NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 13, 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 February 13, 2004.
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. Policy - System.
   a. Approval of amendment to Policy Statement on Admission to, Retention in, and Transfer among Colleges of the State System,“ restructuring the history and citizenship skills requirements for the 15-unit core curriculum for college admission. Page 1.
   c. Posting of revisions to the State Regents’ “Policy Statement on Undergraduate Degree Requirements and Articulation,” adding provisions for credit requirements in residence at the awarding institution. Page 15.

5. System Policy and New Programs. Approval of function change for Oklahoma State University Technical Branch - Okmulgee relating to request to offer the Bachelor of Technology in Information Assurance and Forensics, the Bachelor of Technology in Instrumentation Engineering Technology, and the Bachelor of Technology in Civil Engineering Technology. Page 27.

6. New Programs.
   b. Southeastern Oklahoma State University. Approval of request to offer the Bachelor of Arts in Spanish. Page 45.
c. University of Central Oklahoma. Approval of request to offer the Bachelor of Applied Technology in Technology Application Studies. Page 49.

d. Rose State College. Approval of request to offer the Associate in Science in Geosciences. Page 53.

7. **Program Deletions.** Approval of institutional requests for program deletion. Page 57.


11. **Eastern Oklahoma State College.** Receipt of report and action on recommendations relating to the compliance review of Eastern Oklahoma State College activities. Page 73.


13. **Scholarship Programs.** Acceptance of funds and approval of establishment of new scholarship programs:

   a. Disabled Students. Scholarship funds for students with disabilities in cooperation with the Office of Handicapped Concerns and the Governor’s Committee on Employment of People with Disabilities. Page 81.

   b. Frances Koop Parsons/SBC Pioneers Memorial Scholarship. Acceptance of $50,000 from the SBC Pioneers to establish the Frances Koop Parsons/SBC Pioneers Memorial Scholarship and ratification of funding agreement. Page 83.


15. **Student Preparation Task Force.** Receipt of report and recommendations relating to student preparation. Page 89.

16. **No Child Left Behind.**

   a. Evaluation of the No Child Left Behind program and impact on Oklahoma teacher professional development efforts by Oklahoma higher education. Page 99.


**FISCAL**

17. **E&G Budgets.** Allocation of E&G funds. Page 107.

18. **Policy.**

b. Approval of proposed template for use by higher education boards relating to the function of Audit Committee. Page 113.


20.1 **McCurtain County Higher Education Center.** Approval of daycare facility sub-lease. Page 126.1.

21. **EPSCoR.**

   a. Approval of committee appointments. Page 127.

   b. Approval of annual report submission. Page 129.

   c. Approval of payment of 2004 EPSCoR Coalition dues. Page 133.

22. **Revenue Bond.** Review and approval of Statement of Essential Facts for revenue bond issues.


   c. Oklahoma State University. Page 139.

   d. Northeastern State University. Page 141.

   e. Oklahoma State University - Oklahoma City. Page 143.

**EXECUTIVE**

23. **Economic Development.**


24. **OneNet.**

b. Posting of proposed amendments to OneNet tower leasing policy. Page 163.

25. **Quality Initiative Grant.** Approval of Quality Initiative Grant to the Oklahoma Historical Society for support of the Higher Education Archive Project and ratification of continued agreement. Page 165.


27. **Personnel.** Ratification of personnel changes at or above the director level. Page 175.


**CONSENT DOCKET**

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

a. **Programs.**

(1) Approval of institutional requests for program modifications. Page 203.

(2) Ratification of approved institutional requests for program modifications. Page 209.

(3) Ratification of approved institutional request for program suspension. Page 211.

b. **Electronic Media.**

(1) Best Practice Review. Acceptance of “best practices” review from Cameron University and final authorization to offer existing degree programs via electronic delivery. Page 213.

(2) Review Schedule Extension. Approval of request from Oklahoma Panhandle State University and Carl Albert State College to extend the “best practices” review schedule for an existing degree program. Page 215.

c. **Cooperative Agreement.** Ratification of approved institutional request. Page 217.


e. **Administrative Procedures Act.**

(1) Final approval of new APA rules relating to the Regional Baccalaureate Scholarship Program. Page 221.

(2) Adoption of revised administrative rules for the Regents Education Program and continuation of rule revocation process. Page 225.


h. Agency Operations.

(1) Ratification of purchases of $25,000 and above. Page 243.


i. Agreements.

(1) Ratification of agreement with The College Board, New York, for use of College Board data relating to preparation and performance of Oklahoma students. Page 251.

(2) Ratification of amendment to the 2003-2004 contract with the Oklahoma State Board of Career and Technology Education. Page 255.

(3) Ratification of Letter Agreement with Presbyterian Health Foundation. Page 259.

(4) Ratification of Memorandum of Understanding with the University of Oklahoma for educational intern. Page 261.


k. Regents’ Officers. Approval of Regent John Massey as Chairman for the purpose of signing an FY 04 student diploma. Page 275.

l. Nonacademic Degrees. Ratification of posthumous degree at Oklahoma State University. Page 277.

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

31. Faculty/Students. Presentations of joint resolutions from the Student Advisory Board and the Faculty Advisory Council.


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

35. **Other.** Recognition of retiring Vice Chancellor for Administration and Board Relations, Dr. Ruth Ann Dreyer.

36. **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."

37. **Announcement of Next Regular Meeting--9 a.m., Thursday, April 1, 2004, at the State Regents’ Office.**

38. **Adjournment.**
30. Reports.


c. Annual Reports.


(2) OTAG 2002-03 Year End Report. Page 309.


(4) High School Indicators Reports. Page 319.

(a) Remediation Rates.

(b) Headcount, Semester Hours, and Grade Point Average Report.

(c) High School to College-Going Rates.


NOTE: The State Regents will meet socially on February 13 at the Petroleum Club at 11:30 a.m. or immediately following the State Regents Meeting. There will be no action or discussion of State Regents’ business.
AGENDA ITEM #4-a:

Policy – System

SUBJECT: Approval of revisions to the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System.”

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System,” restructuring the History and Citizenship Skills requirements for the 15-unit core curriculum for college admission effective fall 2004.

BACKGROUND:

In fall 1997, the State Regents began requiring a 15-unit high school core curriculum for admission of first-time freshmen to associate in arts, associate in science, and baccalaureate degree programs. The 15-unit core includes: four units of English, three units of Mathematics, two units of Laboratory Science, two units of History, one unit of Citizenship Skills, and three other units from the above categories or from Foreign Language or Computer Science. Students must meet the curricular requirements in addition to meeting the performance admission requirements of the institution.

In History, current State Regents’ policy requires students to have two units, including one unit of American History. In Citizenship Skills, current State Regents’ policy requires students to have one unit chosen from the subjects of Government, Geography, Economics, or Non-Western Culture.

The Oklahoma legislature sets high school graduation requirements for all students. Currently, high school students are required to have one unit of U.S. History, one-half or one unit of U.S. Government, and one unit of Oklahoma History in the social studies area for graduation.

POLICY ISSUES:

The State Regents’ “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” sets the 15-unit core curricular requirement for admission to associate in arts, associate in science, and baccalaureate degree programs.

ANALYSIS:

The proposed revision combines the State Regents’ high school curricular requirements of History, which requires two units, and Citizenship Skills, which requires one unit, into a single category requiring three units. Students will be required to take one unit of American History and then may choose courses to meet the remaining two units from the categories of History, Economics, Geography, Government, and Non-Western Culture. The revision does not change the courses accepted within each of the categories, but allows for some flexibility in whether the courses are History or Citizenship Skills.
This revision includes one change since posting by the State Regents in December. The posted revision required students to take one half unit of Government in addition to the one unit in American History. The one half unit of Government has been eliminated to allow more flexibility.

High school students are required to take courses in the category of “social studies” for high school graduation. Though most of the high school courses qualify within either the History or Citizenship Skills categories required by the State Regents for college admission, the high school graduation requirements include them in just one category. Having two categories for college admission has created confusion among parents, high school students, and high school counselors regarding the appropriate application of courses within the History or Citizenship Skills categories.

As a result, in some cases students applying to colleges may lack either one-half unit of History or one-half unit of Citizenship Skills for college admission. Conversely, these students are generally one-half unit over the requirement in the alternating category.

The chart below depicts the high school graduation requirements, current State Regents’ high school curricular requirements for college admission, and the proposed revision.

<table>
<thead>
<tr>
<th>Current Oklahoma High School Graduation Requirement</th>
<th>Current State Regents’ High School Curricular Requirements for College Admission</th>
<th>Proposed Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 3 units of Social Studies, including 1 unit of U. S. History, ½-1 unit of U.S. Government, and ½ unit of Oklahoma History; the additional ½-1 unit are from World History, Geography, Economics, Anthropology, or other social studies courses with the content and/or rigor equal to or above U.S. History, U.S. Government, and Oklahoma History</td>
<td>▪ 2 units of History, including 1 unit of American History and 1 unit of Citizenship Skills, from the subjects of History, Geography, Economics, Non-Western Culture</td>
<td>▪ 3 units of History and Citizenship Skills, including 1 unit of American History and 2 additional units from the subjects of History, Economics, Geography, Government, or Non-Western Culture</td>
</tr>
</tbody>
</table>

**SUMMARY AND CONCLUSION:**

The proposed revision is an opportunity for the State Regents to assist in the alignment of college admission standards and Oklahoma high school graduation requirements without lowering the college admission standards. The revision does not change the rigor of the admission standards, nor does it change the courses accepted in each of the categories for college admission. The revision does, however, provide some flexibility for school systems in the courses they offer to meet both the high school graduation and college admission requirements.

It is recommended that the State Regents approve revisions to the “*Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System,*” restructuring the History and Citizenship Skills requirements for the 15-unit core curriculum for college admission, effective for students entering the State System in fall 2004.
POLICY STATEMENT ON ADMISSION TO,
RETENTION IN, AND TRANSFER AMONG COLLEGES
AND UNIVERSITIES OF THE STATE SYSTEM

Article XIII-A of the Constitution of Oklahoma and Title 70, Section 3206 of the Oklahoma Statutes provide
that the Oklahoma State Regents for Higher Education shall prescribe standards of education for institutions
in The Oklahoma State System of Higher Education, including standards for "admission to, retention in, and
graduation from State Educational Institutions." In order to carry out these constitutional and statutory
responsibilities, the State Regents hereby adopt this policy statement establishing curricular requirements,
criteria, and standards for admission to State System institutions, as well as standards for retention in and
transfer among institutions by type. Admission to all associate and baccalaureate programs must conform to
these standards except as otherwise addressed in Admission Professional Schools and Admission Special
Programs of Section 5 of State Regents' Policy.

There will be periodic reviews of the implementation of the admission and retention policies. The purpose of
these reviews is first to assure the State Regents that the implementation of the admission and retention
standards is being carried out consistent with the intent of the State Regents' policy. Second, the review will
provide a comprehensive overview of the progress and the effects of the admission and retention standards
increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve
student success is being met.

PART I: ADMISSION STANDARDS

Students must meet the criteria for both the high school curricular requirements and the high school
performance criteria as defined in the following sections. Students meeting both the high school curricular
and the high school performance criteria are eligible for admission.

A. High School Curricular Requirements for Admission to Programs Leading to Associate in Arts,
   Associate in Science and Baccalaureate Degrees*

<table>
<thead>
<tr>
<th>Units (Year s)</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (Grammar, Composition, Literature)</td>
</tr>
<tr>
<td>2</td>
<td>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.)</td>
</tr>
</tbody>
</table>

* Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see undergraduate degree requirements).
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>History and Citizenship Skills (including 1 unit of American History and 2 additional units from the subjects of History, Economics, Geography, Government, Non-Western Culture)</td>
</tr>
<tr>
<td>1</td>
<td>Citizenship skills from the subjects of Economics, Geography, Government, Non-Western Culture</td>
</tr>
<tr>
<td>3</td>
<td>Additional units of subjects previously listed or selected from the following: Computer Science,* Foreign Language</td>
</tr>
<tr>
<td>15</td>
<td>Total Required Units</td>
</tr>
</tbody>
</table>

The English courses should include an integrated writing component. In addition to the above requirements, the following subjects are recommended for college preparation:

- 2 additional units: Fine Arts - music, art, drama; Speech.
- 1 additional unit: Lab Science (as described above)
- 1 additional unit: Mathematics (as described above)

4 Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

Students pursuing admission to Associate in Arts, Associate in Science, Associate in Applied Science, or Baccalaureate degree programs may not count developmental/remedial courses toward satisfaction of degree program requirements.

Students must meet all curricular requirements to be admitted to comprehensive or regional institutions. Students with a deficiency in a non-basic skills course (excludes English, mathematics, and science) who present an ACT reading subscore at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see Policy on Remediation and Removal of High School Curricular Deficiencies). Other exceptions are noted in I.C. Special Admission.

If an institution admits students with one or more curricular deficiencies in the alternative admission category, the institution must provide the means to satisfy those deficiencies (see Policy on Remediation and Removal of High School Curricular Deficiencies) and the student must successfully remediate basic skills course requirements within 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed.¹

¹The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.
Students lacking curricular requirements are admissible into Associate of Science or Associate of Arts programs in the community colleges but must remediate basic skills deficiencies at the earliest possible time but within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

Students entering Associate of Applied Science degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an Associate of Arts, Associate of Science or baccalaureate program without first completing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the *Policy on Remediation and Removal of High School Curricular Deficiencies*. 
AGENDA ITEM #4-b:

Policy – System

SUBJECT: Posting of revisions to the State Regents’ policy statement on “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education.”

RECOMMENDATION:

It is recommended that the State Regents post the following revisions to the policy statement on “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education,” updating the policy language and adding provisions for Oklahoma high school graduates, military dependents, and dependents of full-time workers.

BACKGROUND:

At the June 30 meeting, the State Regents approved revisions the Residency Policy related to the status of students without legal immigration status in response to SB 596, passed by the Oklahoma legislature in 2003. Also at the June 30 meeting, the State Regents posted a revision to the policy to ensure that military dependents who have established residency prior to entering the State System are eligible to maintain their residence status if their parents are subsequently stationed out-of-state. Additionally, House Concurrent Resolution 1004, also passed by the 2003 legislature, encourages the State Regents to review the residency policies for tuition and fees, scholarship, and financial aid purposes that affect military dependents.

POLICY ISSUES:

The State Regents’ policy on the “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education” establishes principles, definitions, criteria, and guidelines to assist institutional officials in the classification of students as residents or nonresidents for fee and tuition purposes. A full-time professional practitioner or worker is defined by policy as one who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

ANALYSIS:

Due to recent changes required by legislation, State Regents’ staff examined the Residency Policy for outdated language, inconsistencies, and compliance with legislation. It was determined that the revision posted at the June 30 meeting did not address all of the pertinent issues and student needs. Several new revisions are proposed. The revisions include provisions for Oklahoma high school graduates, military dependents, and dependents of full-time professional practitioners or workers whose parents or legal guardians may move out-of-state during the student’s enrollment in high school or college. These modifications are consistent with the revisions made at the June 30 meeting for students without legal immigration status in response to SB 596, and provide for a more equitable system of determining residence status for all Oklahoma high school graduates, military dependents, and dependents of full-time professional
practitioners or workers. The revisions also support the State Regents’ Brain Gain initiative by providing incentive for talented students to attend college and remain in the state.

**Oklahoma High School Graduates**

Current policy requires that a student’s residence status be determined by the residence of his or her parents, legal guardian, or person with whom he/she habitually resides. The revision allows a student who resides in Oklahoma at the time of graduation from an Oklahoma high school and has been residing in the state for two years with a parent or legal guardian to be eligible for resident tuition and state scholarships and financial aid, even if his/her parents or guardian do not reside in the state at the time he/she is entering or attending college in the State System of higher education, and regardless of the student’s or parents’ immigration status.

This revision provides for those students whose parent or guardian may move out-of-state and allows the high school student to remain behind to finish high school or attend college. It is important in these cases to provide incentive for these talented students to attend college and remain in the state.

**Military Dependents**

Under current policy, military dependents are fully eligible for resident tuition and state financial aid programs at the time they enroll. However, if the student's military parents are stationed out-of-state while the dependent is in high school or after the dependent starts college, the student's residency may follow the parents and the student could be considered a nonresident. While institutions have the discretion to waive nonresident tuition for the student, the student loses eligibility for state financial aid if reclassified as a nonresident.

The proposed revision ensures that military dependents who have established residency on their own merit according to other provisions of the policy prior to entering the State System are eligible to maintain their residence status if their parents are subsequently stationed out-of-state.

**Full-Time Professional Practitioners or Workers and Dependents**

Under current policy, dependents of full-time professional practitioners or workers who come to Oklahoma to practice a profession, conduct a business, or work full-time are considered residents at the time of enrollment. The revision ensures that dependent students under this provision who have established residency on their own merit according to other provisions of the policy and whose parents may relocate during the student’s enrollment at an institution will be allowed to maintain their residence status.

Additionally, a provision has been added to ensure that Oklahoma residents who maintain residency even when temporarily assigned by employers to another location are afforded the benefits of residence status, along with their spouse and dependent children.

**Other Revisions**

The revisions also include:

- updating the introduction to reflect recent changes by the legislature in the way tuition is determined by institutions;
- changing outdated language regarding the definition of dependents and removing ambiguous language that does not relate to a parent or legal guardian;
- creating consistency in the use of the terms “resident” and “residence;”
▪ moving an important section regarding the burden of proof to the front of the policy; and
▪ updating the name of the U.S. Citizenship and Immigration Services.

RECOMMENDATION:

It is recommended that the State Regents post the proposed policy revisions to the “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education,” updating the policy language and adding provisions for Oklahoma high school graduates, military dependents, and dependents of full-time professional practitioners or workers. The revisions will be effective with the fall 2004 semester.
Article XIII-A of the Constitution of Oklahoma creates The Oklahoma State System of Higher Education and establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions supported by legislative appropriations. Title 70 O.S. §3218.9 authorizes one of the constitutional powers of the State Regents is to establish recommend to the Oklahoma Legislature the proposed fees to be charged at public institutions to Oklahoma residents and nonresidents alike, within the limits prescribed by the legislature. Regents annually prepare and submit to the Legislature a schedule of general fees to be paid by residents of Oklahoma and nonresidents alike, and a separate schedule of tuition charges to be made of nonresident students. The policy statement set forth in the paragraphs to follow establishes principles, definitions, criteria, and guidelines to assist institutional officials in the classification of students as residents or nonresidents for fee and tuition-payment purposes. Also, the policy statement should be helpful to prospective students in the determination of their own residence status prior to enrollment or for those nonresident students seeking to be reclassified as residents of Oklahoma after having been classified originally as nonresidents. Determination of residence status for purposes of attendance at an institution in The Oklahoma State System of Higher Education is based primarily on the issue of domiciliary intent.

Section I. PHILOSOPHY

Since 1890, it has been public policy in Oklahoma to provide comprehensive, low-cost public higher education for citizens, in order to make educational opportunities available for Oklahoma individuals to improve themselves, to help upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a majority of their educational costs at all colleges and universities of The Oklahoma State System of Higher Education. Nonresidents of Oklahoma are also provided substantial educational subventions, although at lower levels than those provided for permanent residents of the state.

Section II. PRINCIPLES

II.1. Attendance at an educational institution, albeit a continuous and long-term experience, is interpreted as temporary residence; therefore, a student neither gains nor loses resident status solely by such attendance.

II.2. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some nonresidents who do not intend to remain in Oklahoma after graduation but are situationally necessary and/or convenient (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are not sufficient evidence of intent to remain in Oklahoma beyond the college experience.

II.3. A nonresident student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

II.4. An individual is not deemed to have acquired status as a resident of Oklahoma until he or she has been in the state for at least a year primarily as a permanent resident and not merely as a student. Likewise, an individual classified as a resident of Oklahoma shall not be reclassified as a nonresident until 12 months after having left Oklahoma to live in another state.

II.5. Unless he/she has established residency in another state, a student who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent
or legal guardian for the two years prior to graduation from high school will be eligible for resident tuition and scholarships or financial aid provided by the state, regardless of immigration status.

II.56. All married persons shall be treated as equal under this policy. Each spouse in a family shall establish his or her own residence status on a separate basis. Exceptions include: 1) when a nonresident marries an already established resident of Oklahoma, the nonresident may be considered a resident after documentation of the marriage and proof of domicile are satisfied, and 2) as provided in Sections VII and VIII.

II.67. The burden of proof of residence status or domicile shall be upon the applicant—establishing Oklahoma residence or domicile, including providing any supporting documentation, shall be upon the applicant. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate institutional official(s) consistent with this policy. No definitive or “magic” set of criteria can be established as sufficient to guarantee classification as a resident of Oklahoma.

II.78. Initial classification as a nonresident student shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as an Oklahoma resident provided that he or she can establish proof of residence in accordance with criteria and procedures as set forth in Sections VIII and IX of this policy.

Section III. DEFINITIONS.

III.1. Resident of Oklahoma—A resident of Oklahoma is one who has lived continuously in Oklahoma for at least 12 months duration and whose domicile is in Oklahoma. A person's domicile is his or her true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intention to remain. When these two occur, there is domicile.

III.2. Independent Person—An independent person is one enjoying majority privileges (or is legally emancipated from the parental domicile) and who is responsible for his or her own care, custody, and support.

III.3. Dependent Person—A dependent person is one who is under the care, custody, and support of a parent or other legally sanctioned parental surrogate legal guardian.

