continuation for five years and suggestions for improving the program. Therefore, an extension of the review schedule is recommended with continuation beyond fall 2010 dependent upon meeting the following criteria:

Stipulations:
✓ Majors enrolled: 20 in fall 2009; and
✓ Graduates: 6 in 2009-10;

Attachment
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Date Approved</th>
<th>Graduates</th>
<th>Headcount Enrollment</th>
<th>FTE/Other</th>
<th>Program Reviews</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUHSC – PhD Allied Health Science (072)</td>
<td>12/11/98</td>
<td>3 03-04</td>
<td>6 9 F03 11</td>
<td>N/A N/A</td>
<td>2004 2009</td>
<td>Final Approval</td>
</tr>
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<td>CU – AAS Respiratory Care (575)</td>
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<td>9 03-04</td>
<td>9 20 F03 43</td>
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<td>2004 2009</td>
<td>Final Approval</td>
</tr>
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<td>LU – MS Rehabilitation Counseling (057)</td>
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<td>5 03-04</td>
<td>12 10 F03 23</td>
<td>N/A N/A</td>
<td>2004 2009</td>
<td>Final Approval</td>
</tr>
<tr>
<td>RSU – BA Liberal Arts (109)</td>
<td>02/18/00</td>
<td>8 03-04</td>
<td>7 15 F03 77</td>
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<td>Final Approval</td>
</tr>
<tr>
<td>SEOSU – BA Spanish Education (097)</td>
<td>05/29/98</td>
<td>6 03-04</td>
<td>7 25 F03 24</td>
<td>N/A N/A</td>
<td>2004 2009</td>
<td>Final Approval</td>
</tr>
<tr>
<td>Program Name</td>
<td>Date Approved</td>
<td>Graduates</td>
<td>Criteria</td>
<td>Achieved</td>
<td>Headcount Enrollment</td>
<td>FTE/Other</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>----------</td>
<td>----------</td>
<td>-----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>OUHSC – MS Allied Health Science (072)</td>
<td>12/11/98</td>
<td>3</td>
<td>03-04</td>
<td>0</td>
<td>3 F03</td>
<td>N/A</td>
</tr>
<tr>
<td>CU – AAS Manufacturing Technology (535)</td>
<td>06/30/99</td>
<td>8</td>
<td>03-04</td>
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<td>30 F03</td>
<td>N/A</td>
</tr>
<tr>
<td>CU – AAS Early Childhood Education and Care (500)</td>
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<td>03-04</td>
<td>1</td>
<td>20 F03</td>
<td>N/A</td>
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<tr>
<td>TCC – AAS in Stage Production Technology (238)</td>
<td>5/30/00</td>
<td>6</td>
<td>03-04</td>
<td>0</td>
<td>20 F03</td>
<td>N/A</td>
</tr>
<tr>
<td>TCC – Certificate in Stage Production Technology (239)</td>
<td>5/30/00</td>
<td>3</td>
<td>03-04</td>
<td>0</td>
<td>8 F03</td>
<td>N/A</td>
</tr>
<tr>
<td>TCC – AAS in Graphics &amp; Imaging Technology (240)</td>
<td>5/30/00</td>
<td>6</td>
<td>03-04</td>
<td>0</td>
<td>20 F03</td>
<td>N/A</td>
</tr>
<tr>
<td>Program Name</td>
<td>Date Approved</td>
<td>Graduates</td>
<td>Headcount Enrollment</td>
<td>FTE/Other</td>
<td>Program Reviews</td>
<td>Recommendation</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
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<td>-----------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>TCC – Certificate in Business (241)</td>
<td>5/30/00</td>
<td>3 03-04</td>
<td>3</td>
<td>8 F03 2</td>
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<td>N/A</td>
</tr>
<tr>
<td>TCC – Certificate in Geriatric Technician (245)</td>
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<td>6 03-04</td>
<td>0</td>
<td>20 F03 0</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
AGENDA ITEM #25-c (1):

Electronic Media and Off-Campus Offerings.

SUBJECT: Ratification of approved courses and programs for the Southern Regional Education Board (SREB) Electronic Campus.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of courses and programs for inclusion in the SREB Electronic Campus.

BACKGROUND:

The SREB Electronic Campus was created in 1997 as an “electronic marketplace” for courses, programs, and services offered electronically by accredited colleges and universities in the SREB member states. At the September 5, 1997 meeting, the State Regents approved the inclusion of three courses from Oklahoma institutions in the Electronic Campus pilot offerings for spring 1998. Over time, participation in the program has expanded, and the State Regents have periodically approved inclusion of programs and courses from Oklahoma institutions.

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.” While the comprehensive universities are functioned to offer courses and programs out of state, this policy allows for other institutions to offer courses out of state with State Regents’ approval.

ANALYSIS:

In 1996, the SREB began plans to develop the Electronic Campus (originally called the Electronic Common Market), a distance education consortium. The Electronic Campus serves as a centralized listing of approved distance education courses and programs from participating SREB states; it does not grant credit or degrees. Institutions provide the education and services and determine tuition and fees, set enrollment procedures, and provide related student services. The Electronic Campus has continued to expand and now lists over 7,000 courses and 250 degree programs from more than 250 colleges and universities in the south.

A proposal for new Electronic Campus offerings was received from Cameron University (CU) comprising five individual courses. Offerings from Oklahoma institutions listed within the Electronic Campus now total 454 courses and 30 degree programs. CU has provided information concerning the quality of the courses to be offered and have affirmed that the submissions comply fully with the Electronic Campus Principles of Good Practice.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested. Attachments
Southern Regional Electronic Campus
Approved Course Additions

CAMERON UNIVERSITY

MM 2034 – Web Communications and Design
MM 4023 – Advanced Web Communications
PE 1081 – PE Activity: Special Studies
BUS 5963 – Seminar: Organizational Behavior
BUS 5963 – Seminar Entrepreneurship
AGENDA ITEM #25-c (2):

Electronic Media and Off Campus Offerings.

SUBJECT: Ratification of the approval for East Central University (ECU) for out-of-state offering.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of ECU’s request to offer a course at an out-of-state location.

BACKGROUND:

The course was offered as professional development for law enforcement officers through partnerships with the National Native American Law Enforcement Association (NNALEA), ECU, and the United States Department of Justice Office of Community Oriented Policing. The course (offered at various levels to meet the various levels of student preparation) was offered at the October 27-31, 2004 meeting in Las Vegas, Nevada. Approximately 50 students enrolled.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.” While regional universities are not functioned to offer off-campus courses out-of-state, State Regents’ policy allows for exceptions with appropriate documentation. ECU’s letter provided sufficient documentation that all applicable State Regents’ policies were followed including educational standards and fiscal provisions.

ANALYSIS:

The course number and title is CRJS 2882/4982/5982 Terrorism and Crime in Indian Country. Dr. Steve Turner, Associate Professor of Criminal Justice, Chair of the Department of Human Resources, and Thomas Endowed Chair developed the educational tracks which were taught by instructors who qualified for provisional graduate faculty adjunct appointments at ECU.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #25-d:

Remediation.

SUBJECT: Pilot Project to Reduce Math Remediation

RECOMMENDATION: Provide $15,000 from the Student Preparation budget to East Central University to conduct a pilot project focusing on decreasing student remediation in mathematics.

BACKGROUND:

East Central University (ECU) has been involved in two federal grants focusing on improving mathematics achievement at the secondary and post-secondary levels. Through a National Science Foundation (NSF) Course, Curriculum, and Laboratory Improvement grant, ECU has restructured its remedial course offerings in mathematics and has implemented a more modernized, web-based curriculum called ALEKS. The ALEKS curriculum has allowed ECU to redesign the remediation courses for beginning and intermediate algebra to more closely meet the needs of individual students. As a result of its use of the ALEKS curriculum, ECU has reduced the number of hours required for remedial algebra for some students, increased student achievement in remedial algebra courses, and has increased subsequent student achievement in the required College Algebra course. The ECU Mathematics department is also involved in a Title II, Part B Math and Science Partnership grant that provides high-quality professional development to high school, junior high and elementary math teachers from Pontotoc County. In the summer of 2004, 147 public school faculty and administrators participated in a two-week summer institute tied to this project. The project is a collaborative effort between East Central University, Byng Public Schools, the lead Local Education Agency (LEA) and 7 other LEAs in Pontotoc County.

As a result of these previous grants and subsequent discussion among faculty and administrators, a collaborative partnership of ECU, Latta High School and Byng High School would like to pilot a project implementing the ALEKS program at their respective high school sites to determine if junior or senior year intervention in mathematics could reduce the number of students needing to take remedial mathematics their freshman year of college. ALEKS is a web-based algebra curriculum. The curriculum is self-paced, as students can progress at their own speed. Through initial and on-going assessments, ALEKS continually provides students with challenging curricula that progresses students toward content mastery. While the curriculum is web-based and self-paced, faculty interaction and intervention during the course of study have proven to be significant factors that also contribute to student success.

ECU is very interested in working with these two high schools as well as including two or three more high schools to improve mathematics achievement at the secondary level and subsequent achievement at the post-secondary level. ECU has also contacted McGraw Hill, the publishers of ALEKS, who have expressed interest in this pilot project and have initially committed to provide free software licensing for the project. To facilitate a pilot project of this nature, ECU has submitted a short proposal and budget for $15,000 to compensate faculty at the public school and at the university for time and effort necessary for development, implementation and evaluation of such a project.
POLICY ISSUES:

The ALEKS Pilot Project has the potential to assist with the implementation of the High Quality Strategic Goal within the 2003-2004 Work Plan to strengthen efforts to enhance K-12 student preparation by providing access for teachers and students to high quality instructional materials.

ANALYSIS:

The ALEKS Pilot Project is innovative and has the potential to enhance not only student preparation in mathematics for 40-60 high school students but also build a model collaborative between an institution of higher education (ECU) and its feeder K-12 schools. Not only will Regents’ staff be able to monitor the progress of student achievement but can learn more about how institutions of higher education can work seamlessly with K-12 to enhance mathematics achievement.

Regents’ Student Preparation staff will monitor the progress of the project through on-site visits and quarterly reports. The project will begin in the Spring 2005 and conclude in the Spring 2006. Educational Planning and Assessment System (EPAS) data will be one of the evaluation tools used to determine placements as well as to monitor progress on meeting the project goals.
AGENDA ITEM #25-e (1):

Scholarships.