III.4. Full-time Student—A full-time undergraduate student is one enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of 6 credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of 9 credit hours per semester in an academic year or a minimum of 4 credit hours in a summer session.

Section IV. INDEPENDENT PERSONS

If a person enjoying majority privileges and who is independent of parental domicile can provide adequate and satisfactory proof of his/her having come to Oklahoma with the intention of establishing domicile, he/she may be granted resident student classification at the next enrollment occurring after expiration of 12 months following the establishment of domicile in Oklahoma. The spouse of such person must establish proof of his or her own domiciliary status on a separate basis, except as provided in other sections of this policy.
Section V. DEPENDENT PERSONS

The legal residence of a dependent person is that of his/her father or mother if his/her father be not living or if the parents are separated and the dependent person habitually resides with the mother; or, if both parents are dead, of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care, custody, and support of those other than his/her parents, the legal residence is of the parent who has legal custody or the parent with whom he/she habitually resides in the absence of formal legal designation.

A dependent person may become emancipated (freed from his/her parental domicile) through marriage, formal court action, abandonment by parents, or positive action on his/her own part evidential of his/her alienation of parental domicile. To qualify under the latter category, a dependent person must have completely separated himself/herself from the parental domicile and have proved that such separation is complete and permanent. Mere absence from the parental domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory proof of complete emancipation and his/her having come to Oklahoma with the intention of establishing domicile, he/she may be granted resident student classification at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

Section VI. FOREIGN NATIONALS

An individual who is not a United States national may become eligible for classification as an Oklahoma resident provided that he/she holds lawful permanent resident status as defined by the Bureau of U.S. Citizenship and Immigration Services (USCIS), evidenced by whatever documents may be required under applicable federal law, who has resided in Oklahoma for at least 12 consecutive months, and who meets any other applicable criteria for establishment of domicile as set forth in this policy or who has come to Oklahoma for the purpose described in Section VIII of this policy.

In accordance with Senate Bill 596 of the 2003 Oklahoma legislature (70 O.S., Section 3242), an individual who is not a United States national and has not obtained lawful permanent resident status with the USCIS but who has graduated from a public or private high school in Oklahoma or successfully completed the General Education Development (GED) exam may be eligible for enrollment, resident tuition, and state student financial aid if he/she meets the following criteria:

VI.1. Resided in the state with a parent or legal guardian for at least the two years prior to graduation from high school or successful completion of the GED;

VI.2. Satisfied admission standards for the institution; and

VI.3. Either holds a valid temporary visa or has filed an affidavit with the institution stating that he/she has done one of the following with the USCIS toward legalizing their immigration status: a) filed an application; b) has a petition pending; or c) will file an application as soon as he/she is eligible to do so.

Section VII. MILITARY PERSONNEL

A student attending an institution while on full-time active duty in the armed forces is considered as having a temporary residence in the state in which he/she is attending school; therefore, a student neither gains nor loses residence status solely by such military service. Members of the armed services stationed in Oklahoma, their spouses and dependent children shall be admitted without the payment of nonresident tuition, and without the 12 month domiciliary requirement, so long as they continue to be stationed in the state in full-time
military service and under military orders.

While the policy clearly states that nonresident tuition will be waived for military personnel, such a waiver does not constitute Oklahoma residence status. Military personnel and their dependents who provide proof of a legal change in their state of residence to Oklahoma (such as claiming Oklahoma for income tax purposes) may have the full benefits of residence status.

Dependent children of military personnel that establish residency as described in Section II of this policy shall maintain residence status if their parents are subsequently stationed out-of-state. Dependents of military personnel who have not established residency according to policy may maintain non-resident waiver status if their parents are subsequently stationed out-of-state.

Section VIII. FULL-TIME PROFESSIONAL PRACTITIONER OR WORKER

An individual who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately declared an Oklahoma resident along with his/her spouse and dependent children without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they establish residency as described in Section II of this policy.

Dependent children of the above full-time professional practitioners or workers that establish residency as described in Section II of this policy may maintain residence status if their parents subsequently leave the state.

Likewise, a full-time professional practitioner or worker who is temporarily assigned to another location but maintains his/her residency in Oklahoma (such as claiming Oklahoma for income tax purposes) shall be considered a resident for tuition and state scholarship and financial aid purposes, along with his/her spouse and dependent children.

Section IX. PROOF OF RESIDENCE

The burden of proof of establishing Oklahoma residence or domicile, including providing any supporting documentation, shall be upon the applicant. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate institutional official(s) consistent with this policy. No definitive or "magic" set of criteria can be established as sufficient to guarantee classification as a resident of Oklahoma.

Section IX. RECLASSIFICATION

In addition to the aforementioned criteria, an independent person seeking to be reclassified as a resident of Oklahoma must meet the following criteria for the current and immediately preceding year.

IX.1. The person must not have been claimed as an exemption for state and federal tax purposes by his or her nonresident parents.

IX.2. The person must be self-supporting as evidenced by having provided the majority of funds for his or her own upkeep.

IX.3. The person must have maintained a continuous residence in Oklahoma for the period set forth in Section IV above.
Section XI. ADMINISTRATION OF POLICY STATEMENT

Each institution should designate the Admissions Officer or some other individual to be responsible for administration of the policy, and should make appropriate provision for a student's appeal of an adverse decision.

Section XII. TUITION WAIVERS

Nothing in this policy precludes the waiving of fees or tuition for nonresidents by any institution upon authorization by the State Regents based on criteria other than residence status provided that the residence status classification will not be affected by any such waiver alone.

The revised policy will be in effect in the 1996-2004 fall semester.
AGENDA ITEM #4-c:

Policy – System

SUBJECT: Posting of revisions to the State Regents’ “Policy Statement on Undergraduate Degree Requirements and Articulation.”

RECOMMENDATION:

It is recommended that the State Regents post the following revisions to the “Policy Statement on Undergraduate Degree Requirements and Articulation,” adding new provisions for credit requirements in residence at the awarding institution.

BACKGROUND:

The State Regents’ “Policy Statement on Undergraduate Degree Requirements and Articulation” requires that baccalaureate degrees be based on 120 credit hours, exclusive of physical education activity courses. Sixty hours must be from a baccalaureate degree granting institution, and 40 hours must be upper-division credit. Additionally, a minimum of 30 hours must be taken in the major area, with at least 50 percent of the major area courses at the upper-division level. The policy also includes a residency requirement of 30 credit hours at the degree-granting institution, with at least 15 of the final 30 credit hours in-residence at the awarding institution.

There is no final credit hour requirement for associate degrees, but 15 hours in residence at the awarding institution is required for the associate in arts and the associate in science degree.

ANALYSIS:

Students today are more mobile than in the past and frequently transfer among institutions to find what fits their educational needs. Many have jobs and families that require them to relocate temporarily or permanently, sometimes on short notice.

The standards for baccalaureate degrees in the State Regents’ “Policy Statement on Undergraduate Degree Requirements and Articulation” are in place to provide a safeguard for ensuring the candidate’s fitness for the degree and to provide faculty with the opportunity to evaluate the candidate’s abilities. Under the current policy, however, students lacking as few as three of the final 15 credit hours are required to remain at the degree-granting institution for completion, even if the missing course will only be counted as elective credit.

Exceptions to the requirement that 15 of the final 30 hours be taken in residence are requested and granted more frequently by the Chancellor than any other policy exception. In 2003, 16 exceptions to the policy were granted, and in 2002, 13 were granted. The reasons for the exceptions varied. The most common reason was a relocation for medical, job, family, or military reasons. Some students transferred to another institution but returned to finish a degree, and some earned hours that were not related to the degree but, because of the policy, had to request an exception. Many of these students earned in residence over 100 hours at the awarding institution, but lacked 15 of the final 30 hours to complete the degree.
The revision will allow institutions to require either at least 15 of the final 30 hours in residence or at least 50 percent of the hours required in the major field in residence. Maintaining a residency requirement is important because it ensures that a completed degree is actually earned from the awarding institution. Allowing institutions to require that at least 50 percent of the hours in the major be taken in residence will address the policy issues encountered by students while maintaining degree integrity.

This revision is consistent with policies in peer states. Requiring a certain number of hours in the major in residence is almost as common as requiring a certain number of the final hours in residence. Of the 48 institutions and state systems reviewed, 17 specified the minimum number of final hours required in residence and 14 specified the minimum number of hours in the major required in residence.

The revision also supports the State Regents’ Brain Gain initiative to increase the number of Oklahomans with college degrees by providing more flexibility for students in the final credit hour requirements. It also allows students to take advantage of job opportunities while still completing a degree, and will help institutions maintain balance in meeting the needs of business and industry while safeguarding the academic integrity of the degree.

It is recommended that the State Regents post the following revisions to the “Policy Statement on Undergraduate Degree Requirements and Articulation,” adding new provisions for credit requirements in residence at the awarding institution.
C. REQUIREMENTS AND STANDARDS

Following is a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of bachelor's degree programs. Also, this section will be helpful to the State Regents in reviewing both new and existing baccalaureate programs to help determine their quality and viability.

1. Traditional bachelor's degrees--all degrees with the exception of professional or conservatory-type degrees--should be attainable in four years of full-time academic study. Bachelor's degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.

2. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the bachelor's degree shall be taken at the awarding institution, exclusive of correspondence work.

3. Each bachelor's degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses. Normally, most general education courses will occur at the lower-division level; however, it is recommended that at least one upper-division general education course be required by the awarding institution.

4. Bachelor's degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, 40 hours of which must be upper-division course work excluding physical education activity courses. Upper-division courses should be taught at a level either sequentially above or conceptually higher than lower-division courses.

5. At least 15 of the final 30 hours applied toward the degree or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed at the awarding institution.

6. Bachelor's degrees should be based upon a minimum of 30 semester hours of credit in the area of specialization; however, the major area is defined by the institution. Of the 30 hours in the major field, 50 percent must be taken at the upper-division level.

7. Students recommended for the bachelor's degree must achieve a grade-point average of 2.0 as a minimum on all course work attempted, excluding any courses repeated or reprieved as detailed in the State Regents' Grading Policy and excluding physical education activity courses.

8. The requirements and standards set forth in this policy statement should be considered minimal, allowing for change by individual institutions upon approval by the State Regents.
9. Students must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. This requirement may be completed through one of three options: 1) successfully complete a high school computer science course that meets the State Regents' high school curricular requirements, or 2) satisfy an institution's computer proficiency assessment, or 3) successfully complete college-level course work that the institution designates.6

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6 This is a minimal requirement. An institution may adopt higher standards. This requirement is effective for first-time entering freshmen beginning fall 1998.
AGENDA ITEM #4-d:

Policy – System

SUBJECT: Approval of Program Administrative Rules

RECOMMENDATION:

It is recommended that the State Regents approve new permanent rules for Oklahoma Tuition Equalization Grant.

BACKGROUND:

During the 2003 session, the Oklahoma Legislature passed SB 520, creating the “Oklahoma Tuition Equalization Act of 2003”. The act provides for grants to Oklahoma residents attending not-for-profit, independent or private accredited colleges in Oklahoma. The act assigns administrative responsibilities for the grant program to the State Regents.

POLICY ISSUES:

The act calls for tuition assistance for residents with a family income not exceeding $50,000 who attend private or independent institutions in Oklahoma. Recipients of this grant are required to be enrolled full-time in a baccalaureate degree program. The maximum grant award amount is $2,000 for an academic year.

Payment of the grant is subject to the availability of funds. The act creates the Oklahoma Tuition Equalization Trust Fund and names the State Regents as trustees for the fund. The trust fund is authorized to receive monies appropriated by the Legislature or from other sources.

ANALYSIS:

Since no funds have been allocated for the program, the Oklahoma Tuition Equalization Grant has not been implemented. However, a policy framework is required for the program. The policy should be in place prior to the expenditure of any monies from the program’s trust fund.

SB 520 envisions the program being implemented gradually, beginning with an entering freshmen class. If implemented, the program is estimated to cost approximately $2 million for each entering class or about $8 annually when fully implemented.

The text of the proposed rules has not changed since it was posted at the December 4, 2003 State Regents’ meeting.
610:25-31-1. Purpose
(a) The Oklahoma Tuition Equalization Grant was established by SB 520, creating the Oklahoma Tuition Equalization Grant Act of 2003, which was signed into law on May 12, 2003.
(b) The purpose of this program is to provide grant assistance to Oklahoma residents enrolled as undergraduate students in a private or independent institution of higher education in Oklahoma.

610:25-31-2. Definitions
The following words or terms, when used in this Subchapter, shall have the following meaning, unless the concept clearly indicates otherwise:
"Private or Independent Institution", means an institution of higher learning that is not a public institution within the Oklahoma State System of Higher Education. The institution must be a not-for-profit entity, domiciled within Oklahoma, accredited by the Oklahoma State Regents for Higher Education, and fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. [70 O.S. §2632]

610:25-31-3. Eligibility Requirements
To be eligible for the Oklahoma Tuition Equalization Grant, an applicant shall:
(a) Be an Oklahoma resident.
(b) Have enrolled full-time as an undergraduate at an eligible private or independent institution. For regular fall and spring semesters, full-time enrollment shall be considered a minimum of 12 semester credit hours or its equivalent.
(c) Meet the family income eligibility level of less than $50,000 from both taxable and non-taxable sources for the most recently completed calendar/tax year.
(d) Pay more tuition than is required at a comparable public institution of higher education.
(e) Maintain the minimum standard of academic performance as required by the enrolling private or independent institution.

610:25-31-4. Fiscal Policies
(a) The enrolling private or independent institution shall forward a completed student application, documentation of full-time enrollment status, and certification of resident status to the State Regents no later than October 15 for the fall semester and March 15 for the spring semester of each academic year.
(b) Subject to the availability of funds in the Oklahoma Tuition Equalization Grant Trust Fund, an applicant is eligible to receive an award up to $2,000 per academic year, or $1,000 per academic semester.
(c) Students receiving this grant may also receive additional state-supported financial aid, but not in excess of the student's cost of attendance as determined by the institution consistent with regulations for federal financial aid.
(d) Grants are not approved for summer or intersession enrollments.
(e) A student may be awarded a grant for a period of five (5) consecutive years of study in a baccalaureate program beginning with the student’s first semester of postsecondary enrollment, or until the student is granted a baccalaureate degree, whichever occurs first. Exceptions to this requirement may be considered for hardship circumstances; however, no recipient may receive benefits beyond a cumulative period of five (5) years.
(f) If funds are not sufficient in the Oklahoma Tuition Equalization Grant Trust Fund to provide grants for all eligible applicants, the State Regents shall award grants on the basis of need. If necessary, the private or independent institution shall provide to the State Regents the Expect Family Contribution (EFC) calculated for each eligible student for federal financial aid purposes. Institutions may also be required to provide the amount of unmet financial need calculated for each student’s financial aid package. Students who have previously received a grant and who continue to meet the requirements for eligibility shall have absolute priority over any student who is applying for a grant for the first time.
AGENDA ITEM #4-e:

Policy – System

SUBJECT: Approval of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents approve the proposed permanent rule amendments for the Oklahoma Higher Learning Access Program.

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’ 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:

The proposed rule changes were posted at the December 4, 2003 State Regents’ meeting. There are no changes from the posted version.

The proposed rule changes address the following issues:

- Incorporation of the statutory changes made in SB 326 passed during the 2003 legislative session. The bill eliminated the lower funding priority for OHLAP students that enroll in the 10th-grade. Under the new law, funding priority will go first to those OHLAP students already in college. Once those in college are funded, priority will go to those new OHLAP high school graduates with the greatest financial need.

- Clarifying that OHLAP applicants will have the opportunity to provide required documentation that was omitted from their application. OHLAP applications that remain incomplete by the time the student graduates from high school will not be accepted.

- Clarifying that any change in regular college admission curricular requirements will automatically apply to the OHLAP curricular requirements. The amendments add Advanced Placement Statistics to the list of acceptable math courses (as approved by the State Regents in June 2003).
Clarifying that students graduating from a secondary program accredited by the North Central Association Commission on Accreditation and School Improvement (NCA-CASI) shall be considered to have graduated from a high school for the purposes of qualifying for OHLAP benefits. For example, the University of Oklahoma Independent Learning High School grants high school diplomas completely through distance learning and is fully accredited by NCA-CASI. This rule change will provide that Oklahoma students participating in this type of program may qualify for the OHLAP scholarship, even though they are not physically attending a “high school” facility.
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM (OHLAP)

610:25-23-1. Purpose (not amended)

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). Beginning with the 2000-2001 school year, students who are 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 (Note: students who begin participating in the program as tenth-graders are eligible for benefits only under more restrictive conditions. See 610:25-23-7(b)). 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) 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
(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE).
(b) The application shall include either:
   (1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for polices related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program’s requirements. The agreement form shall be retained in the student’s permanent record and a copy forwarded to the Oklahoma State Regents for Higher Education OSRHE. A copy of the agreement form must be received by the Oklahoma State Regents for Higher Education OSRHE for the student to be considered enrolled in the program; or
   (2) an agreement form submitted directly to the OSRHE which shall be processed and verified by the OSRHE.
(c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the Oklahoma State Regents for Higher Education OSRHE. The Regents OSRHE shall keep the numbers confidential and use them only for administrative purposes.
(d) Any falsified or incomplete information on the application forms may result in the student’s disqualification from the OHLAP.
(e) Applications will be accepted throughout the school year.
(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.
(g) Persons applying directly to the OSRHE should submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter.
(h) Applicants submitting incomplete OHLAP applications shall be provided an opportunity to provide the required documentation to complete their OHLAP application. OHLAP applications that remain incomplete by the time the student graduates high school will not be accepted.

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 in the 2000-2001 academic year and thereafter 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 (replaces OSRHE policy II-6-9.1):
   (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) 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);
   (7) Two additional units, or years, of subjects listed above;
   (8) 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-2-46.7).
(g) Exceptions to the required OHLAP core curriculum will be considered according to the following:
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-2-359 et seq.) will be subject to the State Regents’ OSRHE Policy on Remediation of High School Curricular Deficiencies (OSRHE Policy II-2-12199 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.

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.

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.

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

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) 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 (not amended)
610:25-23-7. Payment of awards; policies and limitations
(a) OHLAP students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident tuition paid to the institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
(b) OHLAP students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the undergraduate resident tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
(c) OHLAP students enrolled in a postsecondary program offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
(d) Funds shall be transferred by the Oklahoma State Regents for Higher Education OSRHE from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
(e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
(f) OHLAP students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment;
(g) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the Oklahoma State Regents for Higher Education OSRHE shall make awards on the basis of need;
(h) Students who begin participating in the OHLAP during their tenth-grade year shall be eligible for benefits from the Oklahoma Higher Learning Access Trust Fund under the condition that the trust fund balance exceeds the amount necessary to satisfy awards due on behalf of students who began participation during the eighth or ninth-grade year;
(i) Students who have previously received awards shall have priority over students applying for initial awards;
(j) OHLAP award recipients shall apply for financial aid at the institution in which they enroll;
(k) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. OHLAP award recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an OHLAP award shall be reduced by an amount which makes the student’s total financial aid equivalent to the student’s identified cost of attendance.

610:25-23-8. Administrative responsibilities (not amended)
AGENDA ITEM #5:

System Policy and New Programs

SUBJECT: Oklahoma State University Technical Branch - Okmulgee (OSUTB-OKM). Approval of request for a function change to offer the bachelor of technology degree and approval of request to offer the Bachelor of Technology in Information Assurance and Forensics, Bachelor of Technology in Instrumentation Engineering Technology, and Bachelor of Technology in Civil Engineering Technology.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed change in OSUTB-OKM’s function statement and OSUTB-OKM’s request to offer the following degree programs with the stipulation that continuation of the function change beyond fall 2009 and the degree programs beyond specified timelines will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

Criteria:

- **Bachelor in Technology in Information Assurance and Forensics**
  Continuation beyond fall 2008 will depend upon:
  - Majors enrolled: a minimum of 45 students in fall 2007
  - Graduates: a minimum of 7 students in 2007-08

- **Bachelor of Technology in Instrumentation Engineering Technology**
  Continuation beyond fall 2008 will depend upon:
  - Majors enrolled: a minimum of 52 students in fall 2007
  - Graduates: a minimum of 8 students in 2007-08

- **Bachelor of Technology in Civil Engineering Technology**
  Continuation beyond fall 2009 will depend upon:
  - Majors enrolled: a minimum of 43 students in fall 2008
  - Graduates: a minimum of 6 students in 2008-09

BACKGROUND:

Academic Plan

OSUTB-OKM’s Academic Plan lists the following institutional priorities:

- emphasizing professional faculty development to integrate advancing technologies into general education classes and advanced technological programs of study;
- aligning academic curriculum and rigor;
- developing a new degree offering in health sciences;
• improving student access to curricula and support services through online, web-based learning;
• increasing student success through appropriate placement;
• implementing a targeted student recruitment and retention program;
• fostering an applications-focused approach to learning across the curriculum; and
• enhancing business and industry partnerships to remain technologically current.

APRA Implementation

Since 1991-92, OSUTB-OKM has added 9 degree programs and deleted 36 degree programs.

Program Review

OSUTB-OKM offers 20 degree programs (3 associate and 17 associate in applied science), all of which were reviewed in the past five years with the exception of those programs with specialized accreditation. For these programs, OSUTB-OKM 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

OSUTB-OKM faculty developed the proposal with assistance from an external consultant; the proposal was reviewed and approved by institutional officials and OSUTB-OKM’s governing board.