SUBJECT: Approval of funds for scholarships for Governor’s Committee on Employment of People with Disabilities.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of $3,000 for scholarships to be awarded by the Governor’s Advisory Committee on Employment of People with Disabilities.

BACKGROUND:

The Governor’s Advisory Committee on Employment of People with Disabilities, through their liaison in the Office of Handicapped Concerns has requested that the State Regents sponsor three $1,000 scholarships to be awarded to outstanding high school seniors with disabilities. The scholarship recipients would be selected by the Committee and honored at an award ceremony in spring 2005. The Committee made a similar request for the first time last year.

POLICY ISSUES:

This action compliments the State Regents’ policy to reward outstanding student achievement and to provide access to higher education for a diverse population of students.

ANALYSIS:

The scholarships are a one-time award and nonrenewable. The scholarships may only be used at an institution of higher education in Oklahoma. The $3,000 would be allocated from residual corporate donations used to fund the Smith Co-Generation Scholarships. All funding obligations of the Smith Co-Generation Scholarship ended in 2002-03.

The Committee reports that the State Regents’ commitment of three scholarships last year led to an equal commitment from the State Department of Career Technology as well as three additional scholarships funded from private sources. The Committee also reports that the visibility of the scholarships has helped raise the expectations of students with disabilities and has encouraged the U.S. Department of Labor to continue funding for the high school program in which these students participate.
AGENDA ITEM #25-e (2):

Scholarships.

SUBJECT: Future Teachers Awards for 2004-05

RECOMMENDATION:

It is recommended that the State Regents ratify the Future Teachers Scholarship Program awards for the 2004-05 academic year.

BACKGROUND:

The State Regents have allocated $100,000 from the appropriation made by the 2004 Oklahoma Legislature for the 2004-05 Future Teachers Scholarship. The provisions of 70 O.S. 1991, Section 698.1 authorize the Oklahoma State Regents to establish and maintain an incentive scholarship program 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 applicable to the costs of tuition, fees, books, materials and room and board.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy for the Future Teachers Scholarship Program (II-6-10).

ANALYSIS:

The critical teacher shortage areas for the 2004-05 academic year are special education, foreign language, science, math, and English. Seventy students at 14 institutions have been approved for program awards for the 2004-05 academic year. The attached report reflects the distribution to each participating institution.
## Future Teachers Scholarship
### 2004-05 Awards

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students on Program</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>5</td>
<td>$6,285</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>15</td>
<td>12,839</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>12</td>
<td>12,183</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>23</td>
<td>33,000</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>2</td>
<td>2,369</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>1</td>
<td>1,000</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>2</td>
<td>3,000</td>
</tr>
<tr>
<td>Cameron University</td>
<td>3</td>
<td>3,000</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>2</td>
<td>2,030</td>
</tr>
<tr>
<td>Connors State College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>1</td>
<td>919</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>1</td>
<td>1,000</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70</strong></td>
<td><strong>$79,125</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #25-e (3):

Scholarships.

SUBJECT: Tulsa Reconciliation Education and Scholarship Program Recipients and Awards for 2004-05

RECOMMENDATION:

It is recommended that the State Regents ratify the Tulsa Reconciliation Education Scholarship recipients and authorize payment of awards to participating institutions for the 2004-05 academic year.

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.

POLICY ISSUES:

This recommendation is consistent with State Regents’ policies and actions.

ANALYSIS:

The award amount for the 2004-05 academic year is $1,000 for each student. The recipients are attending seven different Oklahoma institutions: 4 attend the University of Oklahoma, 2 attend Northeastern State University, 2 attend the University of Tulsa, and 6 attend Tulsa Community College. University of Central Oklahoma, Oklahoma Baptist University and Oral Roberts University all have one recipient enrolled. Three individuals awarded the scholarship are not currently enrolled in an Oklahoma college. The total distribution for the 2004-05 is $17,000 as reflected on the attached schedule.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon Hawkins</td>
<td>UCO</td>
<td>$1,000</td>
</tr>
<tr>
<td>Moises Echeverria</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Matthew Watkins</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Kerry-Ann Forrester</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>James Morales</td>
<td>TCC</td>
<td>$1,000</td>
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<tr>
<td>La’Edna Barnes</td>
<td>TCC</td>
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<tr>
<td>Eboni Brown</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Ebony Gahagen</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Brandon Oldham</td>
<td>OU</td>
<td>$1,000</td>
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<tr>
<td>Whitney Crawford</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Makeya Pettie</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>MicShaw Benson</td>
<td>OBU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Natalie Mayanja</td>
<td>ORU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Benjamin Ritchie</td>
<td>TU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Ashley Ward</td>
<td>TU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Trejai Young</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Sharonda Wayne</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Alicia Villa</td>
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</tr>
<tr>
<td>Albert Bell</td>
<td>Not Enrolled</td>
<td>0</td>
</tr>
<tr>
<td>Demesha Adams</td>
<td>Not Enrolled</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Disbursement** $17,000
AGENDA ITEM #25-e (4):

Scholarships.

SUBJECT: Academic Scholars Program Institutional Nominees for 2005-06

RECOMMENDATION:

It is recommended that the State Regents approve the authorized number of Institutional Nominees for each institution for 2005-06

BACKGROUND:

The 1999 Legislature created a new avenue by which students can qualify for Academic Scholars Program (ASP) awards—Institutional Nominees. The statutes authorize the State Regents to establish criteria for student eligibility as an Institutional Nominee.

Each year since 1999 the State Regents have authorized the number of freshmen Institutional Nominee “slots” for each state system institution.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state the objectives of the program to:

(1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
(2) attract high caliber out-of-state students to attend Oklahoma colleges and universities; and
(3) enhance the academic quality in Oklahoma colleges and universities.

The Institutional Nominee category allows all state system institutions to participate in the program while maintaining high academic standards for eligible scholarship recipients. Institutional Nominees are not authorized for private/independent colleges and universities in Oklahoma. Following are the current minimum qualifying criteria for Institutional Nominees.

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT or SAT Equivalent</th>
<th>GPA and Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>32 or SAT Equivalent</td>
<td>GPA 3.9 and Top 2%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>30 or SAT Equivalent</td>
<td>GPA 3.8 and Top 4%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>29 or SAT Equivalent</td>
<td>GPA 3.7 and Top 5%</td>
</tr>
</tbody>
</table>
ANALYSIS:

The attached allocation of 255 freshmen Institutional Nominees for 2005-06 is unchanged from the 2004-05 allocation. By institutional tier, the allocation is distributed as follows:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Total IN Slots</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Universities</td>
<td>160</td>
<td>63%</td>
</tr>
<tr>
<td>Regional Universities*</td>
<td>47*</td>
<td>18%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>48</td>
<td>19%</td>
</tr>
<tr>
<td>255</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Each regional university is also authorized up to 15 slots for a scholarship of comparable value under the separate Regional University Baccalaureate Scholarship (RUBS) program. The RUBS scholarship requires a minimum 30 ACT; as a consequence most regional universities do not fill all 15 available slots.

The following table shows the current program cost projections that indicate that the program’s trust fund will be depleted in about 1.5 years. At that point, the annual funding deficit will be about $2.3 million. For FY2006, the State Regents appropriation request to the Oklahoma Legislature will include an increase of $700,000 for the Academic Scholars Program. Similar increases in FY2007 and FY2008 would be necessary to eliminate the annual funding deficit.

### Academic Scholars Trust Fund History and Projections

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Trust Fund Expenditures</th>
<th>State Appropriations</th>
<th>Annual Funding Deficit</th>
<th>Trust Fund Balance¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02 actual²</td>
<td>9,184,770²</td>
<td>7,104,500</td>
<td>(2,080,270)</td>
<td>9,360,087</td>
</tr>
<tr>
<td>FY03 actual³</td>
<td>9,649,667³</td>
<td>7,504,500</td>
<td>(2,145,167)</td>
<td>7,958,318</td>
</tr>
<tr>
<td>FY04 actual</td>
<td>10,240,649</td>
<td>7,104,500</td>
<td>(3,136,149)</td>
<td>5,301,325</td>
</tr>
<tr>
<td>FY05 proj.</td>
<td>9,900,000</td>
<td>7,204,500</td>
<td>(2,698,500)</td>
<td>2,800,000</td>
</tr>
<tr>
<td>FY06 proj.</td>
<td>10,000,000</td>
<td>7,204,500</td>
<td>(2,795,500)</td>
<td>80,000</td>
</tr>
<tr>
<td>FY07 proj.</td>
<td>9,500,000</td>
<td>7,204,500</td>
<td>(2,295,500)</td>
<td>(2,200,000)</td>
</tr>
</tbody>
</table>

¹Trust fund balances also assume annual earnings of 5% on amount available for investment.
²Actual figures shown for FY02; costs shown include $8,664,770 for scholarships plus $520,000 for lawsuit expenses.
³Actual figures are shown for FY03; the costs shown include $9,570,498 for scholarship costs plus $79,169 for lawsuit expenses.
## Proposed Allocation of Institutional Nominees

<table>
<thead>
<tr>
<th>Institution</th>
<th>2004-05</th>
<th>Proposed</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma State University - Oklahoma City</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma State University - Okmulgee</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>East Central University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Cameron University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Langston University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
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<td>3</td>
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<tr>
<td>University of Science and Arts of Oklahoma</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Connors State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Murray State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Oklahoma City Community College</td>
<td>5</td>
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<td>0</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Rose State College</td>
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<td>5</td>
<td>0</td>
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<tr>
<td>Seminole State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>255</strong></td>
<td><strong>255</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #25-f:

Summer Academies.

SUBJECT: Approval of 2005 Summer Academy Grants

RECOMMENDATION:

It is recommended that the State Regents approve the 2005 Summer Academy proposals recommended for funding as set forth in this agenda item.

BACKGROUND:

Approximately $580,000 has been allocated to fund Summer Academies for 2005 in the areas of science, mathematics, and multidisciplinary studies. In previous years the State Regents, Oklahoma institutions of higher education were awarded three-year grants for Summer Academies designed to reach students who will be entering the eighth through twelfth grades with the emphasis being the introduction of students to specific mathematics, science, and multidisciplinary topics, as well as demonstration of academic links with Oklahoma business and industry. All accredited Oklahoma higher education institutions were eligible to submit proposals for funding various Summer Academy programs.

POLICY ISSUES:

The Summer Academy program is intended to improve students' interest in science and math, as well as in multidisciplinary studies as a way to enhance their preparation for and thinking about college.

ANALYSIS:

Because of the severe cut in program funding in FY2004, a request for proposals (RFP) was not distributed for new Summer Academies in 2004. Twenty Academies completed their second or third year of the three-year grant program in 2004. Twelve Academies will conduct their third and final year during summer 2005. Although funding has not increased, a grant competition was necessary to replenish the Summer Academies with the available dollars.

In the past, the Summer Academy program has included truly in-depth learning experiences through one-, two-, three- and even four-week Academies. Due to limited resources state funding was limited to one-week Academies for summer 2004. That limitation is extended to the Academies for summer 2005 and will be until funding for the Summer Academy program is restored to the pre-2004 level.

A review committee comprised of math and science educators representing public and private higher education was asked to examine proposals for purposes of making funding recommendations. Nineteen Summer Academy multiple-year proposals were received. The review committee recommended 18 new proposals for funding and 12 previously approved academies to be continued in funding. Total funding recommended is $580,389 (new academies - $322,801 and third-year academies for continued funding - $257,588).
Funding for successive years of the three-year grants is contingent upon continued funding of the Summer Academy program and on program efficacy as demonstrated through internal and external evaluation of the programs.

Attached is the list of Summer Academy grants for 2005.
## 2005 SUMMER ACADEMY GRANTS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Project Title</th>
<th>Director(s)</th>
<th>Number of Students</th>
<th>Amount Recommended for Funding 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Oklahoma State College</td>
<td>Summer Academy in Plant Biology and Transgenics</td>
<td>Elizabeth Wallace</td>
<td>24</td>
<td>$12,600</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Public Secrets: The Science of Encryption and other Careers in Math and Science</td>
<td>David Boliver</td>
<td>60</td>
<td>$28,080</td>
</tr>
<tr>
<td>Oklahoma State University Okmulgee Campus</td>
<td>Information Technology Enterprise Academy</td>
<td>Chad Spurlock</td>
<td>54</td>
<td>$27,900</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>&quot;CSI Equine Forensics Mystery&quot; Summer Academy</td>
<td>Michael Wilds</td>
<td>25</td>
<td>$13,000</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Reaching Engineering and Architecture Career Heights (REACH)</td>
<td>Gregory Wilbur</td>
<td>30</td>
<td>$15,750</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Aerospace Education High School Summer Academy</td>
<td>Steven Marks</td>
<td>30</td>
<td>$15,750</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>An Integrated Program to Enhance Mathematics and Science Skills through Hands-On Experiences</td>
<td>Dominic Haismer</td>
<td>48</td>
<td>$25,200</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>Summer Biotechnology/ Bioinformatics Discovery</td>
<td>Charlotte Mulvihill</td>
<td>24</td>
<td>$12,600</td>
</tr>
<tr>
<td>Oklahoma State University Oklahoma City Campus</td>
<td>Surveying Academy</td>
<td>Neal Willison</td>
<td>24</td>
<td>$7,560</td>
</tr>
<tr>
<td>Oklahoma State University Oklahoma City Campus</td>
<td>Architecture/Construction Technology Academy</td>
<td>Neal Willison</td>
<td>18</td>
<td>$8,140</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>Technology Education and Collaborative (TEC) Summer Academy</td>
<td>David Brown</td>
<td>60</td>
<td>$31,500</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Bridges to College Math, Science, and Engineering</td>
<td>Peggy Whaley</td>
<td>40</td>
<td>$19,723</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Field Studies in Multidisciplinary Biology</td>
<td>Peggy Whaley</td>
<td>80</td>
<td>$32,540</td>
</tr>
<tr>
<td>Murray State College</td>
<td>Magical Math Summer Academy for 9th and 10th graders</td>
<td>Greg Gardner</td>
<td>20</td>
<td>$10,500</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>Oklahoma Cascade of Stars: An Applied Mathematics Summer Academy</td>
<td>Chris Oehrlein</td>
<td>40</td>
<td>$16,800</td>
</tr>
<tr>
<td>Oklahoma Baptist University and Seminole State</td>
<td>Introduction to Forensics and Evidence: A Chemical Lab Experience</td>
<td>Eugene Hobbs</td>
<td>28</td>
<td>$14,700</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Engineering Physics: Team Science and Technology</td>
<td>Ronald Miller, Charles Hughes</td>
<td>30</td>
<td>$15,750</td>
</tr>
</tbody>
</table>

**FIRST YEAR FUNDING FOR NEW ACADEMIES TO BE APPROVED FOR 2005:** 663 $322,801
## 2005 Summer Academy Grants

<table>
<thead>
<tr>
<th>Institution</th>
<th>Project Title</th>
<th>Director(s)</th>
<th>Number of Students</th>
<th>Amount Recommended for Funding 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>Discover Architecture</td>
<td>Suzanne Bilicisi</td>
<td>48</td>
<td>$23,280</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Exploring Quantitative Analysis: A Basic Introduction</td>
<td>Melanie Page</td>
<td>26</td>
<td>$13,650</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Remote Controlled Basics of Technology &amp; Science: RC BOTS camp</td>
<td>Neal Willison</td>
<td>20</td>
<td>$10,500</td>
</tr>
<tr>
<td>East Central University</td>
<td>Statistics, Meteorology, and Technology: A Basic Introduction Plus</td>
<td>Eugene Hobbs</td>
<td>28</td>
<td>$14,700</td>
</tr>
<tr>
<td>East Central University</td>
<td>Forensic Science: From Crime Scene to Laboratory</td>
<td>Susan Miller</td>
<td>40</td>
<td>$21,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>Intensive Summer Academy in Science, Mathematics, and Technology for Grades 10-12</td>
<td>John Coleman</td>
<td>36</td>
<td>$18,900</td>
</tr>
<tr>
<td>Langston University</td>
<td>Future Educator's Summer Academy: Three R's and a T</td>
<td>Randy Hunt</td>
<td>40</td>
<td>$21,000</td>
</tr>
<tr>
<td>Connors State College</td>
<td>Ecological Investigations and Wilderness Adventure</td>
<td>Stuart Woods</td>
<td>150</td>
<td>$65,250</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>Peek into Engineering (PIE) Project</td>
<td>Richard Walcott</td>
<td>42</td>
<td>$22,050</td>
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<tr>
<td>Tulsa Community College</td>
<td>A. B. C. D. E-Based Horticulture Summer Academy</td>
<td>Carla Thompson</td>
<td>20</td>
<td>$10,500</td>
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<tr>
<td>Oklahoma Christian University</td>
<td>Opportunity Bytext: Promoting Computer Science/Math</td>
<td>Jennifer Bryan</td>
<td>20</td>
<td>$10,500</td>
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<tr>
<td>St. Gregory's University</td>
<td>Summer Academy in Conservation Biology and Biostatistics: An Inquiry Based Approach Institution</td>
<td>Raymond Frazier</td>
<td>50</td>
<td>$26,250</td>
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</tbody>
</table>

**Third Year Funding for Academies Approved in 2003**

<table>
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<tr>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td>$257,588</td>
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</tbody>
</table>

**Total Requested Summer Academy Funding for 2005**

<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1183</td>
<td>$580,389</td>
</tr>
</tbody>
</table>
AGENDA ITEM #25-g:

Grants.

SUBJECT: Funding Recommendations for the 2005 No Child Left Behind Grant Awards

RECOMMENDATION:

It is recommended that the State Regents approve the recommended new No Child Left Behind grant program awards as listed in this item’s attachment.

BACKGROUND:

The federal No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support schools’ efforts to educate the Nation’s students. Because the focus of NCLB is on scientifically-based methods in increasing teacher quality, school accountability, and core content knowledge leading to student academic achievement, Oklahoma’s higher education state grant program will meet these priorities by increasing teacher content knowledge, particularly in mathematics, and teacher knowledge about data-driven decision-making in the classroom using relevant assessments used in the state. Teacher knowledge in this area is aimed at not only improving individual student achievement but also at making changes in curriculum, instruction, and assessment based on student achievement data. Equally important is the inclusion of this knowledge about data in the context of professional development but also as part of the teacher preparation knowledge base. For federal fiscal year 2005, Congress has appropriated funds for state programs authorized under Title II, Part A, No Child Left Behind Act. Funds are allocated to states by formula.

POLICY ISSUES

The Title II, Part A, No Child Left Behind Grant Program is to improve teaching so as to raise student achievement in core academic subjects. Improving teaching in core academic subjects, especially mathematics and science, will enhance student preparation for college.

ANALYSIS

Fifteen proposals were submitted, evaluated and ranked for purpose of determining funding by a review committee comprised of mathematics and science educators representing common education, public, and private higher education. The attached table lists the individual recommended award amounts by project. Total recommended funding for the No Child Left Behind Grant Program is $846,583.