POLICY ISSUES:

The State Regents’ “Policy on Functions of Public Institutions,” executes Article XIII-A, Section 2 of the Constitution of Oklahoma, which directs the State Regents to “determine the function and courses of study” in each of the institutions of the State System. Institutional functions designate the level at which an institution operates; the spectrum of educational offerings; the geographic area of institutional responsibility; and the extent to which the institution is engaged in research, public service, and extension activities. As a constituent agency, OSUTB-OKM is under the administrative jurisdiction of Oklahoma State University whose statewide function has the unique responsibility in the fields of agriculture and technical education. OSUTB-OKM’s current function statement allows the offering of college-level technical-occupational education programs for high school graduates, adult graduates of vocational area schools, and other adult citizens of Oklahoma. At the September 14, 2001 meeting, the State Regents approved OSUTB-OKM’s request for a function change to offer a limited number of associate in science (AS) programs.

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

ANALYSIS:

Function change. OSUTB-OKM’s request for a function change reflects student demand for baccalaureate level offerings in highly technical fields. The function change will be reviewed for continuation in terms of productivity, academic quality, student outcomes, and fiscal viability in spring 2008, in tandem with the technical-occupational review site visit with external evaluators. The function change is also in line with OSU Stillwater plans to renew its focus on graduate and research-oriented programs. Approval of the function change to offer the three technical programs will further differentiate OSUTB-OKM, build on its strengths, and utilize resources more efficiently. OSUTB-OKM will not seek baccalaureate offerings beyond the Bachelor of Technology (BT) programs.
Approval of OSUTB-OKM’s request for a function change to offer three BT programs is recommended. OSUTB-OKM has steadfastly maintained its dedication to technical education and serves as the premier technical education institution in Oklahoma. This clear technical mission is recognized within the OSU System and the request to expand its technical mission to the baccalaureate level demonstrates a natural progression from current, rigorous technical offerings to higher level offerings.

**Bachelor of Technology Proposal**

**Program Description and Purpose.** A BT is a technically intensive, application focused baccalaureate degree that prepares students to use scientific principles to evaluate, develop, and apply integrated solutions to advancing technologies and enterprise demands. The proposed programs are designed to prepare graduates for highly specialized technical occupations with higher salary potential. These are application-oriented programs that prepare students for immediate employment in engineering and computer technology fields.

**Program demand and support.** OSUTB-OKM surveyed 1,131 students, including local career technology center students, high school students, and current OSUTB-OKM students in October 2003. Eighty-four percent of these students planned to earn a baccalaureate degree, with two-thirds indicating a desire to pursue a baccalaureate at OSUTB-OKM if available. OSUTB-OKM also surveyed alumni to determine interest in further technical training through a BT program. The overall findings of the surveys indicate a strong need for a four-year program in technical education to provide a seamless transition from the technical AAS programs to the technical baccalaureate. The three program requests outlined below are directed primarily toward the production of skilled workers and technicians designed to meet the needs of Oklahoma business and industry.

OSUTB-OKM’s technology baccalaureate programs will focus on traditionally underserved populations. Non-traditional and minority students, as well as rural Oklahoma students will be targeted for these programs. OSUTB-OKM has a strong history of working with numerous Oklahoma Indian tribes and rural, first-generation college students. A seamless program from the AAS to the BT will increase access to baccalaureate education for these populations.

OSUTB-OKM has strong AAS programs built upon successful relationships with many major corporations including Halliburton, Koch Industries, Ford Motor Company, General Motors, Toyota USA, Caterpillar, Komatsu, EDS, ONEOK, AEP/PSO, and Watchmakers of Switzerland Training and Education Program. These relationships provide substantial institutional support through contributions of instructional equipment, curricula, supplies and materials, software, instructional media, internship sites, professional development for faculty, and financial resources. Through OSUTB-OKM’s partnerships, numerous companies have conveyed support for the proposed programs and validated the need for a technically prepared workforce at the baccalaureate level. The proposed programs are supported by Boeing, ONEOK, EDS, Grand River Dam Authority, NGC Industries (a subsidiary of National Gypsum Company), Dollar Thrifty Automotive Group, and other industry leaders in Oklahoma.

**Accreditation.** OSUTB-OKM requests three BT programs in highly technological fields and will seek a change in affiliation status through the Higher Learning Commission of the North Central Association (HLC-NCA). HLC-NCA currently accredits OSUTB-OKM as an associate degree-granting institution and application will be made to include the three BT program offerings in its institutional accreditation status.

In an effort to underscore the quality of the programs offered, OSUTB-OKM will apply for program accreditation through the Accreditation Board for Engineering and Technologies (ABET). ABET is the accrediting body charged with leadership and quality assurance in applied sciences, computing, engineering, and technical education programs nationally.
Employment opportunities. Generally, the U.S. Department of Labor expects 1.3 million new high-tech jobs will become available in the next ten years. The Workforce Oklahoma Employment Outlook 2010 produced in August 2003 by the Oklahoma Employment Security Commission reports that Business Services and Engineering and Management Services are the top two fastest growing industries in employment in Oklahoma. Annual growth in these industries is expected to fall between 4.49 and 5.13 percent. OSUTB-OKM's proposed programs fall into these two sectors for employment opportunities and are part of the emerging economy almost exclusively reliant upon a new type of highly skilled worker – the technical professional. OSUTB-OKM expects to attract a diverse student population into these technical areas at the BT level that result in higher paying jobs to grow the human capital of Oklahoma and promote economic development across the state. It is anticipated that BT programs in specific technical areas will generate significant pay-off for Oklahoma in terms of employment for Oklahomans and luring new industry with a higher skilled workforce.

Duplication/impact on existing programs. Cameron University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Rogers State University, and Southeastern Oklahoma State University offer applied technology baccalaureate programs that serve AAS students. These programs are general in nature covering many aspects of applied technologies and accommodating a variety of AAS degree holders. OSUTB-OKM’s proposed programs are sufficiently differentiated from other institutions' offerings as highly specified offerings in information technology and engineering fields, building on AAS programs currently offered at OSUTB-OKM in these specific disciplines. OSUTB-OKM holds a strong tradition and expertise in technical education, as well as the articulated mission for technical education. Approval will not constitute unnecessary duplication.

Faculty and staff. Existing faculty credentials have been reviewed and faculty are qualified to teach the proposed programs, having appropriate academic credentials, relevant experience in industry, and technical currency. Current faculty have been teaching in the 89-90 credit hour AAS programs. Therefore, expanding the offerings with increased rigor and content is achievable with current faculty and planned faculty additions.

Support services. Facilities are adequate. Additional library materials and access to library resources will be enhanced to support student needs.

Financing. OSUTB-OKM is not requesting additional funds to implement the new programs. OSUTB-OKM plans to reallocate $208,284 of its budget to implement the BT programs. Additionally, a total of $2.4 million in revenues ($1.6 million in tuition and $800,000 in fees) will be generated to fund the programs. OSUTB-OKM and the OSU System will reallocate additional funds as needed to operate the programs.

In addition to contributions from business and industry partners, OSUTB-OKM has also been active in seeking and securing external grants and funding in support of its programs. It is in its second year of a $100,000 grant from the Oklahoma Center for the Advancement of Science and Technology, and was recently awarded a $20,000 SBC Excelerator grant for its Information Technology (IT) program. Faculty members teaching in the IT program have received professional development through funding from the National Security Agency through the University of Tulsa. Additionally, OSUTB-OKM, along with Oklahoma City Community College, Rose State College, Tulsa Community College, the University of Tulsa, and selected Career Technology Centers, is a participant in a $3 million proposal to the National Science Foundation for the establishment of the Oklahoma Center for Information Assurance and Forensics Education.
**Bachelor of Technology in Information Assurance and Forensics**

**Program purpose.** The proposed program will prepare technologists to protect computers, computer systems, and network threats (such as hackers, viruses, and worms) and investigate illicit cyber activities.

**Employment opportunities.** In September 2003, the Information Technology Association of America reported companies having difficulty hiring information security professionals, with 43 percent of members reporting difficulty finding candidates with sufficient hands-on experience. The $5.5 billion market for information security in 1999 is expected to increase to over $26 billion by 2006 where information security professionals with up to three years of experience can expect to earn $56,000 to $72,000 in the Tulsa area. Employment opportunities are expected to be broad in Oklahoma and elsewhere.

**Student demand.** The proposed program will be implemented in fall 2004 and is expected to enroll a minimum of 45 majors in fall 2007 and graduate a minimum of 7 students in 2007-08.

**Curriculum.** The proposed program of 127 credit hours consists of 57 credit hours in general education, 39 credit hours in the technical specialty, and 31 credit hours in technical foundation. It builds upon the existing AAS in Information Technologies, an 89 credit hour program. While a minimum of 60 credit hours is required in State Regents’ policy, the additional 29 hours over the typical AAS program reflect OSUTB-OKM’s intense focus on and tradition in quality and hands-on application-based instruction for technical programs. Attachment A details the proposed curriculum. Seven courses are new (asterisked) and seven courses have been restructured to increase rigor for upper division credit (marked with an “X”).

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**Bachelor of Technology in Instrumentation Engineering Technology**

**Program purpose.** The proposed program will prepare technologists for high performance jobs in areas of instrumentation, control systems, process automation, and measurement. Graduates will be prepared to enter the knowledge-based workforce utilizing real world projects that teach problem solving and technical skills in an application-focused, team-based environment which also teaches the employability skills required for the fast-paced and demanding economy and workplace of the 21st century.

**Employment opportunities.** The Bureau of Labor Statistics expects the job market for instrumentation technologists to grow by 10 to 15 percent by 2006. Positions in automation and control offer above average pay and benefits due to the requisite level of skills and responsibilities required. Instrumentation technologists can expect to earn $33,000 to $42,000 starting salaries with salaries up to $60,000 with five or more years of experience.

**Student demand.** The proposed program will be implemented in fall 2004 and is expected to enroll a minimum of 52 majors in fall 2007 and graduate a minimum of 8 students in 2007-08.

**Curriculum.** The proposed program of 129 credit hours consists of 55 credit hours in general education, 40 credit hours in the technical specialty, and 34 credit hours in technical foundation. It builds upon the existing AAS in Engineering Technologies, a 90 credit hour program requiring an additional 30 hours over the typical AAS. Attachment B details the proposed curriculum. Seven courses are new (asterisked) and six courses have been restructured to increase rigor for upper division credit (marked with an “X”).

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**Bachelor of Technology in Civil Engineering Technology**

**Program purpose.** The proposed program will prepare graduates to be highly effective engineering technologists with experience in the application of sound engineering practices to solve civil engineering
problems. The program will create a foundation of understanding to design efficient, practical, and cost-effective solutions and application knowledge to demonstrate the use of geographic information systems (GIS), project management, and other civil engineering tools.

**Employment opportunities.** The Bureau of Labor Statistics reports a projected 18 percent increase in job opportunities in civil engineering fields from 1998 to 2006, yet the number of qualified workers is decreasing. Due to the growing number of retiring engineers and promotions to management, many vacancies go unfilled. Civil engineers now work with global positioning, satellite imaging, aerial survey techniques, and computer applications such as GIS to solve complex and multifaceted problems, requiring highly skilled workers. Starting salaries in this field range from $30,000 to $40,000, with salaries reaching over $50,000 with five or more years of experience.

**Student demand.** The proposed program will be implemented in fall 2005 and is expected to enroll a minimum of 43 majors in fall 2008 and graduate a minimum of 6 students in 2008-09.

**Curriculum.** The proposed program of 129 credit hours consists of 55 credit hours in general education, 40 credit hours in the technical specialty, and 34 credit hours in technical foundation. This program also builds upon the AAS in Engineering Technologies. Attachment C details the proposed curriculum. Thirteen courses are new (asterisked) and three courses have been restructured to increase rigor for upper division credit (marked with an “X”).

Attachments
# Proposed Program of Study

## Bachelor of Technology

**Information Assurance and Forensics**

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**General Education**

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- ENGL 1213: English Comp II # 3
- ENGL 3323: Technical Writing for Technologists # 3
- SPCH 2313: Small Group Communications # 3
- PHIL 1313: Introduction to Logic # 3
- PHIL 1213: Ethics # 3
- POLS 1113: U.S. Government # 3
- HIST 1483: U.S. History # 3
- GBUS 2913: Leadership & Organizational Behavior # 3
- GBUS 2243: Small Business Management # 3
- SOC 1113: Introductory Sociology # 3
- BIOL 1304: Biology # 4
- PHYS 1214: General Physics I # 4
- PHYS 1114: General Physical Science # 4
- MATH 1513: College Algebra # 3
- MATH 1613: Trigonometry # 3
- MATH 2123: Calculus for Tech Programs I # 3
- MATH 2133: Calculus for Tech Programs II # 3

**Technical Foundation**

- ITD 1013: Fundamentals of Information Technologies # 3
- ITD 1213: Hardware Systems Support # 3
- ITD 1233: Database & Program Design # 3
- ITD 1223: Network Systems # 3
- ITD 1353: Web Programming & Development # 3
- ITD 1373: Voice, Data & Wireless Concepts # 3
- ITD 2413: Enterprise System Security # 3
- ITD 2423: Secure E-Commerce # 3
- ITD 2433: Cyber Forensics # 3
- ITD 2443: Network Security # 3
- GTGE 1111: College Cornerstone # 1
### Proposed Program of Study

#### Bachelor of Technology

**Instrumentation Engineering Technology**

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#Course number changed to upper division
## Proposed Program of Study

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**Civil Engineering Technology**

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*Course number changed to upper division
AGENDA ITEM #6-a:

New Programs


RECOMMENDATION:

It is recommended that the State Regents approve NSU’s request to offer the Master of Education in Mathematics Education, Master of Education in Science Education, and Certificate in School Library Media Specialist 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.

- **Master of Education in Mathematics Education.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 15 students in fall 2006
  - Graduates: a minimum of 5 students in 2006-07

- **Master of Education in Science Education.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 14 students in fall 2006
  - Graduates: a minimum of 4 students in 2006-07

- **Certificate in School Library Media Specialist.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 6 students in fall 2006
  - Graduates: a minimum of 3 students in 2006-07

BACKGROUND:

Academic Plan

NSU’s 2002-03 Academic Plan lists the following institutional priorities:

- improving academic quality through strategic planning;
- increasing overall enrollment and retention and graduation rates;
- improving delivery of technologically enhanced instruction and academic/instructional support;
- continuing quality initiatives to evaluate and improve curricular offerings;
- improving the physical facilities; and
- increasing participation in communities supporting NSU and its educational endeavors.
APRA Implementation

Since 1991-92, NSU has deleted 22 degree and/or certificate programs while adding 14 degree and/or certificate programs.

Program Review

NSU offers 89 degree or certificate programs (64 baccalaureate, 17 master’s, 1 first professional, and 7 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, NSU 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

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

POLICY ISSUES:

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

ANALYSIS:

Master of Education in Mathematics Education
Master of Education in Science Education

Program purpose. The proposed programs will provide needed continuing professional development for area K-12 mathematics and science teachers. Graduates of these programs will “know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn” (National Council for Accreditation Teacher Education Unit Candidate Performance Standards).

Program rationale/background. The proposed two new degree programs grew out of the Mathematics and Science Teacher Enhancement Project (MASTEP) grant. MASTEP is a three-year, $798,000 grant NSU has received funding for over the past two years. The grant has allowed NSU to develop and test graduate courses that increase the mathematics and science content knowledge of middle school teachers, and enabled them to use reform-based teaching methods. The proposed programs will facilitate the needed reforms in K-12 mathematics and science education as advocated by the Oklahoma State Department of Education, the National Council for Teachers of Mathematics, the National Science Education Standards, the National Science Teacher Association, and the “No Child Left Behind” legislation. In addition, area teachers, school principals and superintendents support the development of the proposed programs.

Currently, 71 middle school teachers have participated in the program, earning between six and 15 semester credit hours in courses required for the proposed new programs. Approximately 68 percent of the participant teachers have come from rural school districts.

Employment opportunities. These programs will serve current teachers wanting to upgrade skills and qualifications to meet increasing standards. The programs are flexible to meet the diverse professional needs of practicing K-12 mathematics and science teachers. More specifically, the programs will meet the needs of
teachers who were Elementary Education, Secondary Mathematics, or Science majors, or alternatively certified teachers.

**Student demand.** The minimum productivity criteria for program continuation beyond fall 2007 are:

- **Master of Education in Mathematics Education:**
  
  Majors enrolled: a minimum of 15 students in fall 2006  
  Graduates: a minimum of 5 students in 2006-07

- **Master of Education in Science Education**
  
  Majors enrolled: a minimum of 14 students in fall 2006  
  Graduates: a minimum of 4 students in 2006-07

**Duplication/Impact on existing programs.** Southwestern Oklahoma State University offers master of education programs in these areas, however, due to the distance between the two institutions and the demand for the programs, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed programs will be structured as follows:

- **Master of Education in Mathematics Education.** The proposed degree program consists of 35 total credit hours from the following areas (Attachment A): professional education core (15 credit hours), mathematics content core (9 credit hours), guided electives (9 credit hours), and capstone experience (2 credit hours). One new course will be added with the proposed program.

- **Master of Education in Science Education.** The proposed degree program consists of 35 total credit hours from the following areas (Attachment B): professional education core (15 credit hours), science content core (9 credit hours), guided electives (9 credit hours), and capstone experience (2 credit hours). Two new courses will be added with the proposed program.

**Faculty and staff.** Existing faculty will teach the proposed curricula.

**Support services.** Facilities, library resources, and equipment are adequate.

**Financing.** No additional funds are required to support the proposed programs.

**Certificate in Library Media Specialist**

**Program purpose.** The proposed program will prepare graduates to be library media specialists. As media specialists, graduates will maintain and utilize data sources, develop interdisciplinary collections to meet demographic and cultural needs in learning communities, and partner with teachers to create learning experiences.

**Program rationale/background.** NSU requests this program in conjunction with the Master of Science in Library Media and Information Technology (129) approved at the June 29, 2001 State Regents’ meeting. Students who have completed a master’s degree can take these courses to become eligible to take the state certification test for school library media specialists.

**Employment opportunities.** While graduates of the proposed program are eligible for employment in non-school settings, the primary focus of the program is to prepare classroom teachers as library specialists who facilitate the access of information and resources in schools. Currently, certified library media specialists are in high demand locally and nationally.

**Student demand.** The minimum productivity criteria for program continuation beyond fall 2007 are (per recommended action) a minimum of 6 majors enrolled in fall 2006 and a minimum of 3 graduates in 2006-07.


**Duplication/Impact on existing programs.** The University of Oklahoma offers a similar certificate program. However, given the demand for the program and the distance between locations, approval of this program will not constitute unnecessary duplication.

**Curriculum.** The proposed program consists of 20 credit hours in library media courses with a required 3.0 grade point average (Attachment C). No new courses are approved with this program.

**Faculty and staff.** Existing faculty will teach the proposed curriculum.

**Support services.** Facilities, library resources, and equipment are adequate.

**Financing.** No additional funds are required to support the proposed program.

Attachments
# Degree Requirements

## Professional Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5103</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5403</td>
<td>Fundamentals of Curriculum Design I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5483</td>
<td>Advanced Educational Measurements</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5753</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5823</td>
<td>Advanced Technology in Education</td>
<td>3</td>
</tr>
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## Mathematics Content Core (Choose 9 hours with advisor approval)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5323</td>
<td>Algebra Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5513</td>
<td>Technology in Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5273</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5233</td>
<td>Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5023</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5463</td>
<td>Rate of Change</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5013</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5243</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5283</td>
<td>Statistical Inference</td>
<td>3</td>
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<tr>
<td>MATH 5413</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5613</td>
<td>History of Mathematics</td>
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## Guided Electives (Choose 9 hours with advisor approval)

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<tr>
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<tr>
<td>MATH 5323</td>
<td>Algebra Concepts</td>
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<td>Technology in Mathematics Education</td>
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<td>MATH 5273</td>
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<td>MATH 5233</td>
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<td>MATH 5283</td>
<td>Statistical Inference</td>
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<td>MATH 5313</td>
<td>Fundamental Concepts of Geometry</td>
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<tr>
<td>MATH 5413</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5613</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5303</td>
<td>Modern Philosophies of Education</td>
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<tr>
<td>EDUC 5463</td>
<td>Instructional Strategies</td>
<td>3</td>
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<tr>
<td>EDUC 5633</td>
<td>Cognitive Learning Styles</td>
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## Capstone Experience

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<th>Course Code</th>
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<td>MATH 5992</td>
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## Total Credit Hours:

35

* Denotes new courses added.
**NORTHEASTERN STATE UNIVERSITY**  
**MASTER OF EDUCATION IN SCIENCE EDUCATION**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Professional Education Core</strong></td>
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<tr>
<td>EDUC 5103 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5403 Fundamentals of Curriculum Design I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5753 Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 5443 Trends and Issues in Science Education</td>
<td>3</td>
</tr>
<tr>
<td>SCI 5513 Inquiry Based Science Instruction in Science Education</td>
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</table>

<table>
<thead>
<tr>
<th>Science Content Core (Choose 9 hours with advisor approval)</th>
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<tbody>
<tr>
<td>BIOL 5213 Investigative Biology</td>
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<tr>
<td>BIOL 5253 Inquiry into Environmental Science</td>
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<tr>
<td>SCI 5313 Inquiry into the Physical Sciences I</td>
<td>3</td>
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<tr>
<td>SCI 5323 Inquiry into the Physical Sciences II</td>
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<tr>
<td>SCI 5123 Inquiry into Geology</td>
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<tr>
<td>SCI 5413 Astronomy for Teachers</td>
<td>3</td>
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<td>MATH 5233 Data Analysis</td>
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<td>*SCI 5533 Research (may be repeated for credit)</td>
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<table>
<thead>
<tr>
<th>Guided Electives (Choose 9 hours with advisor approval)</th>
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<tbody>
<tr>
<td>BIOL 5213 Investigative Biology</td>
<td>3</td>
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<tr>
<td>BIOL 5253 Inquiry into Environmental Science</td>
<td>3</td>
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<td>SCI 5313 Inquiry into the Physical Sciences I</td>
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<td>SCI 5323 Inquiry into the Physical Sciences II</td>
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<td>SCI 5123 Inquiry into Geology</td>
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<td>SCI 5413 Astronomy for Teachers</td>
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<td>MATH 5233 Data Analysis</td>
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<td>EDUC 5463 Instructional Strategies</td>
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<td>EDUC 5483 Advanced Educational Measurements</td>
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<tr>
<td>EDUC 5303 Modern Philosophies of Education</td>
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<tr>
<td>*SCI 5992 (arranged with permission from advisor)</td>
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**Total Credit Hours:** 35

* Denotes new courses added.
**NORTHEASTERN STATE UNIVERSITY**  
**CERTIFICATE IN SCHOOL LIBRARY MEDIA SPECIALIST**

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<td>Possess a master’s degree from an accredited college or university and maintain a 3.0 grade point average while completing the following 20 credit hour:</td>
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<tr>
<td>LIBM 5013 Introduction to Librarianship</td>
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<tr>
<td>LIBM 5023 Advanced Materials for Children</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 5123 Advanced Administration for Library Media Center</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 5313 Advanced Materials for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 5413 Acquisition and Organization of Library Materials</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 5513 Information and Resources and Services</td>
<td>3</td>
</tr>
<tr>
<td>LIBM 5611 Library Media Workshop (Author/Illustrator series)</td>
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<tr>
<td>LIBM 5901 Practicum/Capstone</td>
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**Total Credit Hours:** 20
AGENDA ITEM #6-b:

New Programs

SUBJECT: Southeastern Oklahoma State University (SEOSU). Approval of request to offer the Bachelor of Arts in Spanish.