Attachment
<table>
<thead>
<tr>
<th>Institution</th>
<th>Project Title</th>
<th>Director(s)</th>
<th>Recommended Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Tulsa</td>
<td>Teacher Increased Content Knowledge Equals Student Achievement in Math III (TICK SAM III) Project</td>
<td>Dr. Mary Stewart</td>
<td>$119,937.00</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>A Professional Development Institute on Algebra and Its End of Course Assessment: Year 2</td>
<td>Dr. Jim Choike, Dr. Susan Stansberry, Dr. Gayla Hudson</td>
<td>$148,441.00</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Data Driven Decision-Making Professional Development for Oklahoman Urban Preservice and Inservice Educators Project</td>
<td>Dr. Carla Thompson (TCC), Dr. Linda Wilson (NSU), Karen Rogers (TPS), David Garner (OKCPS), Linda Knox (OCCC)</td>
<td>$67,553.00</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>KESAM 2005: K-8 Scholars Appreciating Mathematics - A Hands-On, Brains-On Journey of Excellence: An Inquiry-based In-Service Program for Improving Algebraic Thinking and Instruction in K-8 School Topics that Develop Mathematical Thinking</td>
<td>Dr. John Woods</td>
<td>$99,158.00</td>
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<tr>
<td>University of Tulsa</td>
<td>Integrating Mathematics, Engineering, and Science (IMES) Project</td>
<td>Dr. Bob Howard, Dr. Bryan Tapp, Dr. Mary Stewart</td>
<td>$109,833.00</td>
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<tr>
<td>Oklahoma Christian University</td>
<td>Arithmetic to Algebra: Transitioning through Algebraic Thinking</td>
<td>Dr. Phyllis Bolin, Ms. Jennifer Bryan</td>
<td>$117,857.00</td>
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<tr>
<td>Oklahoma State University</td>
<td>Geometry: Visualization and Manipulation for Understanding</td>
<td>Dr. Darinda Cassel, Dr. Stacy Reeder, Dr. Juliana Utley</td>
<td>$183,804.00</td>
</tr>
</tbody>
</table>

**TOTAL 2005 NCLB GRANTS RECOMMENDED TO BE FUNDED** | $846,583.00
AGENDA ITEM #25-h:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of October 12, 2004, through November 18, 2004.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period October 12, 2004, through November 18, 2004, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents’ Delegation of Authority Policy (II-1-25.1) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is $6,208,666. This total is represented by $5,856,030 in Section 13/New College allotments and $352,636 in State Fund allotments.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Resolution No.</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Awarded</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>HSC Campus Infrastructure Improvements, Phase III</td>
<td>10/15/2004</td>
<td>$666,605</td>
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<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>Dest Service Requirements</td>
<td>10/15/2004</td>
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<tr>
<td></td>
<td>Not Required</td>
<td>650-New College</td>
<td>Dest Service Requirements</td>
<td>10/15/2004</td>
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<td>$717,546</td>
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<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>HSC People/Soft Equipment</td>
<td>10/15/2004</td>
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<td>$465,700</td>
</tr>
<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>HSC HIPAA Equipment Acquisition</td>
<td>10/15/2004</td>
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<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>New Faculty Start-Up NC</td>
<td>10/15/2004</td>
<td>$400,000</td>
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<td>$400,000</td>
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<tr>
<td></td>
<td>Not Required</td>
<td>650-New College</td>
<td>Emergency Repairs, Renovations, Equip. &amp; Technology</td>
<td>10/15/2004</td>
<td>$1,342,149</td>
<td></td>
<td>$1,342,149</td>
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<tr>
<td><strong>Total</strong></td>
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<td>$5,435,798</td>
<td>$0</td>
<td>$5,435,798</td>
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<tr>
<td>Oklahoma State University</td>
<td>Not Required</td>
<td>650-New College</td>
<td>Cordell Hall Renovation</td>
<td>11/3/2004</td>
<td>$50,000</td>
<td></td>
<td>$50,000</td>
</tr>
<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>Deferred Maintenance-Campus Walkways</td>
<td>11/3/2004</td>
<td>$25,000</td>
<td></td>
<td>$25,000</td>
</tr>
<tr>
<td></td>
<td>Not Required</td>
<td>600-Section 13</td>
<td>Street Maintenance &amp; Repairs</td>
<td>11/3/2004</td>
<td>$100,000</td>
<td></td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$225,000</td>
<td>$0</td>
<td>$225,000</td>
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<tr>
<td>Oklahoma State University-Okmulgee</td>
<td>4511</td>
<td>295-State</td>
<td>Instructional Equipment</td>
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AGENDA ITEM #25-i:

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
AGENDA ITEM #25-j:

GEAR UP.

SUBJECT: Approval of extension and renewal of contract for services relating to the student awareness component of GEAR UP

RECOMMENDATION:

It is recommended that the State Regents approve the extension and renewal of a one-year contract with Jordan Associates in an amount not to exceed $1,228,000 for Year 6 implementation of the student awareness component of GEAR UP.

BACKGROUND:

In 1999, the Oklahoma State Regents for Higher Education was awarded $20.5 million for a five-year GEAR UP grant from the United States Department of Education. In 2004, the USDE awarded the Oklahoma State Regents for Higher Education an additional year of GEAR UP funding in the amount of $4,450,236.00.

Due to the Year 6 award, the State Regents will continue to provide highly successful, yet, still greatly needed, communications efforts in reaching the Oklahoma public with the messages on the importance of preparing for college and that “it’s never too early to start planning for college.”

The project design for Oklahoma’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) includes a statewide student awareness component designed to help increase the high school to college-going rate of students currently in grades five through 12. The target audiences of the campaign are students in grades five through 12, their parents, fifth through 12th grade teachers and counselors, low-income students and parents, first-generation students and parents, and minority students and parents.

The specific objectives of the campaign are to:

- increase students’ educational aspirations
- increase parents’ expectations of their child’s educational attainment
- inform target audiences about academic preparation required for college
- correct misperceptions about the cost of attending an Oklahoma state college or university
- inform target audiences about state and federal financial aid opportunities
- foster and improve parental involvement in preparing their children for college
- help teachers and counselors academically prepare their students for college

On Feb. 18, 2000, the State Regents approved a one-year contract with Jordan Associates for the initial implementation of the student awareness component of GEAR UP. The terms of the contract included five one-year renewal options. On February 9, 2001, the State Regents voted to renew the contract for year 2 implementation. During year 2, GEAR UP launched a paid media campaign including, network television, cable television and radio. The six-week network television campaign resulted in:

- 957 network television spots aired statewide (160 spots/weekly)
- 90 percent of all Oklahomans were reached with the message
• Each person viewed the message an average of 8.5 times
• Oklahomans were exposed to the message 9,578,000 times

The six-week cable campaign resulted in:
• 5,340 total commercials aired (890 spots weekly)
• 42 percent of target audience reached by schedule in metropolitan areas
• Metropolitan area viewers saw the message an average of five times over the six-week period
• An average of 46 percent of all Oklahoman households were exposed to the message

The six-week radio campaign resulted in:
• 2,232 total commercials aired (372 spots weekly)
• 74 percent of target audience reached by schedule in metropolitan areas
• Average of 40 percent of persons reached in non-metro counties
• Each Oklahoman heard the message an average of 8.2 times
• Oklahomans were exposed to the message 7,052,400 times

On December 7, 2001, the State Regents voted to renew the contract for year 3 implementation. During year 3, GEAR UP ran a paid media campaign including, network television, cable television, radio and outdoor. The 2002 paid media campaign was extremely successful in reaching the Oklahoma public.

The commercial ran on network television for eight weeks from Feb. 25, 2002 through April 21, 2002. It ran statewide on ABC, CBS, UPN, NBC, Fox and WB. The network television campaign resulted in:
• 1,302 television spots aired statewide (160-165 spots/weekly)
• 92 percent of all Oklahomans were reached with the message
• Each person viewed the message an average of 9.7 times
• Oklahomans were exposed to the message 16,937,100 times
• Cost per thousand impressions was $13.23
• Oklahoma television stations ran 52 bonus spots for Oklahoma State Regents during March and April of 2002. The estimated value of the bonus spots is $11,780. The value added contributed an additional 5 percent to the State Regents television-advertising schedule

The commercial ran on cable television from Feb. 25, 2002 through April 7, 2002. Airing on ESPN, Nickelodeon, USA and TNN, the commercial ran in the rural markets of Guymon, Idabel, Miami, Poteau and Sallisaw -- markets not covered by network television. The cable television campaign resulted in:
• 720 Commercials aired (120 spots weekly)
• 17,850 subscriber households were reached
• Non-metro cable markets ran 62 bonus spots during March and April of 2002. The spots gave GEAR UP 8.6 percent additional exposure. The bonus spots are valued at $318. Those dollars represent a 7.7 percent increase in schedule value.

The radio commercial hit the airwaves on April 16, 2002 for a six-week, statewide run that lasted until May 26, 2002. The commercial played on adult contemporary, contemporary hit radio, alternative rock, country, album oriented rock, urban and Hispanic stations. The results are:
• 2,304 total commercials aired (384 spots weekly)
• 70 percent of target audience reached by schedule in metropolitan areas
• The message was heard an average of 9.4 times
• 114 bonus (no charge) spots ran during April and May. The spots are valued at $2,903.
GEAR UP posted outdoor boards on March 1, 2002 with 90 billboards posted in 30 markets statewide. Outdoor advertising resulted in:

- 750 gross ratings points per market
- 80 percent of the target audience saw the boards during March
- The target audience saw the boards an average of 8.9x
- The GEAR UP outdoor campaign received almost 91 percent of their paid media dollars in bonus posting time for a total value added of $30,843.

On December 5, 2002, the State Regents voted to renew the contract for year 4 implementation. During year 4, GEAR UP ran a paid media campaign including, network television, cable television, radio and outdoor. The 2003 paid media campaign was extremely successful in reaching the Oklahoma public.

The commercial ran on network television for eight weeks from Feb. 24, 2003 through April 20, 2003. It ran statewide on ABC, CBS, UPN, NBC, Fox and WB. The network television campaign resulted in:

- 1,371 television spots aired statewide (170-175 spots/weekly)
- 90% of all Oklahomans were reached with the message
- Each person viewed the message an average of 5.2 times
- Oklahomans were exposed to the message 8,605,100 times
- Oklahoma television stations ran 314 bonus spots for Oklahoma State Regents during March and April at an estimated value of $12,560. The value added contributed an additional 6.5% to the State Regents television advertising schedule.

The commercial ran on cable television from Feb. 24, 2003 through April 6, 2003. Airing on ESPN, Nickelodeon, USA and TNN, the commercial ran in the rural markets of Guymon, Idabel, Miami, Poteau and Sallisaw -- markets not covered by network television. The cable television campaign resulted in:

- 720 Commercials aired (120 spots weekly)
- 17,850 subscriber households were reached
- Non-metro cable markets ran 36 bonus spots during March and April of 2003. The spots gave GEAR UP 5 percent additional exposure. The bonus spots are valued at $270. Those dollars represent a 6.5 percent increase in schedule value.

The radio commercial hit the airwaves on April 14, 2003 for a six-week, statewide run that lasted until May 25, 2003. The commercial played on adult contemporary, contemporary hit radio, alternative rock, country, album oriented rock, urban and Hispanic stations. The results are:

- 2,520 total commercials aired (420 spots weekly)
- 70 percent of target audience reached by schedule in metropolitan areas
- The message was heard an average of 6.6 times
- Oklahomans were exposed to the message 9,565,322 times
- 27 bonus (no charge) spots ran during April and May. The spots are valued at $436.