RECOMMENDATION:

It is recommended that the State Regents approve SEOSU’s request to offer the Bachelor of Arts in Spanish 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 15 majors in fall 2007 and will graduate a minimum of 13 students in 2007-08.

BACKGROUND:

Academic Plan

SEOSU’s Academic Plan lists the following institutional priorities:

- continuing strategic planning;
- developing a comprehensive recruitment/marketing plan;
- increasing student enrollment to maximum capacity, in part by increasing retention efforts;
- enhancing the student-centered learning and living environment;
- implementing a technology plan that promotes educational excellence and enhances all aspects of the university;
- collaborating with internal and external constituencies to promote research, active learning, and partnerships;
- promoting faculty excellence and providing professional development;
- enhancing academic programs; and
- providing student placement services.

APRA Implementation

Since 1991-92, SEOSU has added 13 degree programs while deleting 16 degree programs.

Program Review

SEOSU offers 58 degree programs (50 baccalaureate and 8 master’s), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, SEOSU 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

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Spanish

Program purpose. The proposed program will prepare students for academic or commercial endeavors using Spanish as a tool, and enhance opportunities in an increasingly global economy.

Program rationale/background. SEOSU currently offers the Bachelor of Arts in Spanish Education (097). This program includes the professional development courses required for teacher education. SEOSU indicates another student population that has a desire for a Spanish program, but no desire to pursue a teaching career. The Department of English, Humanities, and Languages regularly receives requests for Spanish language assistance from the Durant police department, private telemarketing companies, schools, courts, hospitals, physicians, and other sources. Based on the demand for professionals with competencies in Spanish, as well as interest expressed by potential students, SEOSU developed the proposed program.

Employment opportunities. This program is designed to prepare graduates to use the Spanish language in various career paths outside of teaching. Many companies and industries need employees who can translate between Spanish and English, but also professionals who can conduct business, facilitate meetings, and generate economic development which is inclusive of the growing Hispanic population in southeastern Oklahoma. Employment opportunities may include translation service for law enforcement and healthcare agencies, but could also include business and entrepreneurial opportunities focusing on needs of Hispanic populations.

Student demand. The proposed program is expected to enroll 15 majors in fall 2007 and graduate 13 students in 2007-08.

Duplication/Impact on existing programs. Northeastern State University, Northwestern Oklahoma State University, Oklahoma State University, and the University of Oklahoma offer bachelor of arts in Spanish programs. Due to the perceived demand in southeastern Oklahoma for the program and the distance between locations, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 total credit hours from the following areas (Attachment A): general education (41 credit hours), program core (39 credit hours), and electives (44 credit hours). No new courses will be added.

Faculty and staff. Existing SEOSU faculty in the Spanish Education program will teach the courses in this program.

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

Financing. No new funds are required.

Attachment
**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**  
**BACHELOR OF ARTS IN SPANISH**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
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<tr>
<td><strong>Program Core Requirements</strong></td>
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<tr>
<td>SPAN 1113 Elementary Spanish I</td>
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</tr>
<tr>
<td>SPAN 1223 Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2113 Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2123 Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2223 Intermediate Spanish II</td>
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<tr>
<td>SPAN 3113 Intermediate Spanish Grammar &amp; Comp.</td>
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<tr>
<td>SPAN 3123 Intermediate Spanish Conversation</td>
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</tr>
<tr>
<td>SPAN 3133 Introduction to Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3143 Hispanic Civilization &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4113 Spanish Peninsular Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4133 Advanced Spanish Grammar &amp; Comp.</td>
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<tr>
<td>SPAN 4143 Advanced Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4223 Latin American Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4303 Spanish Phonetics &amp; Dialects</td>
<td>3</td>
</tr>
</tbody>
</table>

| Program Electives                      | 44           |

Total: 124

Note: A special projects course (SPAN 4160) may substitute for one of the required courses with departmental approval. Credit by exam (CLEP or Advanced Standing) is also available.
AGENDA ITEM #6-c:

New Programs

SUBJECT: University of Central Oklahoma (UCO). Approval of request to offer the Bachelor of Applied Technology in Technology Application Studies.

RECOMMENDATION:

It is recommended that the State Regents approve UCO’s request to offer the Bachelor of Applied Technology in Technology Application Studies 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 35 majors in fall 2007 and will graduate a minimum of 8 students in 2007-08.

BACKGROUND:

Academic Plan

UCO’s Academic Plan lists the following institutional priorities:

- enhancing student learning with focus on student success and improving general education;
- valuing people by encouraging faculty development and using adjunct faculty effectively;
- understanding students’ and other stakeholders’ needs;
- measuring effectiveness;
- continuing to offer courses at the Downtown Consortium, Mercy Health Center and Tinker;
- expanding use of web-based technologies in courses;
- involving the E-Learning Task Force in evaluating UCO’s capacity to receive courses; and
- considering requests to export courses and/or programs in business and education.

APRA Implementation

Since 1991-92, UCO has added 5 degree programs while deleting 50 degree programs.

Program Review

UCO offers 90 academic programs (62 baccalaureate, 26 master’s, and 2 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, UCO 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

UCO faculty developed the proposal in consultation with various advisory councils. It was then reviewed and approved by institutional officials and UCO’s governing board.

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Applied Technology in Technology Application Studies

Program purpose. The proposed program builds on a student’s applied coursework to fulfill the additional liberal arts and sciences courses to provide a degree pathway from the associate in applied science (AAS) to the baccalaureate in broad areas of technical education.

Program rationale/background. UCO developed this program proposal in response to direct requests from Oklahoma City Community College (OCCC) and Rose State College to provide a seamless transition for AAS students at these colleges to baccalaureate studies. UCO utilized various advisory groups that address technical and higher education needs for the Oklahoma City area. Response from these groups verified the need for broad technical baccalaureate programs for AAS graduates.

Employment opportunities. This program is designed to encourage AAS graduates to further their education at the baccalaureate level. OCCC indicated the program would enable many of its students and employees to further their academic careers. Through the application studies in areas of business, communications, legal, and public administration, this program will be broadly based and allow students choice depending on current career fields and aspirations. UCO is confident that this program will serve a wide variety of students and fill a gap in educational offerings in the Oklahoma City area.

Student demand. The proposed program is expected to enroll 35 majors in fall 2007 and graduate 8 students in 2007-08.

Duplication/Impact on existing programs. Cameron University, Langston University, Northeastern State University, Northwestern Oklahoma State University, Rogers State University, and Southeastern Oklahoma State University offer applied technology baccalaureate programs that serve AAS students. These programs are general in nature covering many aspects of applied technologies and accommodating a variety of AAS degree holders outside of the Oklahoma City metropolitan area. UCO’s requested program will be offered to an underserved portion of the state. To serve this population, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 total credit hours from the following areas (Attachment A): general education (40 credit hours), technical specialty (27 credit hours), application studies (30 credit hours), and electives (27 credit hours). No new courses will be added.

Faculty and staff. Existing UCO faculty will teach the courses in this program.

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

Financing. No new funds are required.

Attachment
# UNIVERSITY OF CENTRAL OKLAHOMA
## BACHELOR OF APPLIED TECHNOLOGY
### IN TECHNOLOGY APPLICATION STUDIES

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Technical Specialty</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Application Studies</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

Students should complete the following 15 hours:
- COMM 2153 Intro to Corporate Comm
- COMM 3083 Intercultural Communication
- COMM 3093 Presentation Techniques
- COMM 3413 Conflict and Communication
- ENG 4023 Technical Writing

Area studies: 15 hours in one of the following areas (Business, Communications, Legal, Public Administration)

**Business:**
- ECON 2063 Intro to Business Statistics
- ECON 2103 Principles Of Microeconomics
- ECON 2203 Principles of Macroeconomics
- LS 3113 Legal Environment of Business
- MGMT 3103 Fundamentals of Management
- MGMT 3143 Labor Relations Management
- ISOM 3263 Management Information Systems
- MGMT 3313 Human Resource Management

**Communication:**
- BCOM 3143 Business Communication
- BCOM 3373 Administrative Communication
- COMM 2143 Small group Communication
- COMM 3062 Employment Interviewing
- COMM 3053 Principles of Communication
- COMM 3243 Bus and Prof Speaking
- COMM 3203 Confr Wksp Org & Ldr
- COMM 4113 Organizational Communication

**Legal:**
- POL 2203 Introduction To Law
- POL 3103 Constitutional Law-Gov Powers
- POL 3203 Civil Liberties and the Courts
- POL 3343 Administrative Law
- POL 3613 Criminal Law and Procedure
- LS 3113 Legal Environment of Business
- LS 4134 Law of Business Organizations
- LS 4153 Contemporary Workplace Issues
<table>
<thead>
<tr>
<th>Public Administration:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 3504 Public Service Human Res Mngmt</td>
<td></td>
</tr>
<tr>
<td>POL 3343 Administrative Law</td>
<td></td>
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<tr>
<td>POL 3583 Urban Government and Policy</td>
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<tr>
<td>POL 4413 Public Policy Analysis</td>
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<tr>
<td>POL 4443 Advanced Public Administration</td>
<td></td>
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<tr>
<td>POL 4463 Public Finance and Budgeting</td>
<td></td>
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<tr>
<td>MGMT 3103 Fundamentals of Management</td>
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<tr>
<td>MGMT 3143 Labor Relations Management</td>
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<tr>
<td>MGMT 3313 Human Resource Management</td>
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<tr>
<td>MGMT 3413 Legal Environ HR Compliance</td>
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<thead>
<tr>
<th>Program Electives</th>
<th>27</th>
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| Total:                                                    | 124   |
AGENDA ITEM #6-d:

New Programs

SUBJECT: Rose State College (Rose). Approval of request to offer the Associate in Science in Geosciences.

RECOMMENDATION:

It is recommended that the State Regents approve Rose’s request to offer the Associate in Science in Geosciences with the stipulation that continuation of the program beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents; specifically, the program will enroll a minimum of 25 majors in fall 2006 and graduate a minimum of 5 students in 2006-07.

BACKGROUND:

Academic Plan

Rose’s 2002-03 Academic Plan lists the following institutional priorities:

- providing full-time professors in a majority of classes;
- maintaining the quality of existing programs;
- providing effective and accessible enrollment/advising services;
- increasing technology equipment funding;
- providing quality academic support services;
- providing remedial courses; and
- implementing cooperative agreements with local career technology centers and interacting with local high schools.

APRA Implementation

Since 1991-92, Rose has deleted 40 degree programs while adding 20 degree programs.

Program Review

Rose offers 62 degree or certificate programs (29 associate, 26 associate in applied science, and 7 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, Rose 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

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

POLICY ISSUES:

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

ANALYSIS:

Associate in Science in Geosciences

Program purpose. The proposed program will provide a strong foundational background in geology and will prepare students to pursue a baccalaureate degree in related areas.

Program rationale/background. Geologists use knowledge of the physical make up and history of the Earth to locate water, minerals and energy resources, to protect the environment, to predict future geologic hazards, and to offer advice on construction and land use projects. Student interest in these areas has driven steady and consistent enrollment in physical geology courses, with a tremendous increase in student interest in baccalaureate preparation in geology. In response, Rose developed a focused program aligned with baccalaureate requirements to prepare students for transfer to university programs.

Employment opportunities. Graduates of this program will have opportunities to continue study at a baccalaureate program, seek employment in the petroleum and other natural resource industries or with environmental agencies and companies, or work as independent consultants. Oil companies and research and environmental laboratories indicate a strong demand for geology and geophysics graduates, as these industries anticipate large retirements in the next few years.

Student demand. The new program is expected to enroll a minimum of 25 majors in fall 2006 and graduate a minimum of 5 students in 2006-07.

Duplication/Impact on existing programs. No other institutions in the state offer an associate degree in this field, so there is no duplication of other programs.

Curriculum. The proposed degree program consists of 64 total credit hours from the following areas (Attachment A): general education (39 credit hours), and program and support requirements (25 credit hours). One new course will be added.

Faculty and staff. Existing faculty in the Engineering and Science Division will teach the proposed curriculum.

Support services. Facilities, library resources, and equipment are adequate.

Financing. No additional funds are required to support the proposed program.
### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483</td>
<td>U.S. History to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 1483</td>
<td>U.S. History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113</td>
<td>American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2113</td>
<td>Calculus &amp; Analytical Geometry I+</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1135</td>
<td>General College Chemistry I+</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1145</td>
<td>General College Chemistry II+</td>
<td>5</td>
</tr>
<tr>
<td><em>GEOL 2803</em></td>
<td>Introduction to Invertebrate Paleontology</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>(see catalog for complete list)</td>
<td>6</td>
</tr>
<tr>
<td>HPER</td>
<td>Physical Education (May be activity or other HPER course)</td>
<td>2</td>
</tr>
</tbody>
</table>

At least one course from
the following areas:
Psychology, Social Sciences, Foreign Languages,
Fine Arts, (Art, Music, Theatre).

### CORE AND SUPPORT REQUIREMENTS

Must earn a “C” or better in each course in this section for graduation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2434</td>
<td>Physics I for Engineering &amp; Science Majors+</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2401</td>
<td>General Physics Laboratory I+</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 2444</td>
<td>Physics II for Engineering &amp; Science Majors+</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 2411</td>
<td>General Physics Laboratory II+</td>
<td>1</td>
</tr>
<tr>
<td>MATH 2124</td>
<td>Calculus &amp; Analytic Geometry II+</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1114</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1124</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GIS 1113</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

### TOTAL FOR GEOSCIENCES DEGREE

64 credit hours

* Indicates new course.
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:

Oklahoma Panhandle State University (OPSU) requests authorization to delete the Associate in Applied Science in Swine Management (052).

Northwestern Oklahoma State University (NWOSU) requests authorization to delete the Master of Education in School Psychometrist (048).

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the following programs:

- Associate in Applied Science in Technology (130);
- Associate in Applied Science in Criminal Justice (139);
- Associate in Applied Science in Computer Information Systems (141);
- Master of Education in Mathematics Education (072);
- Master of Education in Natural Science Education (074);
- Master of Education in Social Science Education (080); and
- Master of Education in Technology Education (069).

POLICY ISSUES:

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

ANALYSIS:

OPSU requests deletion of the Associate in Applied Science (AAS) in Swine Management (052). OPSU indicates that the program has not resulted in the interest level anticipated with both enrollments and graduation numbers below the projected criteria. No students remain in the program and no courses will be deleted as a result of this action. No funds will be available for reallocation.

NWOSU requests deletion of the Master of Education (MED) in School Psychometrist (048). NWOSU indicates there is low enrollment in this program. Two students remain in the program and will be accommodated. Two courses will be deleted and funds of $4,000-$5,000 will be available for reallocation.
SWOSU requests deletion of the following programs:

- AAS in Applied Technology (130). The program has continuous low enrollment. SWOSU indicates there is no demand for the program. Five students remain in the program and will graduate in December 2004. Eleven courses will be deleted as a result of this action and no funds will be available for reallocation. This deletion will also delete the cooperative agreement for this program with Western Technology Center.

- AAS in Criminal Justice (139). The program has continuous low enrollment. SWOSU indicates there is no demand for the program. Fifteen students remain in the program and will graduate in December 2004. No courses will be deleted as a result of this action and no funds will be available for reallocation.

- AAS in Computer Information Systems (141). The program has continuous low enrollment. SWOSU indicates there is no demand for the program. Three students remain in the program and will graduate July 29, 2004 as scheduled. No courses will be deleted as a result of this action and no funds will be available for reallocation.

- MED in Mathematics Education (072)
  MED in Natural Science Education (074)
  MED in Social Science Education (080)
  MED in Technology Education (069)

  These programs are being combined with other master’s level programs into one program with multiple options in the disciplinary areas (see Program Modification Approval agenda item). Students remaining in the programs will be accommodated in the new program and option with a seamless transition. No courses will be deleted as a result of this action and no funds will be available for reallocation.
AGENDA ITEM #8:

Learning Site and Electronic Media

SUBJECT: Learning Site and Electronic Media Reports.

RECOMMENDATION:

These reports are for information only.

BACKGROUND:

Learning Site

In response to a report conducted by the National Center for Higher Education Management Systems (NCHEMS), the State Regents adopted the Learning Site Policy in April 1999. The policy and its related initiatives are designed to meet the educational needs identified in the NCHEMS report through the designations of learning sites at the twenty-five state college and universities, two higher education centers, and an additional pilot site in Ponca City. In a related action, the State Regents began allocating “receive site” funds to the designated learning sites. In both FY 1999 and FY 2000, $2.6 million was allocated as an incentive to build the infrastructure necessary to import courses at the learning sites. The learning site policy calls for the collection of data to help ensure the policy’s effectiveness in meeting the State Regents’ goals.

A survey was conducted in fall 2000 to determine the effectiveness and activity of Oklahoma’s learning sites. It was determined after the 1998-2000 report was compiled that future information would be collected through the annual institutional Academic Plan.

Electronic Media

Oklahoma colleges and universities continue to be active in their use of distance learning technologies, building on their history and traditions that date back to the establishment of the Oklahoma Higher Education Televised Instruction System in 1970. The distance learning activity reported is taken from data collected through the Unitized Data System (UDS). Previous reports required data collection through time-consuming institutional surveys. Data collected through UDS provides information about the courses offered using electronic media, their enrollments, and student achievement.

The State Regents’ electronic media policy calls for regular policy review with benchmarks for evaluating the policy’s effectiveness based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens.

POLICY ISSUES:

These reports provide a baseline for status reports on the effectiveness of the State Regents’ “Policies and Procedures Pertaining to the Electronically Delivered and Traditional Off-Campus Courses and Programs.”
ANALYSIS:

Learning Site

Data from the Learning Site Accountability Report provides a picture of the campus activities in the 2001-2002 and 2002-2003 academic years related to the courses and programs received or imported from other institutions.

• In 2001-2002, 732 courses and 83 degree programs were received from sister institutions. Generally, the courses and programs received provide access to education that would not otherwise be available to those communities.

• In 2002-2003, 823 courses and 75 degree programs were received from sister institutions. These courses were available in several areas of study and course levels with 33.3 percent taught at the graduate level.

• Learning site activity involving the main campuses of the comprehensive universities was minimal during the 2001-2002 and 2002-2003 academic years. The extensive academic programs represented by those institutions indicate less need to import from other campuses.

• The majority of courses imported to OSU were in support of specific applied science degrees, such as police science, municipal fire protection, and drug abuse counseling.

• Regional universities accounted for 24.6 percent (180 courses) of classes imported for 2001-2002 and 18.6 (153 courses) for 2002-2003.

• Of the 180 courses received at regional universities, 98 (54.1 percent) were graduate level courses during the 2001-2002 academic year, and 74 (48.4 percent) were graduate level courses in 2002-2003. The majority of these courses were in the fields of library science, education, business, and nursing.

• During 2001-2002, two-year college offerings accounted for 176 (24.0 percent) of the 732 imported distance learning classes and 145 (17.6 percent) during 2002-2003. Western Oklahoma State College, Redlands Community College, and Carl Albert State College accounted for 64.5 percent of the courses imported to two-year institutions in 2001-2002 and Eastern Oklahoma State College, Redlands Community College, and Carl Albert State College accounted for 81.4 percent in 2002-2003.

• During 2001-2002, offerings at the education centers in Idabel and Ponca City accounted for 34.7 percent (254 courses) of the total for the system. In 2002-2003, the Ardmore, Idabel, and Ponca City education centers accounted for 50.4 percent (415 courses) of courses imported within the State System. The aggregated data reflect a reasonable mixture of courses from all three tiers.

Electronic Media

According to the data now collected through the UDS, Oklahoma colleges and universities remain very active in the use of technology to deliver courses and programs.

• In 2001-2002, of the 49,563 enrollments in electronic media courses, 26,518 (53.5 percent) were in computer-based courses (which includes online or Internet-based offerings), 14,470 (29.2 percent) were in courses using interactive video, and 8,575 (17.3 percent) were in telecourses.
In 2002-2003, of the 65,790 enrollments in electronic media courses, 38,466 (58.5 percent) were in computer-based courses (which includes online or Internet-based offerings), 18,303 (27.8 percent) were in courses using interactive video, and 9,021 (13.7 percent) were in telecourses.

Oklahoma’s two comprehensive universities along with the University of Oklahoma’s Health Sciences Center continue to be leaders in the delivery of courses and programs using technology. The 14,046 student credit hours generated in 2001-2002 represent 9.5 percent of the system total. The 26,450 student credit hours generated in 2002-2003 represent 13.6 percent of the system total.

Regional universities also showed growth and activity in electronic media offerings. In 2001-2002, the 1,765 courses offered by regional universities account for 30.8 percent of courses offered in the system. In 2002-2003, the 2,216 courses offered by regional universities account for 38.7 percent of courses offered.

The courses of study were varied, and virtually all disciplines were offered. Business, education, and social sciences were the most prevalent subjects. Northwestern Oklahoma State University, Southwestern Oklahoma State University, and Rogers State University reported significant numbers of offerings comprising 23.6 percent of all courses offered in the State System in 2001-2002. In 2002-2003, Northwestern Oklahoma State University, Southwestern Oklahoma State University and Cameron University also accounted for 31.6 percent of the system course offerings.

In the national context, two-year institutions are considered leaders in innovation and use of technology in instruction. Oklahoma’s community colleges are no different in that respect and the data indicate a strong distance learning effort within the community college tier. More than half of distance education student enrollments are in community colleges.

While the community college tier leads the others, individual campuses have also been recognized as leaders in electronic delivery. The study data show that Tulsa Community College generated the most student credit hours using distance education with 29,525 in 2001-2002 and 38,145 in 2002-2003. The course subject areas from community colleges were diverse, and covered most areas of general education, business, and social science.

**CONCLUSIONS**

**Learning Site**

The data reported indicate that the goals of the policy are being met at the system level, with wide variation among the different sites. Over 800 courses were shared among campuses. These courses represent a significant collaborative State System effort to extend academic resources and increase access to educational opportunities; promote quality offerings through technical, academic, and student support standards; and realize efficiencies through sharing courses and programs.

Given that the need to provide support services for distance learning students at locations across the state and demands for upgrading and replacing technology will continue to grow, funding of the learning site capacity building grants should continue at the current level.

If funding is available, priority should be given to allocating more funding for service level rewards. Many costs are variable based on the numbers of students served, courses received, and institutional partnerships created.
• Related to determining needs and effectiveness, learning site responsibilities should include provisions for organized, formal, and systematic input by faculties from provider institutions, students enrolled in the imported courses, and members of the community or area served.

• State Regents’ staff should encourage greater utilization of imported programs using electronic media, including examples of strategies and effective practices.

**Electronic Media**

Recommendations related to electronic media offerings are provided below.

• The State Regents should continue to encourage the use of distance learning technologies to meet the needs of Oklahoma citizens and provide more flexible learning options.

• Investments in faculty development to better utilize the technologies should also be encouraged.

• State Regents’ policies related to electronic media should continue to be monitored to ensure that they provide the right balance of quality assurance, flexibility, and responsiveness.
AGENDA ITEM #9:

Remediation

SUBJECT: Annual Student Remediation Report.

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

• In 1991, the State Regents adopted the Student Assessment Policy that required each institution to develop and implement a comprehensive assessment program with mandatory student placement in fall 1994. This is the 12th annual student remediation report.

• Remedial education is not a recent phenomenon in higher education. As early as the 17th century, Harvard College provided remedial instruction for inadequately prepared students. In 1849, the University of Wisconsin established the first preparatory program for students with inadequate preparation. Remedial education was needed when World War II veterans came to college, and for first-generation college students who gained access to higher education due to the Civil Rights Act of 1964.

• Societal and demographic changes have contributed to increased demands for access to higher education with minorities and immigrants overrepresented among those who need remediation.

• Widespread need for college remediation has initiated efforts to prepare students while still in high school. National and regional studies report approximately one-third of new freshmen enroll in remedial courses.

• Current debate about remedial education incorrectly assumes that remediation is proportionately taught among all colleges and universities. In fact, 60 percent of all remediation is conducted by community colleges nationally.

• Financial costs of remediation are being addressed in different ways by various states, some requiring additional fees from the remediated student. Others have proposed that the remediation costs be borne by the secondary schools that graduated the student needing remediation. Nationally, remediation costs are less than 1 percent of the total public higher education budget.

• Oklahoma students pay more for remedial courses at State System institutions:
  - comprehensive universities: regular tuition + $24 per credit hour
  - regional universities: regular tuition + $20 per credit hour
  - community colleges: regular tuition + $13 per credit hour
  - technical branches: regular tuition + $18.50 per credit hour
OKLAHOMA INITIATIVES:

- The State Regents, in addition to managing the costs of remedial education, have taken multiple initiatives to reduce remediation, among them: enhanced teacher preparation, increased standards for college preparation, establishing better communication with and feedback to Oklahoma high schools, and facilitating cooperation between various state education entities to increase the number of students who go to college directly from high school.

Oklahoma public institutions report that remediation has resulted in significant improvement in student success.

FINDINGS:

In 2002-03:

- 41,295 students enrolled in remedial courses:
  - 5.3 percent (2,187 students) at the comprehensive universities
  - 19.3 percent (7,979 students) at the regional universities
  - 75.4 percent (31,129 students) at the two-year colleges

- Of fall 2002 first-time freshmen, 38.4 percent enrolled in remedial courses.

- Of the freshmen who did not meet the State Regents’ 15-unit high school core curriculum, 49.4 percent enrolled in remedial courses, compared to 23.9 percent of freshmen who completed the high school core curriculum.

- Remediation by subject for fall 2002 freshmen was as follows:
  - 32.8 percent mathematics
  - 15.8 percent English
  - 5.6 percent reading
  - 3.2 percent science

- From fall 1996 to fall 2002, the percentage of freshmen with an ACT score below 19 decreased:
  - English, from 22.4 to 19.9 percent
  - Science, from 17.3 to 16.6 percent
  - Reading, from 18.6 to 18.4 percent

- From fall 1996 to fall 2002, the percentage of freshmen with an ACT score below 19 increased in mathematics from 26.7 percent to 27.3 percent.

- From 1996-97 to 2002-03, the remediation rate for first-time freshmen direct from Oklahoma high schools decreased from 37.3 percent to 36.3 percent. This is lower than the 38.4 percent for all first-time freshmen.

- Older freshmen require more remediation. During the 2002-03 academic year, a higher percentage of freshmen 21 years of age and older (44.4 percent) enrolled in remedial courses than freshmen less than 21 years of age (36.4 percent).

- In 2002-03, Oklahoma State System institutions generated $2.5 million from student-paid remedial course fees to cover the direct costs of providing remedial courses.
CONCLUSIONS:

- Math remediation improved slightly, decreasing 0.5 of a percentage point from last year. New high school graduation requirements of additional mathematics beginning with the 2003 class may reduce future remediation rates.

- The number of adults (students 21 and over) is at an all-time high and their remediation rate is the highest in seven years. More students attending college due to the economic downturn account for more older students who did not prepare to attend college when in high school or need help brushing up on their academic skills.

- Two-year colleges continue to be the primary source of remediation in the State System. This is consistent with the community college’s mission.

- Students enrolling directly from any high school (17 to 20 year-olds) are less likely to need remediation than older students (36.4 and 44.4 percent, respectively). Those students graduating directly from Oklahoma high schools show even less need for remediation than either group with 36.3 percent.

- The financial costs associated with remediation are small in comparison to total higher education budgets and are negligible when compared to the alternatives, which can range from falling levels of degree attainment to employment in low paying jobs.

- Remedial coursework enables underprepared high school students to learn the value of achievement while acquiring the skills necessary to succeed in college-level work, and benefits adult students who seek retraining at colleges and universities in their local communities.
AGENDA ITEM #10:

Langston University

SUBJECT: Progress report on the Center for Excellence in Urban Education and Urban Studies at Langston University (LU)

RECOMMENDATION:

It is recommended that the State Regents accept LU’s report on progress on the Center for Excellence in Urban Education and Urban Studies.

BACKGROUND:

The 1998 Oklahoma Legislature requested through SB 1426 that the State Regents design a statewide plan for LU and provide a report to the 1999 legislature. In December 1998 the State Regents, in a joint meeting with the Board of Regents for Oklahoma A&M Colleges, approved a statewide plan for LU. The plan is consistent with the State Regents’ 1978 action assigning LU an urban function, charging LU to: 1) prepare students for careers and jobs in an urban setting; 2) fit students for life in an urban society; and 3) help fit the urban community for life through its programs for research and public service. The plan calls for LU to place particular emphasis on opportunities and needs related to the metropolitan areas of Tulsa and Oklahoma City.

The Statewide Plan builds on LU’s strengths developed during the past 20 years as an urban institution. The three-part Plan was designed to: 1) strengthen LU’s Tulsa operations; 2) strengthen LU’s Oklahoma City operations; and 3) strengthen the LU campus and delivery of unique programs and services to the state. A progress report on the Plan was submitted in September 2000 and reported to the State Regents in February 2001.

LU was charged to develop a Center of Excellence in Urban Education and Urban Studies in Tulsa, including teacher education, corrections, sociology, business, nursing, and health professions programs. Additionally, the Plan called for the strengthening of curriculum, research, outreach, and student services. Partnerships and cooperative programs with Oklahoma State University were to be enhanced. This report details progress specifically on the Center for Excellence in Urban Education and Urban Studies in Tulsa.

Funding

The original total additional dollars needed to implement the Statewide Plan were $61,345,700 ($55,500,000 of one time costs plus $5,845,700 to be appropriated annually). The Governor and legislative leaders also committed capital and endowment dollars to strengthen LU’s role in Oklahoma higher education.

The State Regents allocated $750,000 to LU in FY 2000 for start-up costs to implement the Statewide Plan. In FY 2001, LU received an additional $200,000. In FY 2002, the State Regents allocated $500,000 to LU for implementation of the Center for Excellence in Urban Education and Urban Studies. Due to mandatory statewide budget cuts, the base ongoing funding has been reduced to $444,175. No new funds have been
allocated for FY 2003 or FY 2004 due to budget cuts.

**POLICY ISSUES:**

This is the second report of LU's progress in implementing components of the Statewide Plan previously described. The Plan is consistent with the State Regents' actions in 1978 to comply with the Civil Rights Act and regulatory guidance provided by the U.S. Department of Education's Office of Civil Rights. It is also consistent with SB 1426, which restructured higher education services in Tulsa.

**ANALYSIS:**

LU submitted a report to the State Regents detailing the progress made in implementing the Center of Excellence in Urban Education and Urban Studies. A summary and analysis of the progress are presented below and in the attached chart.

*Activities*

The Center’s mission is to serve as a comprehensive research and community service center. To support the Center’s mission, several activities have been conducted since the last report:

- LU held the first Student Research Symposium as part of Urban Education Month. Guidelines for the symposium were developed by an interdisciplinary faculty committee, and each entrant required a faculty sponsor. Research focused on critical issues related to urban education and/or urban life. Proposals were required to have a practical, relevant solution.
- Two writing workshops (fall 2002 and spring 2003) were held to help improve student writing skills.
- To enhance faculty development, LU sponsored faculty in the Educator’s Leadership Academy and Leadership Tulsa.
- Two student leadership workshops were held (fall 2002 and spring 2003) for 30 area high school students.
- LU-Tulsa continued sponsorship of the GEAR UP “Liberty Fair,” a competition combining social sciences and multiple intellectuals. LU-Tulsa also participated in the annual Martin Luther King Day parade.
- LU-Tulsa faculty and administrators participated in numerous workshops with K-12 and higher education leaders in strategic planning and problem solving to increase retention and graduation rates in Tulsa metropolitan schools.

*Personnel*

- A part-time director of information systems was hired to coordinate systemwide computer services for the Tulsa campus.
- An assistant professor/distance learning analyst was hired full-time to enrich the computer and information sciences and information systems majors. This position involved teaching regular courses and developing seminars for Education majors related to technology.
- Also hired were a part-time events coordinator and an administrative assistant for personnel.

*Programs*

- The LU-Tulsa Community College (TCC) articulation agreement was updated in 2002 and 2003. Several meetings were held to discuss collaborative academic programs between LU and TCC, and a joint mailing was sent to 6,000 prospective students announcing the LU-TCC 2+2 degree program.
A review of criteria for rehabilitation counseling certification was completed, although there were no funds to hire faculty.

**Technology**

- In addition to the hiring of a director of information systems and an assistant professor/distance learning analyst, other accomplishments in the area of technology include:
  - the creation and maintenance of a Tulsa campus web site;
  - the maintenance of faculty and staff computers;
  - an assessment of hardware and software needs;
  - technical liaison between the LU main campus and OSU-Tulsa;
  - a liaison with COEITT Industry, Higher Education, and Government organization; and
  - graphic design assistance with brochures and other publications.

**Projections**

Short-term goals for the Center for Excellence in Urban Education and Urban Studies include offering writing courses for credit in Tulsa to continue support for academic success and research writing; the further development of collaborative degree programs with TCC; the offering of career-based workshops for high school students using community professionals; and including Urban Education graduate students in an optional research activity.

Long-term goals for the Center include offering research, symposia, and special presentations from national teachers on critical issues concerning the education of urban students and urban studies; addressing issues of learning that include whole language philosophy, literature-based curriculum, and acknowledgement of diversities of behavior and attitudes; and continued involvement of LU’s Math and Science Academy with Monroe Middle School in Tulsa.

**Budget and Financing**

LU reported that although $480,000 was allocated for start-up costs for the Center for Excellence in Urban Education and Urban Studies in FY 2002, the entire budget was re-adjusted to satisfy mandatory budget reductions. As mentioned, the actual amount allocated was $444,175 due to further budget cuts. The adjusted budget reported by LU includes:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$ 127,114</td>
</tr>
<tr>
<td>Public Relations</td>
<td>11,222</td>
</tr>
<tr>
<td>Equipment</td>
<td>13,395</td>
</tr>
<tr>
<td>Supplies</td>
<td>11,381</td>
</tr>
<tr>
<td>Travel</td>
<td>164</td>
</tr>
<tr>
<td>Communications</td>
<td>373</td>
</tr>
<tr>
<td>Professional Svc.</td>
<td>20,672</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 184,321</strong></td>
</tr>
</tbody>
</table>

LU reported that funding for personnel and activities in the Center has been merged with E&GI line items in the LU-Tulsa administration budget. The State Regents have made no additional allocations for FY 2003 or FY 2004 due to budget cuts.
SUMMARY AND CONCLUSION:

The development of the Center for Excellence in Urban Education and Urban Studies was an integral part of the Tulsa component of the Statewide Plan. In the Plan, there were five components of the Center: programs, curriculum, research, outreach, and student services. The progress in each area is described below.

Programs
Significant progress was reported by LU in 2000 regarding programs. In this report, progress was made in articulation agreements with TCC, and in the review of criteria for rehabilitation counseling certification.

Curriculum
Writing and leadership workshops were held for students, and technology workshops for education majors were developed. The hiring of an assistant professor/distance education analyst also enriched the technology and education disciplines. Some faculty development was also supported.

Research
Some progress was reported in the research area with the presentation of the first Student Research Symposium held in conjunction with Urban Education Month.

Outreach
Faculty collaborated with K-12 and higher education leaders on increasing the graduation/retention rate for Tulsa metropolitan schools, and liaisons with OSU-Tulsa and COEITT were developed. LU-Tulsa also sponsored the “Liberty Fair” and participated in the Martin Luther King Day parade. Additionally, a Tulsa campus web site was developed, and graphic design assistance was provided.

Student Services
Writing and leadership workshops were held for students, and technology workshops were developed for education majors. Additionally, the creation of a web site enhanced student services.

Significant progress has been made on the implementation of the Center for Excellence in Urban Education and Urban Studies as part of LU’s Statewide Plan. It is recommended that the State Regents accept this report on LU’s progress toward implementation of the Center for Excellence in Urban Education and Urban Studies.
# Progress Toward Implementing the Center for Excellence in Urban Education and Urban Studies

## 1998 Statewide Plan

<table>
<thead>
<tr>
<th>1. Develop a Center of Excellence in Urban Education and Urban Studies</th>
<th>Center for Excellence in Urban Education and Urban Studies was established and mission defined; four personnel were hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Programs (teacher education, corrections, sociology, business, nursing, liberal education, health professions, process technology, math and science academy, Center for Entrepreneurship, Urban Education master’s program)</td>
<td>MS in Rehabilitation Counseling was approved; Accelerated baccalaureate degree in nursing developed; Center for Entrepreneurship established; planning progressed for Institute for effective Pedagogy for Urban Learners, Math and Science Academy, and MS in Urban Education in Administration</td>
</tr>
<tr>
<td>b. Curriculum</td>
<td>No progress reported</td>
</tr>
<tr>
<td>c. Research</td>
<td>No progress reported</td>
</tr>
<tr>
<td>d. Outreach</td>
<td>No progress reported</td>
</tr>
<tr>
<td>e. Student Services</td>
<td>No progress reported</td>
</tr>
</tbody>
</table>
AGENDA ITEM #11:

Compliance Review

SUBJECT: Eastern Oklahoma State College and the Move on Toward Education and Training (MOTET) agreement.

RECOMMENDATION:

It is recommended that the State Regents approve the recommendations as outlined below and in the final report (supplement) involving issues related to Eastern Oklahoma State College’s agreement with Move on Toward Education and Training (MOTET).

BACKGROUND:

Responding to concerns first identified in newspaper articles about an agreement between Eastern Oklahoma State College (EOSC) and a Florida enterprise, Move on Toward Education and Training (MOTET), Chancellor Paul G. Risser authorized a December 18, 2003 on-site visit at the administrative offices of EOSC by Oklahoma State Regents for Higher Education (State Regents) staff. The concerns triggering the visit involved the awarding of academic credit and issuance of transcripts for courses taught outside of the state by faculty not employed by EOSC.

The scope of the review includes the determination of the following: 1) consistency of EOSC educational offerings in Florida with functions and operations specified by State Regents’ policy; 2) adequacy of EOSC faculty and campus oversight and institutional participation in the educational process, and 3) appropriateness and accuracy of the transcripting of credits earned through enrollment in these offerings.

POLICY ISSUES:

The offering of these courses violates State Regents’ policies as detailed in finding #2 below. The policies violated include: Policy on Functions of Public Institutions, Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs, Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload Standards in the Oklahoma State System of Higher Education, and Policy and Procedures Relating to Student Tuition and Fees.

ANALYSIS:

It was determined that an agreement signed by Dr. William McCoggle (representing MOTET) and EOSC President William Campion was in effect from December 2002 through August 2003, although instruction continued and transcripts were issued during the fall 2003 semester. Faculty hired by Dr. McCoggle taught the courses. On-site instruction occurred in middle or high schools in Florida (Jann Mann Opportunity
School, Carver Middle School, Miami Palmetto Senior High School). The following numbers are approximate: total course offerings/sections - 340, total enrollment - 545, unduplicated headcount – 190, and total credit hours – 1,639.

The on-site visit consisted of interviews with the EOSC president and administrators. Records pertaining to the MOTET agreement were collected and reviewed. Independently, State Regents’ staff interviewed faculty, students, officials from higher education institutions to which the EOSC transcripts were presented for transfer credit, Florida Department of Education officials (including those responsible for teacher certification/re-certification and those involved with the Independent Education licensing unit), representatives of Florida school districts whose teachers enrolled in EOSC-MOTET courses, and two Florida institutional officials who were approached about participating in the MOTET program.

Findings

FINDING #1
A review of the documentary materials obtained from EOSC and interviews with others involved revealed that the courses offered by MOTET and transcripted by EOSC were indistinguishable from academic credit courses. It is especially significant that individuals who received EOSC transcripts (e.g., students, higher education institution registrars, and others) considered them academic transcripts. This finding is supported by the following: 1) the agreement between EOSC and MOTET that states, “... MOTET will meet or exceed all requirements of the Regional Accrediting Agency with regard to instructor credentials, numbers and length of class meetings and other guidelines. In return EOSC agrees to provide appropriate credit awards and transcripts to duly enrolled students.” [emphasis added], 2) the course numbers and titles conform to State Regents’ policy on uniform course numbering for academic credit, and 3) the transcripts have every appearance of a standard EOSC academic transcript including the following: a) they were printed on “safe-script” official transcript paper; b) grades, GPA, and credit hours listings are the same as regular transcripts, and c) the Registrar’s signature appears on the transcript. The only counter-indication is the listing of the terms “Adult Continuing Education” or “ACE” above the courses, neither of which is defined on the Transcript Guide; nor is there an explanation for these designations in EOSC’s catalog.