GEAR UP posted outdoor boards on March 1, 2003 with 91 billboards posted in 30 markets statewide. Outdoor advertising resulted in:

- 750 gross ratings points per market
- 80 percent of the target audience saw the boards during March
- The target audience saw the boards an average of 8.9x
- The GEAR UP outdoor campaign received almost 91 percent of their paid media dollars in bonus posting time for a total value added of $31,208.
On December 4, 2003, the State Regents approved a one-year contract with Jordan Associates for Year 5 implementation of the student awareness component of GEAR UP. During Year 5, GEAR UP ran a paid media campaign, including network television, cable television, radio and outdoor. The 2004 paid media campaign proved to be extremely successful in reaching the Oklahoma public.

The commercial ran on network television for eight weeks from Feb. 24th through April 20th. It ran statewide on ABC, CBS, UPN, NBC, Fox and WB. The network television campaign resulted in:

- 1,371 television spots aired statewide (170-175 spots/weekly)
- 90% of all Oklahomans were reached with the message
- Each person viewed the message an average of 5.2 times
- Oklahomans were exposed to the message 8,605,100 times
- Cost per thousand impressions was $25.86
- Oklahoma television stations ran 314 bonus spots for Oklahoma State Regents during March and April. The estimated value of the bonus spots is $12,560. The value added contributed an additional 6.5% to the State Regents television advertising schedule.

The commercial ran on cable television from Feb. 24th through April 6th. Airing on ESPN, Nickelodeon, USA and TNN, the commercial ran in the rural markets of Guymon, Idabel, Miami, Poteau and Sallisaw - markets not covered by network television. The cable television campaign resulted in:

- 720 Commercials aired (120 spots weekly)
- 17,850 subscriber households were reached
- Non-metro cable markets ran 36 bonus spots during March and April. The spots gave “GEAR UP” 5% additional exposure. The bonus spots are valued at $270. Those dollars represent a 6.5% increase in schedule value.

The radio commercial hit the airwaves on April 14 for a six-week, statewide run that lasted until May 25th. The commercial played on adult contemporary, contemporary hit radio, alternative rock, country, album oriented rock, urban and Hispanic stations. The results from this year’s campaign are:

- 2,520 total commercials aired (420 spots weekly)
- 70% of target audience reached by schedule in metropolitan areas
- Average of 40% of persons reached in non-metro counties
- The message was heard an average of 6.6 times
- Oklahomans were exposed to the message 9,565,322 times
- 27 Bonus (no charge) spots ran during April and May. The spots are valued at $436.

GEAR UP outdoor advertising went up in March to work in tangent with the television ads. Ninety-one billboards were posted in 32 markets statewide. The billboards were located strategically in high traffic areas and/or around a school. The outdoor advertising resulted in:

- 750 gross ratings points per market
- 80% of the target audience saw the boards during March
- The target audience saw the boards an average of 8.9x
- Based on the previous year’s average, we can estimate that the boards stayed up an average of 26.5 days past the 30 day paid showing.
- Based on an average of 26.5 additional posting days, there was added value of $31,208.
- The GEAR UP outdoor campaign received almost 100% (91%) of their paid media dollars in bonus posting time.

The initial contract with Jordan Associates was a five-year contract with annual renewals. In order to retain the services of Jordan Associates for the 6th year of GEAR UP funding, the contract must be extended for an additional year. Retaining the services of the GEAR UP advertising and promotion
vendor, Jordan Associates, for Year 6 of the GEAR UP grant will allow the Oklahoma State Regents for Higher Education:

- The seamless continuance of the GEAR UP paid media advertising schedule which begins the last week of February and runs into mid June.
- Improvement and incorporation of additional advertising and promotion strategies into the overall GEAR UP campaign.
- Continuance and dramatic improvement of the value added (free or low cost additions) to all paid media negotiated by the vendor.
- Utilize Jordan Associate’s considerable knowledge and expertise in Oklahoma higher education communications to increase the depth and breadth of the existing GEAR UP advertising.
- Utilize Jordan Associate’s experience from their work in other states in developing meaningful target-sensitive communications efforts for the Hispanic population.

During year 6, contracted services with Jordan Associates will include assistance in developing the following components:

1. A specialized video aimed at shaping the kind of decisions that 8th–grade students will be making in their final year of middle school. The video will provide developmentally appropriate and relevant information to 8th graders -- covering the topics of selecting high school courses, career exploration, good study habits, making good choices, etc.
2. An expanded statewide advertising plan utilizing television, radio, print and outdoor mediums to increase the educational aspirations of students currently in grades five through 12 as well as parents’ expectations of their fifth through 12th grade child’s educational attainment. The paid campaigns will contain messages on financial aid awareness, early planning for college and academic preparedness. Oklahoma GEAR UP will increase the depth and breadth of the campaign by adding substantially to the media buy by purchasing commercial time on MTV, VH1, BET, Hispanic cable channels, ABC Family, etc., as well as more minority radio stations. This will allow better reach into minority and first-generation populations. In addition, GEAR UP will add movie theatre ads, mall boards and student newspaper ads to the media buy.
3. A paid media campaign targeted to Spanish-speaking parents and students that will utilize a combination of TV, radio, print and outdoor mediums to increase the educational aspirations of this population. The ads will be consistent with GEAR UP’s messages of the importance of early college planning, being academically prepared for college work and financial aid opportunities.
4. A paid media campaign to promote OHLAP. The media buy will consist of radio, outdoor and mall boards.

**POLICY ISSUES:**
The extension and renewal of this contact for services with Jordan Associates for Year 6 implementation of the statewide student awareness component of GEAR UP is consistent with the project design and management plan presented in the GEAR UP grant applications (April 1999 and February 2004). The extension and renewal of this contract is consistent with the State Regents Purchasing Policy.

**ANALYSIS:**
Based on the successful services provided by Jordan Associates during years 1, 2, 3, 4 and 5 implementation of the GEAR UP statewide awareness component, it is recommended that the State Regents approve the extension and renewal of a one-year contract with Jordan Associates in an amount not to exceed $1,228,000 for Year 6 implementation of the student awareness component of GEAR UP.
AGENDA ITEM #25-k:

Resolution.

Not Available Electronically
AGENDA ITEM #26-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2004, as well as requests pending from the previous year.

POLICY ISSUES:

This report lists pending requests regarding degree programs as required by the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

The following pages contain the Current Degree Program Inventory and the following schedules:

I. Letters of Intent
II. Degree Program Requests Under Review
III. Approved New Program Requests
IV. Requested Degree Program Deletions
V. Approved Degree Program Deletions
VI. Requested Degree Program Name Changes
VII. Approved Degree Program Name Changes
VIII. Completed Cooperative Agreements
IX. Suspended Programs
X. Requested Inventory Reconciliations
XI. Approved Requests to Take Existing Program to New Location
## CURRENT DEGREE PROGRAM INVENTORY

**December 9, 2004**

(Table reflects actions taken at the October 28, 2004 State Regents’ meeting)

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| System Total         | 1,678           | 290                                     | 250                           | 600            | 257       | 110       | 15                | 1,522    | 156        |
## I. Letters of Intent

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<th>Date Received</th>
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<td>OCCC</td>
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165
II. Degree Program Requests Under Review
July 1, 2004 to present

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<td>Associate in Applied Science in Information Technology - Telecommunications Emphasis &amp; Network Emphasis</td>
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<td>NSU</td>
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III. Approved New Program Requests
July 1, 2004 to present

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<td>CASC</td>
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### IV. Requested Degree Program Deletions
July 1, 2004 to present

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### V. Approved Degree Program Deletions
July 1, 2004 to present

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### VI. Requested Degree Program Name Changes
July 1, 2004 to present

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VII. Approved Degree Program Name Changes
July 1, 2004 to present

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VIII. Completed Cooperative Agreements
July 1, 2004 to present

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<th>Degree Program (program code)</th>
<th>Date Approved</th>
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IX. Suspended Programs
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<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
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<td>12/9/04</td>
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<tr>
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<td>29/09/04</td>
<td>September 9, 2004</td>
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<tr>
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<td>29/09/04</td>
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<tr>
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X. Requested Inventory Reconciliations
July 1, 2004 to present

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<th>Date Approved</th>
<th>Date Status</th>
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<td>04/27/04</td>
<td>29/09/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Finance (446)</td>
<td>04/27/04</td>
<td>29/09/04</td>
<td>September 9, 2004</td>
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</tbody>
</table>
XI.  Approved Requests to Take Existing Program to New Location  
July 1, 2004 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>New Location</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>Master of Science in Biomedical Science (429)</td>
<td>OSU-CHS</td>
<td>06/17/04</td>
<td>September 9, 2004</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-b (1):


Not Available Electronically.
AGENDA ITEM #26-b (2):

Tuition and Fee Waiver Report.

_Not Available Electronically._
AGENDA ITEM #26-b (3):

Oklahoma Teacher Enhancement Program.

SUBJECT: Oklahoma Teacher Enhancement Program (OTEP) Title II Grant Update.

RECOMMENDATION:

This is an information item.

BACKGROUND:

Authorized in October 1998 under the Higher Education Act, the United State Department of Education’s (USDE) Teacher Quality Enhancement Grant program is designed to improve student achievement by implementing comprehensive approaches to improving teacher quality. The State Grant program promotes innovative reforms that meet the mandates of “No Child Left Behind,” which holds institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly competent in the academic content area and who have strong teaching skills that impact student learning. In August 2000, the USDE awarded a higher education Title II grant in the amount of $787,073 for the State Regents’ OTEP proposal; funds were made available in January 2001. First year funding was $107,274. A supplemental fund award of $181,405 was made in the same year. Second year funds amounted to $374,275. In the third year, grant funds awarded were $371,461. Total funds awarded to the State Regents’ OTEP by the USDE are $1,034,415.

By way of reminder, the purpose of OTEP was to create and implement assessment tools to measure the impact of teacher preparation programs on K-12 student learning. Using data from Resident Year Teachers (RYT) and their Resident Year Committees (RYC), an annual report of collected data was given to the deans of education in the participating institutions. Specifically, OTEP grant funds were used to create a systematic method of monitoring classroom experiences of participating novice teachers. The project included the following initiatives:

- Implementation of the Educational Testing Services’ “Pathwise Induction Program,” an assessment system to evaluate the pedagogical impact of RYT’s on K-12 student progress. The RYC, which includes a school administrator, a higher education faculty member, and a mentor teacher, used Pathwise to assess the effectiveness of the RYT;
- Implementation of the Teacher Work Sample Methodology (TWSM), an in-class assessment system, used by RYT’s to evaluate student learning on a unit-by-unit basis; and
- Evaluation of the higher education teacher preparation program by the program graduates.