FINDING #2
The offering of these courses violates State Regents’ policies as detailed below:

- **Policy on Functions of Public Institutions.** Based on the two-year college function statement, EOSC is not functioned or authorized to offer coursework out of state or for teacher certification/re-certification.
- **Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.** The EOSC/MOTET operation fits the definition of off-campus courses that require prior approval for courses to be offered out of state. Additionally, EOSC is out of compliance with academic standards noted in that policy, including faculty quality and oversight by the academic unit; student access to facilities and learning materials; and student admission, assessment, and retention;
- **Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload Standards in the Oklahoma State System of Higher Education.** The number of hours of instruction provided fell short of what is required to award an hour of academic credit. Most courses appear to have met only 75 percent of the 800 instructional minutes required to award a credit hour (e.g., a three credit hour course requires 2,400 minutes of instruction; and MOTET courses generally appeared to have met 1,800 minutes). Some students appeared to have exceeded undergraduate maximum academic workload standards, i.e., the maximum student overload for a five-week class is 7.5 hours and several students exceeded the maximum overload by 4.5 to 11.5 credit hours.
- **Policy and Procedures Relating to Student Tuition and Fees.** Policy requires that the State Regents approve student fees. The State Regents did not authorize the per-credit-hour fee charged in the MOTET program.
FINDING #3
EOSC faculty had no relationship to the educational enterprise, contrary to academic quality standards and standard academic practice. Because EOSC administrators and faculty did not oversee the MOTET operation, academic credit should not be awarded for these offerings.

Institutional Response

President Campion was given an opportunity to review the Preliminary Compliance Review Summary and provide factual comment. President Campion’s letter is available as Tab C. State Regents’ staff response is provided as Tab D.

On February 4, 2004, the EOSC Board of Regents took several actions related to the MOTET agreement (Tab E). In summary, the actions were directives to the EOSC administration related to issuance of new certification documents sent to MOTET students, policies related to the authorization of EOSC contracts and agreements, and procedures requiring prior approval by the State Regents of new course and program proposals.

Conclusions

In summary, while both parties - EOSC and MOTET officials - contended that the courses were not offered for credit, transcripts were, in fact, issued in academic credit format. Interviews with students, faculty, two colleges that were approached about participating in MOTET, school district personnel, and two colleges that accepted credit stated that they regard the courses offered through the EOSC/MOTET agreement as credit offerings. Teacher education certification officials indicated that non-credit courses are not accepted for teacher certification or re-certification, and that MOTET was not recognized for in-service training. Therefore, the method of delivery, lack of EOSC faculty participation and administrative oversight, transcript irregularities, violations of State Regents’ policies, and standard academic practice and quality standards lead to the recommendations outlined below.

Recommendations

It is recommended that the following corrective actions be taken regarding the EOSC/MOTET agreement:

1. EOSC will be required to submit a compliance plan on or before March 1, 2004, prior to the 2004-05 budget allocation, that contains a detailed account of the process that will rectify issues related to MOTET including:
   o Notification of students that transcripts are not academic credit transcripts and a means for the State Regents’ office to verify notification.
   o How student refunds will be processed for fees collected by EOSC.
   o Revised institutional policies and procedures to ensure that future agreements or contracts, continuing education offerings, marketing efforts, and transcripting practices comply with policies and standards of the State Regents, the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA), and the EOSC Board of Regents.

2. The Chancellor will notify all institutions listed on transcript requests that EOSC transcripts received related to MOTET only are not academic transcripts.

3. The Chancellor will provide a copy of the report to the appropriate officials within the Florida State Department of Education, and school districts where MOTET operated.
4. If the compliance plan does not adequately address the issues outlined above, the State Regents reserve the right to reduce the institution’s allocation for the 2004-05 fiscal year proportionate to any financial or other advantage obtained by the institution.

Additional Recommendations

The State Regents investigated the EOSC/MOTET agreement to determine compliance with State Regents’ policies and procedures and educational standards. Governance and accreditation responsibilities reside with the EOSC board and the HLC/NCA, respectively. Therefore, it is recommended that the following actions take place after State Regents’ action on the compliance review report:

1. A copy of this report be delivered to each member of the EOSC Board of Regents; and

2. A copy of this report be delivered to the HLC/NCA to review compliance with accrediting agency Criteria for Accreditation and the “Good Practices in Contractual Arrangements Involving Courses and Programs.”
AGENDA ITEM #12:

Academic Plans

SUBJECT: Disposition of institutional academic plans.

RECOMMENDATION:

It is recommended that the State Regents acknowledge receipt of the following 2003-2004 academic plans:

- Oklahoma State University System
- University of Oklahoma
- University of Oklahoma Health Sciences Center
- Cameron University
- East Central University
- Langston University
- Northeastern State University
- Northwestern Oklahoma State University
- Oklahoma Panhandle State University
- Rogers State University
- Southeastern Oklahoma State University
- Southwestern Oklahoma State University
- University of Central Oklahoma
- University of Science and Arts of Oklahoma
- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Murray State College
- Northeastern Oklahoma A&M College
- Northern Oklahoma College
- Oklahoma City Community College
- Redlands Community College
- Rose State College
- Seminole State College
- Tulsa Community College
- Western Oklahoma State College

BACKGROUND:

The State Regents approved the Academic Planning/Resource Allocation (APRA) concept in 1991. Institutional academic plans are developed each year and provide the context for decision-making within APRA principles. The academic plans outlined in the supplemental report represent the tenth cycle of the
system’s academic planning and reflect institutional priorities. New program requests are evaluated within the context of a current and complete institutional academic plan.

In January 2003, institutional administration and State Regents’ staff discussed reshaping the Academic Plan process into a more efficient and productive exercise. The plans were made more concise while still including two parts: Part I. Annual Report and Part II. Academic Plans for the Coming Year. The Annual Report summarizes current academic programs and services in technology and academic efficiencies, and reports Learning Site activities. The Academic Plan for the Coming Year includes a copy of the institution’s strategic plan, if available; the institution’s three to five academic priorities for the coming year; and a summary of future plans with respect to technology and academic efficiencies.

Institutions are provided an outline for the next academic year (see Attachment A). Plans were due in the State Regents’ office on August 1, 2003. The 2004 Academic Plan Outline is summarized below.

<table>
<thead>
<tr>
<th>PART I (Report)</th>
<th>PART II (Future Plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Summarize current academic programs and services in the following areas:</td>
<td>A. List the institution’s three to five academic priorities for the coming year.</td>
</tr>
<tr>
<td>• Technology</td>
<td>B. Summarize the institution’s future plans with respect to the following areas:</td>
</tr>
<tr>
<td>• Academic Efficiencies</td>
<td>• Technology</td>
</tr>
<tr>
<td>B. Learning Site Activity Report.</td>
<td>• Academic Efficiencies</td>
</tr>
</tbody>
</table>

**POLICY ISSUES:**

These actions support and further the goals of the APRA initiative.

**ANALYSIS:**

With this action, the State Regents accept the academic plans from all public institutions. Highlights of the submissions are provided in the supplemental report.

Attachment
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Institutional Academic Plan
2004 Outline

PART I. ANNUAL REPORT

The academic plan provides a means for the State Regents to view each institution’s priorities and aspirations in the context of the State System. The plan is divided into two parts: 1) informing the State Regents about current issues; and 2) informing the State Regents of plans for the future. Information from past academic plans accessible from other resources, specifically the Unitized Data System (UDS), will no longer be required for inclusion in the academic plan submission for the institution. Institutions are encouraged to utilize this form to submit information electronically. Although the length of the academic plan can be expected to vary, it is anticipated a concise academic plan should be possible within ten or fewer pages. The 2004 Academic Plan is due August 1, 2003.

A. Summarize current academic programs and services in the following areas:
   1. **Technology** (uses in the classroom, faculty and curriculum development, student support services, and distance education offerings, etc.)
   2. **Academic Efficiencies** (faculty sharing, partnership collaboration, course redesign, etc.)

B. Learning Site Activity Report:

   Please respond to the following questions as a learning site (your institution is hosting the courses offered by another institution):

   1. Include a list of the courses and programs received from other institutions.
   2. Provide detailed information about how the learning site is ascertaining and meeting employer needs and student demands.
   3. Describe in detail how the learning site spent the receive site funding.

PART II. ACADEMIC PLAN FOR COMING YEAR

Please provide a copy of the institution’s strategic plan, or URL if available online. If no strategic plan is available, please respond to the following items regarding academic plans for the coming year.

A. List the institution’s three to five academic priorities for the coming year and the objectives that will be used as benchmarks to achieve the priorities. Please include, if appropriate, how these academic priorities relate to high priority academic programs.

B. Summarize the institution’s future plans with respect to the following (for examples, see Part I):

   1. **Technology**
   2. **Academic Efficiencies**
AGENDA ITEM #13-a:

Scholarship Programs

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

RECOMMENDATION:

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

BACKGROUND:

In late 2003, an employee of the Office of Handicapped Concerns, who serves as liaison for the Governor’s Advisory Committee on Employment of People with Disabilities, contacted the State Regents’ office and requested sponsorship for 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 this spring.

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.
AGENDA ITEM #13-b:

Scholarship Programs

SUBJECT: Frances Koop Parsons/SBC Pioneers Memorial Scholarship. Acceptance of donation and approval of agreement

RECOMMENDATION:

It is recommended that the State Regents accept the donation of $50,000 to establish the Frances Koop Parsons/SBC Pioneers Memorial Scholarship and ratify the agreement to administer the program.

BACKGROUND:

In 2003, representatives of the SBC Pioneers, an organization of former and current employees of SBC Corporation, contacted the State Regents’ office about the possibility of endowing a permanent memorial scholarship. The name of the scholarship honors a deceased member of the organization who bequeathed the $50,000 being donated.

POLICY ISSUES:

This action is consistent with the State Regents’ efforts to assist in the administration of private donations for the benefit of Oklahoma college students. Other similar programs administered by the State Regents include the Heartland Scholarship Fund, the Renee Neuwald Scholarship, and the Ruby Courtney Scholarship.

ANALYSIS:

Initially, the program will fund two $500 scholarships annually. The number of scholarships may be increased in the future, depending on the availability of funds. The attached agreement describes the nature of the scholarship. The provisions of the scholarship include the following:

- This scholarship is a one-time award worth $500 and is paid in equal portions for fall and spring semesters.
- The family income of applicants may not exceed $50,000.
- The scholarship is open to first-time freshmen only with at least a 3.0 high school grade point average.
- Applicants must be Oklahoma residents.
- Recipients must enroll full-time at an eligible Oklahoma postsecondary institution.
- Preference will be given to students with a strong volunteer and leadership background.
- Recipients agree to allow SBC Pioneers to use photos, likenesses and name for publicity purposes.
Oklahoma State Regents for Higher Education

The Frances Koop Parsons/SBC Pioneers Memorial Scholarship
Administrative Agreement

Whereas the Oklahoma First Chapter 41 SBC Pioneers (hereafter referred to as the “SBC Pioneers”), through the generosity of Frances Koop Parsons, desires to permanently fund a scholarship for the purpose of assisting Oklahoma students with post-secondary expenses and possibly provide a benefit to children and grandchildren of SBC employees;

Whereas the Oklahoma State Regents for Higher Education (hereafter referred to as the “State Regents”) desire and agree to perform certain administrative functions as more fully set out herein;

Therefore, the State Regents enter into the following agreement with the SBC Pioneers to administer the Frances Koop Parsons/SBC Pioneers Memorial Scholarship.

ELIGIBILITY

Applicants for awards must be first-time freshmen, with demonstrated financial need and have at least a 3.0 high school grade point average. They must be Oklahoma residents and enrolled full-time at an Oklahoma career technology center, two-year college, or four-year institution that is eligible for federal financial aid. Preference may be given to students participating in community volunteer programs and displaying leadership skills. No applicant will be denied consideration on the basis of race, sex, age, national origin or disability.

As a determination of financial need, an applicant’s family income (adjusted gross income) may not exceed $50,000 for the most recently completed tax year.

TERMS OF ELIGIBILITY

The scholarships will be one-time awards and will be made on an annual basis.

APPLICATION PROCEDURES

Interested persons may apply by completing a private award application form, available through the SBC Pioneers or the Oklahoma State Regents for Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma 73104

All materials related to the application must be received in the office of the Oklahoma State Regents by March 15.

SELECTION

The State Regents shall assist the SBC Pioneers with the selection of scholarship recipients. The SBC Pioneers will ultimately determine the recipients of the scholarship. The maximum number of scholarships awarded each year shall be determined by in accordance with availability of funds.

Awards shall be evenly divided between recipients that reside in eastern and western Oklahoma. Western Oklahoma shall be considered Oklahoma and Cleveland counties plus all other areas west of Interstate 35. Eastern Oklahoma shall be considered all areas east of Interstate 35, excluding the Oklahoma and Cleveland counties.

Alternates shall also be selected in the event an awardee is unable to accept the scholarship.

AMOUNT OF AWARD

The amount of the award shall be $500 annually, but may be adjusted by the State Regents, depending upon the earnings of the fund and changes in educational costs.
AWARD NOTIFICATION
The SBC Pioneer Chapter Board or the State Regents shall send to the recipients a notice of award specifying the terms of the award. Recipients shall sign and return one copy to the State Regents of the award notice, acknowledging the terms and certifying that the funds will be used only for educational expenses.

FUND ESTABLISHMENT
The State Regents shall establish a permanent scholarship account within an appropriate fund. The account for this program will be known as the “Frances Koop Parsons/SBC Pioneers Memorial Scholarship Fund” (hereinafter referred to as the “Fund”).

FUND MANAGEMENT
All monies will be invested according to State Regents’ policies for investment of scholarship funds. The parties recognize and agree that the State Regents bear and assume no responsibility for providing monies to the Fund from any other source. The State Regents may accept additional contributions that shall be deposited into the Fund. The investment goal is to generate earnings sufficient to fund the scholarship awards annually. When earnings are insufficient to cover the scholarship awards, the earnings may be supplemented by monies from the corpus to award scholarships in the amount of $500 each. All earnings from the Fund will be returned to the Fund and be used only for scholarships; provided, a portion of the earnings not needed for scholarships may be returned to the principal of the Fund for growth, as protection against inflation.

DISBURSEMENTS
Checks payable to the recipients will be drawn from the Fund and sent in equal disbursements for each academic term or semester to the Financial Aid Office of the career technology center, college or university of attendance upon verification of enrollment.

REFUNDS
Refunds resulting from a student’s failure to complete a full study period shall be returned to the Fund. Monies available from refunded disbursements shall be used only for future awards.

ADMINISTRATION
The State Regents shall be responsible for the disbursement of scholarship funds to recipients designated by the SBC Pioneers according to the provisions set forth above. The State Regents shall maintain a complete and accurate record of the scholarships awarded.

______________________________________      _______________________
Signature of Donor      Date

Title:

________________________________________                   _______________________
Paul G. Risser, Chancellor Date

Oklahoma State Regents for Higher Education
AGENDA ITEM #14:

College Savings Plan

SUBJECT: Report

RECOMMENDATION:

This item is provided for information purposes only.

BACKGROUND:

The Oklahoma College Savings Plan (OCSP) began operation in April 2000. The Board of Trustees that oversees the OCSP is chaired by the State Treasurer. The Chancellor for Higher Education, an ex officio member, currently serves as vice-chair of the board. The State Regents’ office also provides primary staffing support for the OCSP board.

The OCSP is Oklahoma’s “529” plan, a designation based on the IRS code section which authorizes state “qualified tuition plans.” As a “529” plan, earnings on investments in the program may be exempt from both federal and state income taxes if used for qualified higher education expenses. The OCSP board contracts with TIAA-CREF Tuition Financing to administer the program.

The Oklahoma Legislature dramatically expanded the tax advantages of the program in 2002 by authorizing a state income tax deduction of up to $2,500 per contributor, per account. As a result, both the number of accounts opened and the value of contributions have grown tremendously over the past two years.

POLICY ISSUES:

The OCSP is designed to encourage Oklahoma families of all income levels to save for higher education expenses. An OCSP account can be opened with as little as $25 dollars or $15 per pay period. By encouraging savings, students are more likely to have the financial resources to afford college expenses without resorting to excessive student loan debt.

The program offers savers three investment options—(1) an age-based managed allocation option that mixes stocks, bonds, and money market funds based on the age of the beneficiary, (2) a 100% equity option, and (3) an Guaranteed Return option that is currently paying 3.05% through April 2004.

ANALYSIS:

Account and Asset Growth: The following table shows the growth of the program over the past four years. The number of accounts and the amount of contributions has grown significantly since the state income tax deduction became effective in 2002.
### Annual Accounts

<table>
<thead>
<tr>
<th></th>
<th>Accounts</th>
<th>Annual</th>
<th>Total Assets</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of 12/31/00</td>
<td>1,473</td>
<td></td>
<td>$3,058,211</td>
<td></td>
</tr>
<tr>
<td>As of 12/31/01</td>
<td>3,830</td>
<td>160%</td>
<td>$10,729,693</td>
<td>251%</td>
</tr>
<tr>
<td>As of 12/31/02</td>
<td>12,017</td>
<td>213%</td>
<td>$32,262,626</td>
<td>201%</td>
</tr>
<tr>
<td>As of 12/31/03</td>
<td>18,647</td>
<td>55%</td>
<td>$70,823,971</td>
<td>120%</td>
</tr>
<tr>
<td>As of 1/16/04</td>
<td>19,300</td>
<td></td>
<td>$76,131,324</td>
<td></td>
</tr>
</tbody>
</table>

### Allocation of investments

Most account owners choose the aged-based investment option that automatically adjusts the types of investments for the account as the child grows older. The following table shows the distribution of accounts and assets among the three investment options as of 1/16/04.

<table>
<thead>
<tr>
<th>Investment Option</th>
<th>Accounts</th>
<th>% of Total</th>
<th>Total Assets</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age-Based Allocation</td>
<td>11,435</td>
<td>59%</td>
<td>$46,727,345</td>
<td>61%</td>
</tr>
<tr>
<td>100% Equity</td>
<td>3,594</td>
<td>19%</td>
<td>$14,858,345</td>
<td>20%</td>
</tr>
<tr>
<td>Guaranteed Option</td>
<td>4,271</td>
<td>22%</td>
<td>$14,545,634</td>
<td>19%</td>
</tr>
<tr>
<td>Totals</td>
<td>19,300</td>
<td>100%</td>
<td>$76,131,324</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Investment returns

After several years of dismal earnings, the OCSP equity investments produced strong returns in 2003. Annual returns in the age-based investment option ranged from 9% to 27%, depending on the age of the beneficiary. The 100% equity option returned 33%.

### Program costs

The administrative fees charged to participants in the OCSP are among the lowest in the nation. There are no enrollment fees or commissions assessed on contributions. The annual administrative fee to participants in the aged-based and 100%-equity options ranges from about 66 – 68 basis points (.0066% - .0068%) that is assessed on the total assets. There is no administrative fee for the Guaranteed option.

### National Ratings

The OCSP has been recognized by several independent entities as a high quality college savings program. In April 2003, Money Magazine named the OCSP as one of only 12 state plans designated as “Best for In-state Residents.” The independent and authoritative website on state college savings plans, SavingforCollege.com, gives the OCSP one of its highest ratings (4.5 on a 5.0 scale).

### Current Issues

A top priority for the OCSP Board of Trustees is to keep the state income tax deduction limited only to contributions to the OCSP. The Board feels strongly that the $2,500 state income tax deduction should not be extended to contributions made to nationally-marketed 529 plans controlled and administered by other states.

The Board has also requested legislation to extend the deadline for tax-deductible contributions from December 31 to April 15 of each year.
AGENDA ITEM #15:

Student Preparation Task Force

SUBJECT: Final Report from the Student Preparation Task Force

RECOMMENDATION:

This item is presented for acceptance by the State Regents.

BACKGROUND:

In May 2002, State Regents created a Student Preparation Task Force to provide State Regents with recommendations for a long-term action agenda. The broad work plan for the task force includes:

1) Map current state capacity/activities within the State System and private institutions that support the academic, financial, and social preparation necessary for collegiate success;
2) Identify partnerships at the local institutional/school district level that promote student success (whether implemented already or demonstrate a potential for future implementation);
3) Work with the various constituencies represented to obtain a broad informational base toward localizing the student success vision;
4) Conduct institutional and school district research that will identify strengths, gaps and weaknesses in the current local systems;
5) Review relevant state and national data on academic, financial, and social preparation for inclusion in findings and recommendations;
6) Propose a plan to ameliorate identified gaps and weaknesses;
7) Identify local institutional strategies to promote State Regents’ student preparation programs and services at the local level (for example; OHLAP, EPAS) to be included in a final deliverable document;
8) Write and present a final deliverable report with findings and recommendations for the purposes of outlining a long-term local action agenda and implementation plan.

The Student Preparation Task Force was also convened because of the rapid confluence of public policy activity surrounding K-16 issues nationally. Since the appointment of the original task force, the State System has had a change in leadership and members of the original committee retired or moved out of their respective offices. Still, the work of a core group of staff and external members continued, engaging external constituencies as needed throughout the process.

The broad work plan for the task force included:
- Map current state capacity/activities within the State System and private institutions that support the academic, financial, and social preparation necessary for collegiate success;

- Identify partnerships at the local institutional/school district level that promote student success (whether implemented already or demonstrate a potential for future implementation);

- Work with the various constituencies represented to obtain a broad informational base toward localizing the student success vision;

- Conduct institutional and school district research that will identify strengths, gaps and weaknesses in the current local systems;

- Review relevant state and national data on academic, financial, and social preparation for inclusion in findings and recommendations;

- Propose a plan to ameliorate identified gaps and weaknesses;

- Identify local institutional strategies to promote State Regents’ student preparation programs and services at the local level (for example; OHLAP, EPAS) to be included in a final deliverable document;

- Write and present a final deliverable report with findings and recommendations for the purposes of outlining a long-term local action agenda and implementation plan.

The task force met as an entire group, as smaller working groups, and held one meeting in tandem with the Oklahoma Business and Education Coalition (OBEC). The first meeting of the Student Preparation task force was held in fall 2002. Dr. Janis Somerville of The Education Trust/National Association of System Heads presented members with the national level data and policy issues that face education, K-16. Dr. Somerville additionally serves as an ad-hoc national member of the task force. Dr. Phyllis Hudecki, Executive Director of the Oklahoma Business and Education Coalition (OBEC), presented to the task force the findings and recommendations from the Achieve, Inc. studies released in August 2002.

In November 2002, OBEC and the Student Preparation Task Force held a joint session to hear Dr. Ed Crowe, education consultant for the State Higher Education Executive Officers and other organizations, speak on the future of teaching quality. The entire task force met again in spring 2003; the follow-up work emanating from this meeting involved the working groups finalizing their research, pilot projects, and recommendations for improvement.

During the task force’s tenure, numerous relevant national, regional, state, and local studies have been shared with task force members via a special listserv designed to foster communication among the members. Task force members have also consistently acted to foster or drive change in policy and practice along the way as needs or opportunities dictated. The changing nature of public policy that supports student preparation for college necessitated quick action in several cases. And, in some cases, the quick action of members of this group yielded external funding to the state so Oklahoma
could respond to student preparation needs in a just-in-time manner. Such is the nature of a dynamic and flexible higher education system that supports student preparation.

**Working Groups:** Working groups that were created for this task force included several key policy areas within the overall rubric of student preparation for college. Each had specific, narrower foci for data and policy review. The working groups included the following:

1. **Governance, standards, assessments, and shared policy objectives:** Higher education, K-12, and business  
   (Staffed by Dr. Dolores Mize);

2. **Linking teacher quality and student academic achievement**  
   (Staffed by Dr. Kyle Dahlem and Stacey Weinand);

3. **Financial preparation for college**  
   (Staffed by Bryce Fair and Mary Mowdy);

4. **Academic preparation for college**  
   (Staffed by Dr. Cindy Brown, John Morrow, and Dan Craig);

5. **Public engagement and early outreach**  
   (Staffed by Donna Spain-Bryant and Armando Pena)

Each of the working groups above contributed to the research, gap analysis, and the recommendations and rationale for the future of State Regents’ involvement in student preparation for college.

Recommendations from the task force to the State Regents follow; however, the full report with recommendations and rationale is a supplement to this agenda and is available upon request.

*This item and the full report presented as a supplement to this item are presented for State Regents’ acceptance. It is recommended that the State Regents direct the Chancellor and Staff to build a student preparation implementation plan based on the task force recommendations as appropriate.*
IDENTIFIED GAPS FILLED THROUGH EARLY ACTION

Several gaps identified in the State Regents’ and higher education’s student preparation system were filled with external funding during the task force process. For example, it was clear that, with the growing Hispanic population in Oklahoma, outreach materials within the State Regents’ efforts did not sufficiently reach families for which English is not the first language. Responding to an invitation to apply for resources from the Lumina Foundation for Education’s McCabe fund, State Regents were awarded $75,000 to provide GEAR UP-based parent and student outreach information in Spanish.

Also, in an effort to provide a greater opportunity at the local campus level for families to get personal assistance with accessing financial aid, State Regents applied for and received a grant from the Lumina Foundation for Education for College Goal SundaySM, a program now in its second year, promoted in tandem with the Cash for College event. The Oklahoma Association of Student Financial Aid Administrators and the State Regents’ Communicators Council became important partners in this project, led by task force members who also serve in these groups. The funding for College Goal Sunday is approximately $180,000.

State Regents sought also and were awarded a Fund for the Improvement of Postsecondary Education (FIPSE) grant of approximately $275,000 to build a curriculum and training process for faith and tribal communities. State Regents’ staff additionally anticipate that Oklahoma’s GEAR UP program will be funded an additional $4.45 million in GEAR UP resources for a sixth year of the GEAR UP program.

The additional approximately $5 million in external resources outlined above have aided in reducing the number of final recommendations to the State Regents by filling identified gaps during the task force process. The task force supports continued efforts to seek external funding by the State Regents and by State System institutions to support the System’s student preparation efforts.

One other effort that involved the work of task force members was Oklahoma’s securing a State Scholars Initiative, funded to the Oklahoma Business and Education Coalition. This federal grant in the amount of $300,000 supports rigorous preparation with the support of local chambers of commerce, businesses, and community organizations in pilot school districts. The curriculum advocated by the federal agency administering the grant was altered to align with the curriculum required by OHLAP. This alignment ensures that students in State Scholars school districts will be eligible for OHLAP aid by completing the Scholars’ curriculum.

Finally, staff arranged for a presentation on the Educational Planning and Assessment System (EPAS) to Deans of Education and other higher education experts involved in pre-service teacher education in January 2004, as a means to orient them toward EPAS inclusion in teacher education and professional development programs.
RECOMMENDATIONS FOR FILLING REMAINING GAPS

1. **COLLEGE AND WORK READINESS EXPECTATION GAP**: The State Regents should reaffirm higher education’s expectations for the rigorous pre-college preparation necessary for success in college and work:

   - *Standards for Transition*: The task force recommends that the State Regents reaffirm the Standards for Transition as the *Core Competencies for Collegiate Success*, holding this set of competencies as the benchmark against which emerging high school exit benchmarking activities (such as the American Diploma Project, released February 10, 2004) be compared;

   - *Continue the EPAS program and student preparation focus*: The task force also recommends that the State Regents continue to administer the EPAS assessment system and support the training and professional development afforded to school districts through the office of student preparation. EPAS remains the only assessment system in the state that, beginning in middle school, measures student progress along a continuum of skills necessary for collegiate success.

   - *Integrate EPAS into institutional efforts*: Within the EPAS framework, the task force recommends continued inclusion of EPAS information into the teacher education community for use in pre service education and professional development activities.

   - *Continue and enhance a special focus on mathematics preparation*: More than any other core subject, Oklahoma students lag behind their peers in mathematics preparation. The task force recommends that the State Regents continue to support the work of the Mathematics Preparation Initiative and the supporting committee. The State Regents should also make mathematics preparation a focus for seeking external funding, both at the system and institutional levels.

2. **K-12 DATA COMMUNICATION GAP**: The State Regents should sustain and increase K-16 research and communication to college campuses:

   State Regents have historically performed studies with ACT on a regular basis to ensure that cut scores for admission and placement are valid and reliable.

   - *Continue regular research on academic readiness for college*: The task force recommends that the State Regents continue validity and reliability studies on a four to five year time frame and to perform this study for each institution and tier in the State System, as well as the state as a whole. Such a study is currently being conducted; institutional level data gleaned from the study should be shared with campuses. These studies, conducted in partnership with ACT, aid State Regents in identifying admission requirements and remediation policy requirements.

   - *Share more K-12 data with Oklahoma colleges and universities*: The task force also recommends that staff prepare a report annually for the president of each State System institution that conveys ACT study data, as well as other sources of data that communicate
the incoming quality of the college student body over and above current reports that focus on statewide and system wide concerns.

3. **K-16 ACTIVITY INFORMATION GAP: The State Regents should continue to lead and support institutional work with local schools and communities as well as collect information on effectiveness and outcomes:**

State Regents historically collected data from institutions on their work with low performing schools in their areas. Annually, this report tended to be highly inputs-driven, outlining primarily a list of activities with few indications of outputs or outcomes.

- **Reporting on local institutional efforts with schools:** The task force recommends that State Regents direct staff to work with a joint committee of the Council on Student Affairs and the Council on Instruction to design a new annual report on institutional activities with local schools. The expected framework for this report would not focus solely on work with low performing schools, but work with any and all schools in the institutions’ local service areas. Low performing students who attend a high performing school, for example, are as important in the eyes of the task force as are the schools themselves. It is important that State Regents capture all of this positive activity taking place on our campuses.

- An expected outcome of the joint work of the two councils will be an annual survey or framework through which each institution will report all activities, institution-wide, as well as the outcomes of their efforts to the State Regents, replacing the current report that focuses solely on low income schools.

4. **LOCAL HIGHER EDUCATION-SCHOOL PARTNERHIPS GAP: The State Regents should continue to support local institutional efforts with K-12 school districts and align some funding priorities with this work.**

- **Institutions providing faculty support:** The task force urges higher education institutions to consider the pilot activities as described in the full report of the academic preparation working group as a highly effective means of working with local school districts. Institutional faculty bring much knowledge of data to the table; education faculty bring knowledge of how to change teaching and learning based on data. Using these talents from the campus to improve local schools will not only benefit the schools and students, but also raise the quality of the college-going population in Oklahoma.

- **Aligning instruction with assessments:** Task force members also believe that the Title II, Part A grant funded to Southeastern Oklahoma State University, a grant designed to involve eventually all teacher education institutions, shows promise for helping teacher education programs integrate information on the State Regents’ Educational Planning and Assessment System (EPAS) and the Oklahoma School Testing Program (OTSP) into their respective teacher education programs in a manner that makes sense for each local institution. The goal is to ensure that new teachers exit teacher education programs not just with a cursory knowledge of data and data theory, but also with the practical information needed to evaluate and change their teaching strategies in Oklahoma classrooms with data they will see on an
annual basis. Task force members support this and other similar projects aimed at bringing a deep knowledge of data driven decision making to current and future teachers through any and all funding mechanisms the State Regents have at their disposal.

5. **FINANCIAL AID GAPS: The State Regents should work to fill a number of financial aid gaps experienced by Oklahoma students**

- *The State Regents should study the feasibility of providing state-based financial aid in some form for students who qualify for and enroll in concurrent enrollment:* The State of Oklahoma already provides for support for the Advanced Placement (AP) courses and exams, in that low income students are able to gain assistance with the cost of the AP exams. However, AP courses are not in every high school across the state and, particularly in rural Oklahoma, high schools rely on concurrent enrollment courses to provide students with opportunities to earn college credit while still in high school.

These courses are delivered by Oklahoma college faculty and in some cases are delivered via distance learning. The federal financial aid process does not allow for federal financial aid to cover student tuition, books and fees for concurrent enrollment courses. In Oklahoma’s current environment, then, concurrent enrollment courses become largely available only for families who can afford the cost of the course. There are some institutions in Oklahoma that use their tuition waivers for concurrent students, making financial aid for concurrently enrolled students largely a local issue.

- *Obtain a dedicated funding source for OHLAP:* The task force supports the State Regents’ legislative priority to secure a dedicated funding source for OHLAP. Promises made by the State of Oklahoma to young students in the state must be kept and must never even be in question. Students who step up to the plate and take a rigorous core curriculum in high school as outlined by OHLAP must never be in doubt of their funding. Not only does OHLAP build stronger academic preparation, it also builds trust in government.

- *Support OHLAP enrollment processes directly in Oklahoma high schools:* The task force also recommends that the State Regents find means to continue to support OHLAP enrollment processes in Oklahoma schools directly. GEAR UP data show that where there is a human presence aiding students and families regularly as they make application to OHLAP, enrollment in the program is much higher than in school districts where there are no GEAR UP staff members involved. The task force recommends that the State Regents work toward building an outreach team that will serve Oklahoma high schools on issues surrounding OHLAP application and other issues involved in preparing students for college. This outreach team would remain focused on State Regents’ programs and services, leaving institutional staff to assist with institution-specific issues.

6. **HIGHER EDUCATION AWARENESS AND OUTREACH GAPS: The State Regents should build on current social marketing and outreach efforts to ameliorate awareness gaps among Oklahoma students and their families through the following means:**
Integrate college planning into teacher education programs: Since the teachers, counselors and site administrators are the gatekeepers of most of the student preparation materials distributed through the school system, it would be of benefit for these gatekeepers to learn the value of teaching early college preparation while the gatekeepers are still students themselves in college. If this value is instilled in the future educator, they will be more likely to utilize materials provided to them later on when they are educators in the classroom.

Have teachers incorporate subject relevance into their daily curriculum: The task force acknowledges that some lack of college preparation stems from the K-12 student’s attitude of “why do I need to know this?” Therefore, the task force recommends a communications effort targeted specifically to teachers. This effort should focus on the need to teach the relevance of a subject (i.e., math) so that K-12 students realize the need for that subject (i.e., math) in order to be prepared for college-level instruction.

Increase efforts to communicate to parents: Traditionally, most college recruiters start sending information to potential students in their junior or senior year of high school. The information may or may not be shared with the parent. Data shows that while this communication may share information about the college itself, it does very little if anything to discuss college preparation. We know this is too little too late. Through GEAR UP, parents of 9th – 12th grade students are direct mailed a parents’ guide once a year that has information on college costs, financial aid, entrance requirements, and college preparation, etc. In addition parents are reached with the early college preparation message through a paid media campaign in the spring. This has been effective and the committee would like to see this work continue and expand.

Provide resources to help middle schools and high schools become parent friendly: Elementary schools do a great job of involving parents in school activities and learning. This relationship between parent and school seems to deteriorate once a student enters junior high and is almost non-existent by the time the student is in high school. Anecdotal data shows there is a portion of parents who would like to be involved with their child’s learning throughout K-12. The committee recommends that a curriculum or toolkit be developed to help high schools keep parents as a vital segment of the high school learning community.

Actively seek external funding sources for public engagement: College preparation public engagement efforts must continue even during a time when state budgets are at their lowest. The committee recommends the OSRHE continue to seek funding from sources other than the state to ensure that the vital message of planning early for college endures regardless of the economic climate.

Create incentive funding for individual campuses to provide college planning activities to K-12 students: Most campuses concentrate on recruiting junior and seniors. This is fine for the students who are already on the college track. However, many students who desire to go to college, but don’t know how to get there, need to be reached much earlier to ensure they take the right classes, make good grades, etc. The committee would like to create a funding source that rewards (or at least relieves the financial burden on) individual campuses for hosting college planning events with 5th – 10th grade students. The College Goal Sunday
effort provides a good model for this recommendation. Seed funding provided to campus public information officers yields matching funds locally and as an added benefit, campuses are aligned in their efforts and are working toward a common statewide goal.
AGENDA ITEM #16-a:

No Child Left Behind

SUBJECT: Complete program evaluation of the Oklahoma State Regents’ Dwight D. Eisenhower Professional Development Program

RECOMMENDATION:

This item is presented for State Regents’ information.

BACKGROUND:

The Improving America’s Schools Act (IASA) was the authorization of the Elementary and Secondary Education Act that preceded the No Child Left Behind Act of 2001. Under IASA, Title II Part B allocated funds to states for the purposes of improving mathematics and science professional development. These funds were forwarded to states by formula, with Oklahoma’s State Department of Education receiving 84 percent of the funding and the State Regents receiving 16 percent of those funds. With those funds, State Regents created Requests for Proposals for public and private colleges, as well as not-for-profit entities to apply to provide teacher training/professional development. At the end of the authorized cycle under IASA, the State Regents engaged the services of the Educational Training, Evaluation, Assessment, and Measurement Department at The University of Oklahoma to conduct a formal, thorough evaluation of all tenets of the IASA program. This included not only the quality of the programs performed by Oklahoma’s colleges and universities, but also the administrative aspects of the program as led by State Regents. The purpose of the study was to help inform future professional development funding to ensure that State Regents continue to support programs that deliver the most effective programmatic outcomes.

POLICY ISSUES:

Evaluation of the Dwight D. Eisenhower Professional Development Program is consistent with the expected role of the State Agency of Higher Education (SAHE) as defined by the United States Department of Education. In Oklahoma, the State Regents are the designated SAHE for Oklahoma

ANALYSIS:

The Results section of the report’s Executive Summary follows, with reaction from staff and current and future plans for improvement following the results section. The full 100-page evaluation report is available by request and is a supplement to this agenda item.

RESULTS

The global, overall objectives of this of this evaluation were:
Objective 1. To determine whether the primary federal objectives of the Eisenhower program were met in Oklahoma’s State Regents for Higher Education sponsored professional development education programs from 1999-2000 and 2000-2001.

Objective 2. To attempt to identify what changes, if any, in teaching practice and resulting student achievement were reported by teachers, administrators, and college faculty involved in the Eisenhower-funded professional development programs from 1999-2000 and 2000-2001.

Specifically, in order to address all of the attributes represented in the two objectives and the guidance directives issued by the USDE, this evaluation of the Oklahoma Eisenhower-assisted professional development activities awarded by the OSRHE was analyzed and compared to the findings of the National Evaluation in 1999. This allowed comparisons of the variables and features of successful professional development programs identified in research literature as affecting change in teachers’ knowledge and skills. The National Evaluation used the acronym SAHE to refer to state agencies for higher education and institutions of higher education that recovered funding as SAHE grantees. The assessment of the Oklahoma projects addressed the following identified traits of successful professional development activities:

1. Was the training activity organized as a “reform” type of training as opposed to a more “traditional” professional development activity? Reform type training, as defined in the literature, may include study groups, teacher networking, mentoring, committees or task forces, internships, individual research projects, etc., in contrast to the traditional inservice workshops, conferences, or participation in a college course for credit.

“Traditional” professional development activities (e.g., workshops) were the most prevalent training activities in Oklahoma for the Eisenhower-assisted projects. Eighty-four percent of teachers participating in Oklahoma were in projects in which the project director reported that the workshop was the primary focus. Thirty-five percent of teachers participating in the Oklahoma SAHE-grantee projects were in projects in which the project director reported that a college course for credit was an offered activity, but no Eisenhower-supported projects reported that a college course was the primary focus of the training.

Training activities defined in the research literature as “reform” types of activities did occur in the workshops, but were rarely the primary activity focus either nationally or in Oklahoma.

2. What was the duration of the activity, including the total number of content hours that the participants spent in the initial activity, as well as the amount of time spent in follow up activities?

Extended duration has been identified in the literature as important in professional development activities. In Oklahoma, the vast majority of teachers (93%) who attended the Eisenhower supported SAHE-grantee projects were in projects whose activities lasted more than 40 hours. The typical duration was an initial 45-hour workshop in the summer with multiple follow-up sessions during the fall of the next school year. Nationally, only 58% of the teachers reported participation in projects lasting more than 40 hours.

3. Did the activity emphasize the collective participation of groups of teachers from the same school, department, or grade level, as opposed to the participation of individual teachers from many schools?

Data from both teacher and IHE project directors surveys indicate that it was not common to have collective participation by an entire school or grades within a school in the SAHE-supported projects. Local school district (LEA) professional development projects funded through the State Department of Education, both nationally and in Oklahoma were more likely to include all teachers in a school or all teachers in a department or grade level compared to SAHE projects conducted through the IHEs. In Oklahoma the vast majority of
school districts are in rural areas, the two metropolitan areas being Tulsa and Oklahoma City with their surrounding suburban schools. In small towns, a math teacher may teach all math classes in grades 7-12. The majority of SAHE-funded projects were in colleges and universities away from urban and suburban areas, and drew their population of participants from small school districts. By far the most common method of teacher participation in SAHE-grantee projects was by individual volunteering (86% for Oklahoma and 78% for the national sample).

4. To what degree did the activity have a content focus (e.g., the extent to which the activity was focused on improving and deepening teacher content knowledge in mathematics and science)?

Focus on content knowledge during the training appeared to be the emphasis of the Oklahoma projects. The vast majority (94%) of teachers participating in Eisenhower SAHE-grantee projects in Oklahoma were in projects in which the project director stated that the primary training activity placed strong emphasis on content knowledge, as compared with only 72% in the national sample.

5. To what extent did the activity offer opportunities for what is referred to as “active learning”, such as opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning (e.g., reviewing student work, observing and being observed teaching, and obtaining feedback on their teaching)?

In some of the areas defined as opportunities for active learning, there were very high percentages of teachers that participated in projects whose project director reported those opportunities. There were also some areas in which the percent of teachers participating were quite low. The data revealed noticeable differences in the national SAHE projects and the Oklahoma SAHE projects when looking at these operationally defined categories of opportunities for active learning. For example, a higher percentage of teachers in the Oklahoma projects had opportunities for receiving coaching from the project leader (61%), simulating teaching in the classroom (91%), giving a lecture (79%), attending informal meetings with other participants (77%), leading a small group discussion (75%), and ongoing formal communications with other participants (88%). On the other hand, Oklahoma teachers participating in SAHE Eisenhower-assisted projects had less opportunity than the national sample for the following defined active learning processes: leading whole group discussions (15%), reviewing student work (7%), being observed teaching by the project leader (25%), developing curriculum (40%), writing a paper (34%), or sharing work with other teacher participants (32%).

The most common active learning activities in the workshops both nationally and in Oklahoma involved teachers discussing implementation, communicating with the other teachers, leading small group discussions or conducting a demonstration, meeting in formal and informal meetings, and at least for Oklahoma teachers, simulating practice. The least common active learning activities both nationally and in Oklahoma were scoring assessments, leading whole group discussions, teachers observing other teachers, and reviewing student work.

6. To what degree did the activity promote coherence in teacher professional development by incorporating experiences that are consistent with teacher goals, aligned with state standards and assessments, and encourage continuing professional communication among teachers?