The OTEP study determined that Oklahoma’s 15 teaching competencies, which are required of all candidates in teacher preparation programs, and the Effective Teaching Criteria, which are used to evaluate experienced classroom teachers, are not aligned. Without alignment, not enough reliable data is available to implement the Teacher Education Warranty approved by the State Regents in 2000. Therefore, the USDE approved a final, no-cost extension year allowing carryover funds from OTEP to fund a state initiative to align P-16 teaching standards and develop a P-16 teacher evaluation. An advisory committee, representative of the many educational stakeholders aligned the Oklahoma Teaching
Competencies and Effective Teaching Criteria producing the OTEP teaching competencies and developed a compatible P-16 teacher evaluation tool and training in evidence based teacher evaluation which was piloted in the 2003-2004 school year. This evaluation tool measures the qualities, competencies, and skills of teachers from pre-service through residency and into career teaching while providing evidence of student achievement in the classroom.

POLICY ISSUES:

The activities of the Title II Teacher Quality Enhancement Grant are consistent with the State Regents’ teacher education reform efforts.

ANALYSIS:

During the fourth and final year of the OTEP grant, public school administrators and higher education faculty received the PASSAGES P-16 teacher evaluation training and piloted the newly developed, aligned teacher evaluation during the 2003-2004 school year.

According to the external evaluator, the OTEP exceeded its goal of developing a set of measures that would improve the assessment of teacher candidates and beginning teachers. The assessment strategies employed have been research-based and linked to improvement in student learning. The strengths and weaknesses of PASSAGES have been evaluated for technical characteristics, utility, and unique contribution to a comprehensive assessment of teacher quality.

Teachers’ knowledge and skills in the OTEP teaching competencies, including content and pedagogy, assessment, instructional design, and the ability to reflect and grow as a professional educator are key to impacting PK-12 student learning gains. The 2003-2004 OTEP activities moved Oklahoma closer to its ultimate goal of aligned P-16 teaching standards:

1. Administrators and higher education faculty were trained in the OTEP P-16 aligned teaching competencies;
2. A total of 414, Oklahoma school administrators and higher education faculty, from across the state received professional development in the P-16 aligned and criterion-based teacher evaluation and in the use of the handheld computer in teacher evaluation during the OSRHE OTEP Critical Issues, Critical Times seminar held in June;
3. A PASSAGES website for teacher evaluators to access online training in criterion based and evidence of student learning in teacher evaluation was developed and will reside on the State Regents’ web site; and
4. A set of teacher evaluation training videos set in classroom instructional settings with Oklahoma National Board Teachers was developed and distributed to all higher education teacher preparation programs and P-12 schools who participated in OTEP activities throughout the four years.

The OTEP program has received national recognition in its efforts to improve beginning teachers’ skills and knowledge in teaching and administrator’s skills and knowledge in evidence based teacher evaluation. OTEP funding provided the analysis of state policies to strengthen initial and career teaching standards. Implementation of the TWSM in teacher preparation, a systemic mentor coaching program, and the PASSAGES teacher evaluation and training will continue.
AGENDA ITEM #26-b (4):

Quarterly Policy Exception Report.


RECOMMENDATION:

This item is for information.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated to the Chancellor authority to approve minor exceptions/clarifications to State Regents’ policy that will not result in a broadscale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the twenty-ninth report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Ten exceptions to the State Regents’ academic policies have been granted by the Chancellor since the last report on September 9, 2004.

ANALYSIS:

Oklahoma State University (OSU)

September 3, 2004
An exception to the Undergraduate Degree Requirements Policy, which states that baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, was granted to OSU for a student who had only 58 hours from a four-year institution and was misadvised.

November 5, 2004
An exception to the Grading Policy, which states that students must have earned a GPA of 2.0 or higher with no grade lower than a “C” in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses to receive an academic reprieve, was granted to OSU for a student who had only six hours of regularly graded coursework plus four hours of military credit transcripted as passed course work.

Northeastern State University (NSU)

September 22, 2004
An exception to the Undergraduate Degree Requirements Policy, which states that baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, was granted to NSU for a student who had only 59 hours from a
four-year institution and 67 hours from Rogers State University before it became a baccalaureate degree-granting institution.

*Northwestern Oklahoma State University (NWOSU)*

**August 27, 2004**
An exception to the Admission Policy, which states that concurrently enrolled high school students are not allowed to enroll in remedial courses designed to remove high school deficiencies, was granted to NWOSU for a student with diagnosed learning disabilities and who was one year older than his peers.

*University of Science and Arts of Oklahoma (USAO)*

**August 31, 2004**
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to USAO for a student who had the support of two senior faculty members, a high ACT score, and limited financial resources.

*Carl Albert State College (CASC)*

**August 20, 2004**
An exception to the Admission Policy, which states that a student must be a high school junior or 16 years old to be concurrently enrolled was granted to CASC for a 14-year-old student with an ACT of 23 who enrolled in an art course unavailable at her high school.

*Connors State College (CSC)*

**August 19, 2004**
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to CSC for a student for whom a CSC appeals committee recommended permission to enroll only in remedial courses.

**August 19, 2004**
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to CSC for a student for whom a CSC appeals committee recommended she be allowed to repeat courses she had failed.

**August 30, 2004**
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to CSC for a student who was erroneously admitted before the registrar noted the second suspension.

*Seminole State College (SSC)*
July 15, 2004
An exception to the Admission Policy, which states that a high school student must be in the 11th or 12th grade to be eligible for concurrent enrollment, was granted to SSC for a 10th grade student with a composite ACT of 25 and several high subject scores.
AGENDA ITEM #26-b (5):

Academic Scholars Program.

SUBJECT: Academic Scholars Program 2003-04 Year End Report

RECOMMENDATION:

This item is an information item only.

BACKGROUND:

In 2003-04, the State Regents allocated $7,100,000 from appropriations made by the 2003 Oklahoma Legislature for the Academic Scholars Program (ASP). Funding is also available from the Academic Scholars Trust Fund. The program provides participants funding to use for tuition, fees, room and board, and required textbooks or materials for up to four (4) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. The annual award amounts for all automatic qualifiers and returning Institutional Nominees in the 2003-04 academic year were $5,500 for students attending a comprehensive university, $4,000 for students attending a regional university, and $3,500 for students attending a two-year college. The annual award amounts for the fall 2003 freshmen Institutional Nominees were $2,800 for students attending a comprehensive university, $2,000 for students attending a regional university, and $1,800 for students attending a two-year college.

To automatically qualify for the Academic Scholars Program, Oklahoma residents and nonresidents must have received the designation of National Merit Scholar, National Merit Finalist, or Presidential Scholar. Oklahoma residents may also qualify by achieving a score in the top one-half percentile on the ACT or SAT. In addition, each public institution is authorized to award a certain number of scholarships to Institutional Nominees.

POLICY ISSUES:

This item also fulfills a statutory requirement to report the number of Academic Scholars Program participants that remain in Oklahoma within five years of leaving the program.

ANALYSIS:

Following are some highlights from the report:

♦ In fall 2003, 231 freshmen National Merit Scholars received awards through the program and attended Oklahoma universities. This is an increase of 10 from fall 2002 and an increase of nearly 50% from fall 2001. In fall 1987, the year before the program was implemented, only 45 freshman National Merit Scholars attended Oklahoma institutions.

♦ In fall 2003, 2,078 students at Oklahoma public and private colleges and universities were enrolled in the Academic Scholars Program, an increase of 266 from fall 2002. The 2003
freshman class totaled 620 students—382 “automatic qualifiers” and 238 Institutional Nominees. This is an increase of 10% from the fall 2002 freshman class.

♦ Over the past four years the number of participants retaining eligibility after one year has increased from 81% to 93%. About 70% retain the scholarship through their fourth year of eligibility.

♦ For the 1,252 participants entering into the program between 1996-1998, 72% (906) received at least a baccalaureate degree from an Oklahoma institution.

♦ About 50% of the program’s graduates remain in Oklahoma one year after graduation. This compares to about 79% of all Oklahoma bachelor degree recipients. The retention rate for Oklahoma residents in the program (59%) is significantly higher than for nonresidents (22%). After five years, about 40% of the Academic Scholar graduates are still in Oklahoma, compared to 59% of all bachelor degree recipients.

♦ About 84% of the program participants attend three universities—University of Oklahoma (55%), Oklahoma State University (20%) and the University of Tulsa (9%). The remaining participants attend public regional universities (8%), public two-year colleges (4%) and other private universities (4%). The three largest participating institutions also account for nearly 90% of the total program expenditures.

♦ Very few program participants qualified for other need-based financial aid. In 2003-04, about 5% received an award from the Oklahoma Tuition Aid Grant (OTAG) program; less than 4% were eligible for the Oklahoma Higher Learning Access Program (OHLAP); and about 13% were eligible for federal Pell Grants.

The following table shows the current program cost projections that indicate that the program’s trust fund will be depleted in about 1.5 years. At that point, the annual funding deficit will be about $2.3 million. For FY2006, the State Regents appropriation request to the Oklahoma Legislature will include an increase of $700,000 for the Academic Scholars Program. Similar increases in FY2007 and FY2008 would be necessary to eliminate the annual funding deficit.

### Academic Scholars Trust Fund History and Projections

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Trust Fund Expenditures</th>
<th>State Appropriations</th>
<th>Annual Funding Deficit</th>
<th>Trust Fund Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY02 actual</td>
<td>9,184,770</td>
<td>7,104,500</td>
<td>(2,080,270)</td>
<td>9,360,087</td>
</tr>
<tr>
<td>FY03 actual</td>
<td>9,649,667</td>
<td>7,504,500</td>
<td>(2,145,167)</td>
<td>7,958,318</td>
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<tr>
<td>FY04 actual</td>
<td>10,240,649</td>
<td>7,104,500</td>
<td>(3,136,149)</td>
<td>5,301,325</td>
</tr>
<tr>
<td>FY05 proj.</td>
<td>9,900,000</td>
<td>7,204,500</td>
<td>(2,698,500)</td>
<td>2,800,000</td>
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<tr>
<td>FY06 proj.</td>
<td>10,000,000</td>
<td>7,204,500</td>
<td>(2,795,500)</td>
<td>80,000</td>
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<tr>
<td>FY07 proj.</td>
<td>9,500,000</td>
<td>7,204,500</td>
<td>(2,295,500)</td>
<td>(2,200,000)</td>
</tr>
</tbody>
</table>

1Trust fund balances also assume annual earnings of 5% on amount available for investment.
2Actual figures shown for FY02; costs shown include $8,664,770 for scholarships plus $520,000 for lawsuit expenses.
3Actual figures are shown for FY03; the costs shown include $9,570,498 for scholarship costs plus $79,169 for lawsuit expenses.
AGENDA ITEM #26-b (6):

High School Indicators Report.

SUBJECT: Oklahoma High School Indicators Project, Mean ACT Scores by Oklahoma High School Site.

RECOMMENDATION:

It is recommended that the State Regents accept the report of the high school Indicators project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education but also required that the individual schools and districts be notified of these evaluations and that the general public also be advised as to the "effectiveness" of individual schools or districts.

ANALYSIS:

In response to the directive of SB 183, the State Regents will be providing four reports: (1) high school to college-going rate by high school site; (2) headcount, semester hours, and grade point average of first-time freshmen in fall semester by high school site; (3) mean ACT score of high school graduates by high school site; and (4) remediation rates by high school site.

One of these reports (the mean ACT scores report) is contained within this agenda and the remaining three reports (high school to college-going rate report; headcount, semester hours, and grade point average of first-time freshmen report; and remediation rates report) will be presented at the February 10, 2005, State Regents’ meeting.

Mean ACT Scores by Oklahoma High School Site

The mean ACT scores report lists the county, district, and high school site followed by the high school ACT code assigned by ACT, a computed mean ACT subject and composite score of high school graduates who took the ACT exam, and the number of high school graduates who took the exam.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City

MINUTES
Six Hundred Seventy - Ninth Meeting

October 28, 2004
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Minutes of the Six Hundred Seventy-Ninth Meeting  
October 28, 2004

1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA. The Oklahoma State Regents for Higher Education held their regular meeting at 9 a.m. on Thursday, October 28, 2004, at Oklahoma State University, Stillwater, Oklahoma. Notice of the meeting had been filed with the Secretary of State on September 18, 2003, and revised on October 18, 2004. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. CALL TO ORDER. Chairman Jimmy Harrel called the meeting to order and requested a roll call. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Joe Cappy, Ike Glass, Carl Renfro, Jimmy Harrel, Cheryl Hunter, and John Massey.

3. HOST. President David Schmidly welcomed the State Regents to Oklahoma State University. He noted activities of the student body, particularly the recent campaign to register student voters. President Schmidly will host lunch for Regents and offer a tour of the campus following the meeting.

4. MINUTES OF PREVIOUS MEETINGS. Regent Hunter made a motion, seconded by Regent Burgess, to approve the minutes of the State Regents’ regular meeting on September 9, 2004. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, Massey, and Burgess.

5. INTRODUCTION OF NEW PRESIDENT. Chancellor Risser introduced Dr. Tom McKeon, President of Tulsa Community College. Dr. McKeon discussed student accessibility
and attainment at TCC. He also discussed his vision for TCC and future higher education trends, particularly TCC’s role in distance education, workforce development, and service learning.

6. NEW PROGRAMS. Langston University requested to offer the Associate in Science in Child Development and Associate in Science in Criminal Justice. Carl Albert State College requested to offer the Associate in Applied Science in Hotel Restaurant Tourism Management. Oklahoma City Community College requested to offer the Associate in Arts in Film and Video Production and Associate in Applied Science in Bioinformatics. Regent Hunter made a motion, seconded by Regent Massey, to approve the requests for new programs. Voting for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

7. PROGRAM DELETIONS. Oklahoma Panhandle State University requested to delete the Bachelor of Arts in Humanities. Western Oklahoma State College requested to delete the Associate in Applied Science in PC Hardware/Networking Specialist. Regent Hunter made a motion, seconded by Regent Massey, to approve the requests for program deletions. Voting for the motion were Regents Cappy, Glass, Renfro, Harrel, Hunter, Massey, Burgess, White, and Price. Voting against the motion were none.

8. ELECTRONIC MEDIA. Regent Burgess made a motion, seconded by Regent Massey, to approve the following requests to offer existing degree programs via electronic media:

   a. Southeastern Oklahoma State University requested to offer the Bachelor of Applied Arts and Sciences via electronic media.

   b. The University of Oklahoma Health Sciences Center requested to offer the Bachelor of Science in Nursing via electronic media.
Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Massey, Burgess, White, Price, and Cappy. Voting against the motion were none.

9. **GRANTS.**

a. State Regents received a grant in the amount of $10,000 from The Education Trust, supported by the GE foundation, to perform cross-state studies of the progression of students through science, technology, engineering, and mathematics fields. Dr. Dolores Mize and Dr. Jim Purcell will lead this project for the State Regents.

Regent White made a motion, seconded by Regent Hunter, to accept the grant from The Education Trust. Voting for the motion were Regents Renfro, Harrel, Hunter, Massey, Burgess, White, Price, Cappy, and Glass. Voting against the motion were none.

b. State Regents received a grant in the amount of $88,873 from the U.S. Department of Education for additional year-six GEAR UP funding. This additional grant brings the total federal funding for GEAR UP for the grant year beginning September 1, 2004 through August 31, 2005 to $4,539,109.

Regent White made a motion, seconded by Regent Hunter, to accept the additional grant funds for year six of the GEAR UP program. Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Cappy, Glass, and Renfro. Voting against the motion were none.

10. **E&G BUDGET NEEDS FOR FY2006.** Maryanne Maletz described the FY 2006 Systemwide Budget Needs requests. The focus of the request is the restoration of college and universities’ state support to the FY 2002 level. Approximately $90 million in new funding will be requested from the legislature, for a total of $892.1 million. Institutional budgets require $66 million in new operating funds in order to restore the FY 2002 funding level. Scholarships will
require a minimum total of $8.7 million, which includes $8 million for the Oklahoma Higher Learning Access Program (OHLAP). Increased funding is also requested for Brain Gain incentives, Section 13 offset funds, Endowed Chairs, the Math and Science Teacher Shortage Employment Incentive Program, and The Research Match Fund. Regent Burgess noted the importance of letting the public know that over 20,000 more students are entering higher education than in FY 2002. Regent Burgess made a motion, seconded by Regent Massey, to approve the FY 2006 systemwide budget needs and updated strategic plan. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Cappy, Glass, Renfro, and Harrel. Voting against the motion were none.

11. MASTER LEASE PROGRAM. Oklahoma Panhandle State University requested approval of an energy management project to be funded through the Master Lease Program to replace mechanical piping in Holter Hall. This project is considered emergency in nature in order to ensure the safety of those entering or in close proximity to the mechanical rooms in this building. Regent Hunter made a motion, seconded by Regent Burgess, to accept the additional project for submission to the Bond Advisor’s office for inclusion on the 2004C Master Lease Series. Voting for the motion were Regents Massey, Burgess, White, Price, Cappy, Glass, Renfro, Harrel, and Hunter. Voting against the motion were none.

12. POLICY. Regent Burgess stated that the policy modification would allow the Chancellor to approve and notify the Board Chairman and Budget and Audit Committee Chairman of projects that are emergency in nature to be included with submissions to the Bond Oversight Council for consideration for funding through the Master Lease Purchase Program. Regent Burgess made a motion, seconded by Regent Hunter, to approve the policy modifications. Voting for the motion were Regents Burgess, White, Price, Cappy, Glass, Renfro,
13. **CAPITAL BOND ISSUE.** Regent Burgess made a motion, seconded by Regent Massey, to approve the updated listing of projects for the 2005 Capital Bond Issuance. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, Massey, and Burgess. Voting against the motion were none.

14. **ALLOCATION.** Regent Burgess made a motion, seconded by Regent Massey, to allocate one-time funding of $200,000 to Rogers State University as matching funds for construction of an economic development facility. Voting for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

14.1 **ENDOWMENT PROGRAMS.** Regent Burgess made a motion, seconded by Regent Hunter, to approve the Endowed Chairs Use of Proceeds Agreement with the Oklahoma Capitol Improvement Authority (OCIA). Voting for the motion were Regents Cappy, Glass, Renfro, Harrel, Hunter, Massey, Burgess, White, and Price. Voting against the motion were none.

15. **EPSCoR.**

a. Regents received the FY 2004 Oklahoma EPSCoR Advisory Committee annual report. During FY 2004, Oklahoma participated in federal EPSCoR or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, and Department of Defense. New and on-going awards active in FY 2004 totaled nearly $100 million, of which the State Regents have committed matching funds totaling $7.5 million. Regent Massey made a motion, seconded by Regent Cappy, to accept the FY 2004 EPSCoR Advisory
Committee annual report. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Massey, Burgess, White, Price, and Cappy. Voting against the motion were none.

b. Regent Burgess made a motion, seconded by Regent Hunter, to approve the EPSCoR matching funds in the amount of $175,000 to Oklahoma State University for the first year of a three-year Department of Energy project. Voting for the motion were Regents Renfro, Harrel, Hunter, Massey, Burgess, White, Price, Cappy, and Glass. Voting against the motion were none.

16. **AUDIT.** Regent Burgess made a motion, seconded by Regent Cappy, to accept the Audit Report for FY 2004. Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Cappy, Glass, and Renfro. Voting against the motion were none.

17. **SENSOR AND SENSOR TECHNOLOGY RESEARCH CENTER.** Dr. Steven McKeever, Vice President for Research for Oklahoma State University, described the progress of the Sensor and Sensor Technology Research Center. Regent Price asked if there was any attempt to keep development within Oklahoma. Dr. McKeever stated that the location of development was dependent on the type of technology and noted that Oklahoma businesses were given preference. Dr. McKeever also noted partnerships with the Department of Defense.

18. **BRAIN GAIN FUNDING.** In June 2004 the State Regents approved $750,000 for Brain Gain improvement grants. Institutions were asked to submit proposals by October 1, for initiatives designed to increase retention rates, graduation rates, or degrees earned. All institutions were invited to apply; however, institutions that have had difficulty achieving their targets were given preference. Proposals were received from 21 institutions requesting a total of $1,713,383. Submissions were rated by two out-of-state reviewers with backgrounds in research.
and planning. Staff recommended approving 10 institutional grants totaling $749,400 with $600 allocated for reviewer honoraria. Regent Massey made a motion, seconded by Regent Price, to approve the Brain Gain improvement grants. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Cappy, Glass, Renfro, and Harrel. Voting against the motion were none.

19. **COMMENDATIONS.** Regent Massey made a motion, seconded by Regent Hunter, to recognize State Regents’ staff for service and recognitions on state and national projects. Voting for the motion were Regents Massey, White, Price, Cappy, Glass, Renfro, Harrel, and Hunter. Voting against the motion were none. Regent Burgess was not present for the voting.

20. **CONSENT DOCKET.** Regent Massy made a motion, seconded by Regent Hunter, to approve the following items:

   a. Programs.

      (1) Program Modifications. Approval of institutional requests.

      (2) Program Suspensions. Ratification of an institutional request.

   b. Cooperative Agreement. Ratification of cooperative agreement approval.

   c. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs.

   d. Teacher Shortage Employment Incentive Program (TSEIP). Approval of rule amendment.

   e. Teacher Residency Program. Ratification of allocation to Teacher Residency Program at Private Institutions.


   g. Agency Operations.
(1) Ratification of purchases of $25,000 and above.

(2) Ratification of changes at or above director level.

h. Agreements/Contracts

(1) Ratification of the DaVinci Institute agreement.

(2) Approval of evaluation contract for FIPSE project FAITH in Students Success Grant.


j. Nonacademic Degrees. Approval of honorary degree request from the University of Oklahoma to confer degrees during the spring 2005 commencement.

Regent Burgess was not present for the voting. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, and Massey. Voting against the motion were none.

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

a. Programs.

   (1) Status Report on Program Requests.

b. Annual Reports.


   (2) Degrees Conferred, 2004-05.

   (3) Regents Education Program.

Voting for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Massey, and White. Voting against the motion were none. Regent Burgess was not present for the voting.
22. REPORT OF THE CHANCELLOR. Chancellor Risser stated that he has had the opportunity to visit a number of State System campuses. He discussed the EDGE initiative, noting Governor Henry’s continuing focus on the Research Capital of the Plains project. He also discussed the recent legal conference and noted Ned Bastow’s leadership in the organization of that workshop.

23. REPORT OF THE CHAIRMAN. Chairman Harrel described the State Regents’ Fall Strategic Planning Retreat. Regents discussed constitutional responsibilities, legislative agendas, and on-going State Regents’ projects. Chairman Harrel noted that he and the Chancellor attended the Oklahoma State University Student Senate. He also described the annual Regents Education Program and the Board Chairmen meeting held in September. The Board Chairmen discussed issues affecting the entire State System and agreed to meet throughout the year as necessary. Chairman Harrel recognized Regent John Massey, who was recently inducted into the Higher Education Hall of Fame.

24. REPORT OF THE COMMITTEES.

a. Academic Affairs and Social Justice and Student Services Committees. Regent White stated that in addition to the items presented during the meeting, the Committee discussed efforts to encourage grant applications within the State System. He noted weekly brown bag lunch discussions on grant writing topics that are videoconferenced to participating institutions.

b. Budget and Audit Committee. Regent Burgess stated that all of the Committee’s items had been acted on. The Committee also held a conference call with the State Regents’ auditor.
c. **Strategic Planning and Personnel Committee.** Regent Massey stated that all of
the Committee’s items had been acted on. They also discussed updates on ongoing items
and *Measuring Up 2004* with efforts to address the measures in the national higher
education report card.

d. **Technology Committee.** Regent Cappy stated that the Committee received an
update on OneNet projects. He noted the work of the State Regents’ staff to make
operations more efficient and cost-effective.

25. **NEW BUSINESS.** No new business was brought to the Regents’ attention.

26. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Harrel announced
the next regular meeting of the State Regents would be held at 9 a.m. on Thursday, December 9,
2004, at the State Regents’ offices in Oklahoma City.

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

ATTEST:

____________________________    _____________________________
Jimmy Harrel, Chairman     Cheryl Hunter, Secretary
## DELEGATION OF AUTHORITY TO THE CHANCELLOR

<table>
<thead>
<tr>
<th>Item</th>
<th>Restrictions/Provisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC CALENDAR</strong></td>
<td></td>
</tr>
<tr>
<td>- Approval of annual and interim academic calendar requests from institutions</td>
<td>Must be consistent with policy. Must be ratified on consent docket at next State Regents' meeting.</td>
</tr>
<tr>
<td><strong>ACADEMIC COMMON MARKET</strong></td>
<td></td>
</tr>
<tr>
<td>- Approval of institutions requests to offer programs in Common Market</td>
<td>Must be an approved, quality program. Must be ratified on consent docket at next State Regents' meeting.</td>
</tr>
<tr>
<td><strong>ADVISORY BODIES</strong></td>
<td></td>
</tr>
<tr>
<td>- Establishing, structuring, and operating advisory bodies to the State Regents</td>
<td>Establishment of advisory groups should be reported to the State Regents. Annual reports of the work of the advisory body should be reported to the Regents.</td>
</tr>
<tr>
<td><strong>CAPITAL IMPROVEMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>- Approval of requests for campus master plan changes</td>
<td>Changes must be of a routine nature (generally not representing more than the lower of a 25% change or $750,000 in cost). Changes must be consistent with the institution's mission and academic plan. Must be ratified on consent docket at next State Regents' meeting.</td>
</tr>
<tr>
<td>- Approval of allotments of funds</td>
<td>Allocation and allotment of funds must be consistent with any State Regents' funding designation and approved campus master plan. An annual report on allotment of state funds and Section 13 and New College Funds must be accepted by the State Regents.</td>
</tr>
<tr>
<td>- Approval of requests for capital projects to be included for funding through the Master Lease Purchase Program.</td>
<td>The projects to be included must be emergency in nature and must meet the requirements as outlined in Oklahoma Statutes as acceptable for funding through the Master Lease Purchase Program. Must be ratified on consent docket at next State Regents’ meeting.</td>
</tr>
<tr>
<td><strong>CONTRACTS</strong></td>
<td></td>
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<tr>
<td>- Contracts for an amount less than $100,000; all routine renewal and extension contracts</td>
<td>All contracts for amounts in excess of $25,000 must be reported to the Budget &amp; Audit Committee which may choose to forward them to the full board for action.</td>
</tr>
<tr>
<td><strong>COOPERATIVE AGREEMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>- Approval of cooperative agreements</td>
<td>Must be ratified on consent docket at next State Regents' meeting.</td>
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</tbody>
</table>
| **DEGREES**  
(Nonacademic--Posthumous and Honorary) | Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting. |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>- Approval of nonacademic awards</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ENTRY-YEAR ASSISTANCE PROGRAM</strong></th>
<th>Must be consistent with policy and with State Regents' allocation decisions. Must be ratified by State Regents on consent docket at next meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Approve allocations to private</td>
<td></td>
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<tr>
<td>institutions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EISENHOWER PROGRAM</strong></th>
<th>Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.</th>
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</thead>
<tbody>
<tr>
<td>- Approval of projects and allocation of federal funds to institutions</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INTERAGENCY AGREEMENTS</strong></th>
<th>Must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting.</th>
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<tbody>
<tr>
<td>- Approve agreements</td>
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</table>

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<thead>
<tr>
<th><strong>OUTREACH</strong></th>
<th>Must be existing programs/courses and actions must be consistent with policy. Must be ratified by State Regents on consent docket at next meeting. Conflict or unusual situations should be taken to the State Regents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Approval of existing courses/programs through off-campus, electronic, or other nontraditional media</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PERSONNEL/OFFICE BUDGET</strong></th>
<th>Must not expand FTE or enlarge the salary/benefit portion of the budget approved for the fiscal year. A quarterly report must be made to the B&amp;A Committee on the office budget, and an annual report must be presented to the State Regents for acceptance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Approval of any personnel action below the Director's level. Approval of routine expenditures. Approval of routine funding transfers between office functions/programs</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Restrictions/Provisions</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<tr>
<td>POLICY EXCEPTIONS</td>
<td>All policy exceptions/clarifications must be reported quarterly to the State Regents.</td>
</tr>
<tr>
<td>- Approval of minor exceptions or clarifications to State Regents' policy that will not result in a broad-scale circumvention of policy</td>
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<tr>
<td>PROGRAMS</td>
<td>Must be ratified on consent docket at next State Regents' meeting</td>
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<tr>
<td>- Approval of all routine program modifications and name changes</td>
<td></td>
</tr>
<tr>
<td>REGENTS EDUCATION PROGRAM</td>
<td>Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting</td>
</tr>
<tr>
<td>- Approval of REP credit events</td>
<td></td>
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<tr>
<td>REMEDIATION</td>
<td>Must be consistent with policy. An annual report to the State Regents is required.</td>
</tr>
<tr>
<td>- Approval of individual institution's instruments for remediation of curricular deficiencies</td>
<td></td>
</tr>
<tr>
<td>RESEARCH MATCHING PROGRAM</td>
<td>Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting</td>
</tr>
<tr>
<td>- Approval of allocation of funds to institutions</td>
<td></td>
</tr>
<tr>
<td>SCHOLARSHIP/MINORITY INCENTIVE GRANT PROGRAMS</td>
<td>Must be consistent with policy or previous board action, otherwise State Regents approval is required. Awards are subject to Regents' ratification on consent docket at next meeting.</td>
</tr>
<tr>
<td>- Approval of awards for all scholarship programs.</td>
<td></td>
</tr>
<tr>
<td>SUMMER ACADEMIES</td>
<td>Must be consistent with policy. Subject to Regents' ratification on consent docket at next meeting</td>
</tr>
<tr>
<td>- Approval of summer academies and allocation of funds to institutions.</td>
<td></td>
</tr>
<tr>
<td>SUPPLEMENTAL ALLOCATIONS</td>
<td>Subject to Regents' ratification on consent docket at next meeting</td>
</tr>
<tr>
<td>- Approval of supplemental allocations</td>
<td></td>
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