The majority of teachers nationally and in Oklahoma responded that the Eisenhower-assisted activities in which they participated were consistent with their professional development goals. Eighty-eight percent of the teachers participating in the Oklahoma projects and in the national sample reported that the activities they attended were consistent with their goals.

The majority of teachers also responded that the Eisenhower-assisted activities in which they participated were followed up with additional activities. This was more prevalent in the national SAHE projects and the
Oklahoma SAHE projects than local LEA district activities. Fifty-three percent of teachers participating in LEA district activities reported that they were followed up with more advance work, while in Oklahoma, 76% of the teachers reported that their initial Eisenhower assisted activities were followed up with more advanced work.

7. To what degree was the activity aligned with state or district standards?

A large majority of teachers reported that the activities in which they participated were aligned with state and district standards and assessments. Both nationally and in Oklahoma, teachers reported better alignment with professional development and standards than with assessments. In Oklahoma the state standards are called the Oklahoma PASS objectives for each grade level. Eighty-four percent of teachers participating in Oklahoma projects reported that the activities were well aligned with state and district standards, which is slightly higher than the national data in which sixty-eight percent responded that they thought training activities were well aligned with state and district assessments.

8. To what degree were teachers’ knowledge and skills enhanced, leading to improvement in classroom teaching practices?

The majority of teachers that participated in national SAHE-grantee activities and Oklahoma SAHE activities tended to report more change in their knowledge and skill than teachers that participated nationally in LEA district activities. This was especially apparent in the areas of in-depth knowledge of math and science, instructional methods, and use of technology in the classroom. Seventy-four percent of the teachers participating in the Oklahoma SAHE-grantee activities reported that their participation led to improvements in their content knowledge in mathematics and science compared to 48% of the teachers in the national LEA district sample. Similarly, 78% of teachers in the Oklahoma SAHE-grantee activities reported enhanced knowledge and skills in instructional methods, compared with 63% from national LEA samples. Finally, teachers in Oklahoma SAHE-grantee activities were substantially more likely to report enhanced knowledge in technology than teachers in the national LEA sample (54% versus 24% in the LEA district activities). The national LEA sample does not include LEA-sponsored activities from the state of Oklahoma, as comparative data from Oklahoma LEA projects are not available.

In all areas relating to improving teaching practices in the classroom, a higher percentage of teachers that participated in the Oklahoma SAHE-assisted projects reported improvement in their teaching practices after attending the training activities than either the national LEA district averages or the national SAHE-assisted projects. The majority of teachers in the Oklahoma activities reported that their teaching practices were enhanced in math and science curriculum content, the cognitive challenge of teaching math and science, instructional methods, assessment of students, and use of technology in the classroom. A smaller percentage (42%) said their approach to teaching diverse populations (limited-English-proficient, lower socioeconomic status, minority populations, etc.) was enhanced, but was still higher that the national LEA districts (30%) and the national SAHE-grantee sample (34%).

9. To what degree did the projects target teachers of at-risk students?

Nationally, almost three-quarters of teachers participating in SAHE-grantee projects were in projects that reported placing some or a strong emphasis on recruiting teachers in high-poverty schools (72%) while the Oklahoma projects reported more than 97%. For low-achieving schools nationally, 72% of teachers participating in SAHE-grantee projects were in projects that reported placing some or a strong emphasis on recruiting; the Oklahoma projects reported more than 94%.

Slightly more than half of participating teachers were in national projects that emphasize recruiting Title I teachers (55%), while Oklahoma project directors reported that 72% of the teachers participating were from Title I schools. To a much lesser degree both nationally and in Oklahoma, participating teachers were in
projects that targeted special education teachers (31% nationally and 24% in Oklahoma), and teachers of limited-English proficient students (29% nationally and 17% in Oklahoma).

10. To what degree did the projects integrate with other reform efforts (including curricula, assessments, teacher education, etc.) as well as with funding from other sources?

In Oklahoma, 45% of the teachers were in projects in which the project directors reported working directly with the National Science Foundation (NSF) Urban Systemic Initiative. Twenty-three percent of the teachers were in projects in which the project directors reported working directly with the National Science Foundation’s Rural Systemic Initiative. Although there was some coordination with the NSF projects, there was virtually no co-funding with NSF.

There was considerably more close cooperation and co-funding of projects with Title I staff in Oklahoma. In Oklahoma projects 50% of participating teachers were in projects in which the IHE project director reported working closely with the district Title I staff. Sixty-four percent of the teachers participating were in projects in which the IHE project director reported that co-funding had occurred with Title I programs.

The national evaluation did not address cooperation and co-funding with local LEA projects. In Oklahoma it is likely that co-funding occurred with Title II local funds, but the survey did not document whether or not that occurred. As noted upon application review, several Oklahoma IHE applicants indicated in their proposals that there were partnerships with Title II projects in their districts.

Staff Analysis, Reaction, and Plans for Improvement

1. As defined by the USDE, “traditional” activities were the most prevalent as opposed to “reform” types of activities.

   **Action:** Staff have been providing more guidance in the past three years to encourage recent grant recipients to incorporate more “reform” activities. For example, some of the recent awardees incorporate videotaping, study groups, and action research projects into their projects. Additionally, staff are holding pre-proposal workshops to assist faculty with understanding the intent of the RFP and the expected outcomes from their work.

2. Oklahoma projects (93%c compared to 58% nationally) have activities which last more than 40 hours.

3. The most common form of participation was by individual volunteering instead of by groups of teachers from the same school or district.

   **Action:** This is an ongoing issue in Oklahoma since so many of our schools are rural and may only have one or two teachers within a content area at the secondary level (secondary). This inhibits group participation from a district. We need to encourage more districts to work together to enable groups of teachers from several districts and an institution of higher education in a county to plan professional development together and form learning communities. Many do not do so today because they fear such collaboration would encourage the consolidation of their schools.

4. Oklahoma projects (92% compared to 72% nationally) focus on increasing content knowledge throughout the project which is a major expectation in the current NCLB grant programs.
5. Oklahoma teachers had fewer experiences in the following than the national sample: learning whole group discussion, reviewing students work, being observed by the project leader, developing curriculum, writing a paper, or sharing work with other teacher participants.

**Action:** Current projects do incorporate more of these experiences than in the past but we need to provide more guidance to potential grantees on the expectations by continuing to conduct informational sessions early in the RFP process and possibly by spotlighting some of the projects that incorporate these experiences.

6. Oklahoma projects do a good job of providing follow up experiences. We will continue to require this component.

7. Both national and statewide, teachers reported better alignment with professional development and standards than with assessments.

**Action:** With the new NCLB emphasis on year by year assessments and accountability, the new grants will have a new professional development focus of using assessments to make instructional adjustments. We expect this to be a challenge for our institutions of higher education to provide leadership and a philosophical shift for the teachers.

8. Seventy-four percent of the teachers participating in the Oklahoma projects reported improvement in their content knowledge in mathematics and science compared to 48% nationally.

**Conclusions**

The State Regents’ programs fully met the first objective analyzed in the study, we were only able to partially meet the second objective. Without a student unit record data system for K-12 education that links student performance to teachers, the state is left without a valid and reliable means to verify whether or not professional development transferred into improved teaching and learning and, the ultimate outcome, increased student achievement.

Therefore, though the results were quite positive for the Dwight D. Eisenhower program, staff intends to do the following to improve the grant program under the No Child Left Behind’s State Grant Program, now authorized under Title II, Part A.:

1. Require better documentation and/or standardization of reporting (evaluation, follow-up, etc.)
2. Include a sample evaluation survey in the RFP which could provide examples of more “reform” type activities vs. “traditional” activities.
3. Provide an evaluation rubric in the RFP (this was already integrated into the 2004 RFP).
4. Provide technical assistance workshops for applicants (this process began in 2001 and will be continued annually).
5. Establish a plan for disseminating information on the successful projects. Staff are planning a “showcase” workshop that would incorporate the technical assistance portion for writing new proposals, as well as a session on sharing information on how projects are incorporating more “reform” activities. This activity is tentatively scheduled for August 2004.
6. Staff will also continue to work with the evaluation team to create an evaluation rubric using elements from this study and conduct the independent evaluations of the 2004 projects to provide ongoing feedback to OSRHE staff and grant projects.
AGENDA ITEM #16-b:

No Child Left Behind

SUBJECT:  Funding Recommendation for the 2004 No Child Left Behind Grant Awards

RECOMMENDATION:

It is recommended that the State Regents approve an additional No Child Left Behind grant program award to Cameron University for $100,000.

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. The Eisenhower program under the new law no longer exists by name and the priorities under Eisenhower, Class Size Reduction, and other federal priorities are now funded under Title II, Part A, of the new law. For federal fiscal year 2004, 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. In December 2003, the State Regents’ approved $706,769 to fund eight new No Child Left Behind grants.

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

Eight grants were funded at the December 2003 State Regents’ Board meeting. The additional grant (TEAMS – Teaching Effectiveness for ADHD Mathematics Students) recommended for funding at this time is the result of operational and budget modifications to the original proposal requested by OSRHE staff. This additional grant award to Cameron University for $100,000 maximizes the use of available funds.
AGENDA ITEM #17:

E&G Budgets

SUBJECT: Approval of allocation of grant funds

RECOMMENDATION:

It is recommended that the State Regents approve five grants in the amount of $422,700 to four institutions, the Historical Society, and for two systemwide projects, as listed below.

BACKGROUND:

At the meeting of May 30, 2003, the State Regents allocated $2,856,629 for grants and activities to include economic development, research and quality initiatives. Regents approved allocations for projects at the meetings of June 27, September 12, October 30 and December 4, 2003. A portion of the funding for this line item is recommended for further allocation to institutions and programs. One project is recommended for funding from the Regents’ Development Fund.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

Oklahoma State University: “Structures Research Laboratory” ($25,000)
This allocation is recommended for OSU to fulfill a $300,000 commitment in FY03 made by OSRHE to the building of the Structures Research Laboratory at OSU. The revenue shortfall necessitated a reduction in that commitment. This allocation would restore the full amount of the grant, which was matched by $1.3 million in private funding from Oklahoma industrial firms.

Rogers State University: “Center for Economic and Community Development.” ($100,000)
The EDGE report states the significance of attracting additional funding to the state and the importance of higher education’s role in the state’s economic development by producing centers of excellence. These monies are to match a federal grant received by RSU for their Economic Development Center.

Southeastern Oklahoma State University and Oklahoma City Community College: “Aviation Degree.” ($230,000)
This grant provides SEOSU and OCCC the opportunity to begin delivering SEOSU’s aviation degree program to OCCC to meet the FAA workforce needs. SEOSU has offered this degree at Tinker AFB, but due to heightened security requirements of non-Department of Defense personnel entering the base and as well as facility capacity issues, they must deliver the program to OCCC to accommodate the student demand. Both institutions are providing courses for this program. These monies are provided for the renovation of facilities at OCCC and for faculty from SEOSU.
This project meets several goals. As mentioned in the EDGE report, aviation is an industry in which Oklahoma has some strategic growth opportunity and additionally, meets the State Regents goals in collaboration among institutions. Also, aviation is a targeted industry of the Oklahoma Department of Commerce.

Details of this grant are in agenda item #25. This allocation continues a commitment begun in FY03. Institutions and private donors are also providing funding for the project.

**Systemwide Project: “Academic Efficiencies Workshop.” (12,700)**
This grant will fund a second systemwide workshop in a series intended to help institutions use limited resources efficiently. The focus is cost effectiveness in high-enrollment course offerings and cooperative efforts for high-quality offerings of courses taught on many campuses in the system. Registration fees will cover approximately one-third of the workshop cost. REP credit will be available. The workshop is scheduled for February 26 and 27.

**Systemwide Project: “Private Fundraising Workshop.” (25,000 from Regents’ Development Fund)**
Conducted by the Association of Governing Boards, this workshop, third in the FY04 series, is directed at institutions with a history of limited fundraising programs. REP credit will be available. The workshop dates are March 9 and 10.
AGENDA ITEM #18-a:

Policy

SUBJECT: Approval of changes to Regents’ Rules of Operation regarding the Budget and Audit Committee

RECOMMENDATION:

It is recommended that the State Regents approve changes to the Rules of Operation concerning responsibilities of the State Regents’ Budget and Audit Committee.

BACKGROUND:

The State Regents, as well as institutions in the Oklahoma State System of Higher Education, are required by statute to have an annual independent audit (70 O.S. 2001, § 3909.). Each board must appoint an audit committee of no fewer than three members whose responsibilities include establishing qualifications of the independent auditor, recommending to the full board firms or individuals who may be invited to bid. The full board must select the auditor from among the competitive bidders.

70 O.S. 2001, § 3910 limits the series of contracts between a board and an independent auditor to no more than five consecutive years, to be followed by a hiatus of two years.

Although the recent Sarbanes-Oxley governance legislation applies to publicly held corporations, the accountability and oversight mandated by its provisions will surely influence the boards of the nonprofit sector as well. Discussion is currently taking place across the higher education community on the application of Sarbanes-Oxley principles to college and university boards.

The proposed changes were posted at the meeting of October 30, 2003.

POLICY ISSUES:

Regents’ policy II-1-21 though II-1-23 lists the responsibilities of each committee.

 ANALYSIS:

The current provisions of Budget and Audit Committee responsibilities include review of annual independent audits of all components in the State System, as well as engagement and scope of work for independent audit of the Regents’ agency. The amendments to the policy expand and clarify these responsibilities and add “whistleblower” provisions.

- Appointment of an audit committee;
- Establishment of the responsibilities of the committee;
• The responsibilities include determining the scope of work of the auditor, recommending an auditor, reviewing the audit, and evaluating the auditor; and

• Establishment of procedures for receiving complaints concerning accounting or auditing matters or confidential, anonymous reports of questionable matters. This provision will require follow-up staff work, which will be shared with Regents at a later date.

In addition to proposed changes in the responsibilities of the Regents’ Budget and Audit Committee, item #17-b in this agenda is a recommendation for approval of a model policy for institutional governing boards’ audit committees that parallels the provisions of this policy.
III. STATE REGENTS’ COMMITTEES.

A. Authority. State Regents’ committees will serve as focus tools of the State Regents and a constructive resource to the Chancellor. All action will be taken by the full board. The committees will take no action.

B. Standing Committees. The chairman and members of standing committees will be appointed annually by the Chairman with recognition of both continuity and new member factors. Standing committees will consist of four members: a chairman, and three members. The State Regents’ Chairman holds ex officio status on all committees. Current standing committees and their responsibilities are:

1. Strategic Planning and Personnel Committee. This committee will provide guidance for the Regents and the Chancellor in:
   a. Long-range planning for the State Regents and the State System, in planning of Regents’ retreats, and in formulating strategies to implement goals and programs of the State Regents.
   b. Personnel and organizational matters and annual performance evaluations.
   c. Review the Administrative Policies and Procedures Manual and recommend changes as necessary.

2. Budget and Audit Committee. This committee will provide guidance for the Regents and Chancellor in:
   a. Development of budget needs of the State System for presentation to the Governor, the Legislature, and the general public.
   b. Determination of budget needs for each institution and program in the State System.
   c. Allocation of appropriated and revolving funds for each institution and program in the State System.
   d. Administration of fiscal aspects of the endowment programs, academic scholars program, and other student financial aid programs.
   e. Administration of the Guaranteed Student Loan Program.
   f. Fiscal and resource management of the State Regents’ agency operations, including review of agency financial reports.
   g. Development and implementation of system wide fiscal policies.
   h. Determination of appropriate rates of tuition and fees.
   i. Review of Campus Master Plan and capital priorities for the system.
j. Establish the scope of work in taking bids, issuing requests for proposals from approved outside auditing firms, working closely with the State Auditor and Inspector.

k. Review proposals for independent audit services for the next fiscal year and make recommendations to the Regents for the employment of an auditor.

l. Review annual audits of the State Regents’ office as well as annual and/or special audits of all components of the State System, as appropriate, and make reports and recommendations to the State Regents. The review should include timely discussions with the independent auditor regarding (1) all critical accounting policies and practices; (2) all alternative treatments of financial information with the Generally Accepted Accounting Principles that have been discussed with management, ramifications of the use of such alternative disclosure and treatments, and the treatment preferred by the independent auditor; (3) other material written communications between the independent auditor and management, including the management letter.

m. Review performance of independent auditor and recommend continuation or removal, if appropriate.

n. Resolve any disagreements between the independent auditor and State Regents’ staff and review any audit problems or difficulties and staff’s response.

o. Establish and maintain procedures for the receipt, retention and treatment of complaints regarding accounting, internal accounting, or auditing matters.

p. Establish and maintain procedures for the submission by employees regarding questionable accounting or auditing matters that will assure protection of the employee in accordance with the provisions of 74 O.S. 2001, §840-2.5.

q. Facilitate coordination with the State Auditor and Inspector as appropriate.

r. Oversight of State Regents’ investments and investment policy.
AGENDA ITEM #18-b:

Policy

SUBJECT: Establishment of a model policy for the State System

RECOMMENDATION:

It is recommended that the State Regents approve for a model policy on governing board responsibility concerning independent audits.

BACKGROUND:

In addition to the State Regents, institutions in the Oklahoma State System of Higher Education are required by statute to have an annual independent audit (70 O.S. 2001, § 3909.). Each institutional governing board must appoint an audit committee of no fewer than three members whose responsibilities include establishing qualifications of the independent auditor, recommending to the full board firms or individuals who may be invited to bid. The full board must select the auditor from among the competitive bidders. The statute specifies the types of funds and relevant enterprises to be included in the audit and requires the auditor to meet with the presidents of the institution and the audit committee to review the audit. The statute further requires that findings of material weaknesses, qualifications, or a lack of such findings shall be communicated to the full board, the State Auditor and Inspector, the Legislative Service Bureau and the Oklahoma State Regents for Higher Education.

70 O.S. 2001, § 3910 limits the series of contracts between a board and an independent auditor to no more than five consecutive years, to be followed by a hiatus of two years.

Although the recent Sarbanes-Oxley governance legislation applies to publicly held corporations, the accountability and oversight mandated by its provisions will surely influence the boards of the nonprofit sector as well. Discussion is currently taking place across the higher education community on the application of Sarbanes-Oxley principles to college and university boards.

Following the posting of this model policy at the meeting of October 30, 2003, discussions took place with the President’s Council Budget Committee and the entire President’s Council, as well as the Council of Business Officers. The policy recommended for approval reflects minor changes in wording suggested by the advisory councils.

POLICY ISSUES:

As compliance with 70 O.S. 2001, §3909 is a responsibility of the individual institutional governing board, the governing board is likewise responsible for developing policy related to meeting these obligations. In order to ensure some measure of uniformity and consistency, it is appropriate that the State Regents adopt model guidelines to identify provisions that should be included in an institution’s policies on independent audits. The Legislature’s inclusion of the State Regents as a recipient of the institutions’ audit reports and
report of findings and qualifications indicates an implied oversight role for the State Regents. Establishment of a model policy is consistent with the role of the State Regents as a coordinating board of control and also with the State Regents’ statutory authority to establish uniform guidelines and criteria for all institutional funds, accounts and expenditures (70 O.S. 2001, Section 3906).

**ANALYSIS:**
Many institutions have active audit oversight functions and have practiced either formally or informally the provisions outlined below. The proposed uniform independent audit policy model guidelines, described in the following attachment, identify the following activities and responsibilities that should be included in an institution’s audit policy:

- Appointment of an audit committee;
- Establish the responsibilities of the committee;
- The responsibilities include determining the scope of work of the auditor, recommending an auditor, reviewing the audit, and evaluating the auditor; and
- Establishment of procedures for receiving complaints concerning accounting or auditing matters or confidential, anonymous reports of questionable matters.
OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

UNIFORM INDEPENDENT AUDIT POLICY MODEL GUIDELINES

It is recognized that compliance with the requirements of 70 O.S. 2001, § 3909 is the responsibility of the individual governing boards and that the governing board is likewise responsible for developing policy related to these responsibilities.

It is appropriate, however, that the State Regents for Higher Education adopt a model identifying provisions that should be included in an institution’s independent audit policy. A systemwide model will ensure some measure of uniformity and consistency throughout the system of higher education.

The Uniform Independent Audit Policy Model Guidelines identify the following areas that should be included/addressed in each institution’s audit policy.

1. The board shall appoint an audit committee consisting of no fewer than three board members.
2. The responsibilities of the audit committee shall include the following:
   a. Establish the scope of work in issuing requests for proposals from independent auditing firms.
   b. Review proposals for independent audit services and related professional fees and make recommendations to the Regents for the employment of an auditor.
   c. Review annual audits of the institution with the president and make reports and recommendations to the full board. The reviews should include timely discussions with the independent auditor regarding all critical accounting policies and practices; all alternative treatments of financial information with the Generally Accepted Accounting Principles that have been discussed with management, ramifications of the use of such alternative disclosure and treatments, and the treatment preferred by the independent auditor; other material written communications between the independent auditor and management, including the management letter and schedule of unadjusted differences.
   d. Review performance of the independent auditor and professional fees and recommend continuation or removal, if appropriate.
   e. Resolve any disagreements between the independent auditor and institutional staff and review any audit problems or difficulties and staff’s response.
   f. Establish and maintain procedures for the receipt, retention and treatment of complaints regarding accounting, internal accounting, or auditing matters.
   g. Establish and maintain procedures for the confidential, anonymous submission by employees regarding questionable accounting or auditing matters.
   h. Establish an approval process for utilization of the institution’s independent auditor for non-audit services, including specific verification of the absence of impairment on the independence of the auditor in the performance of the related non-audit services.
   i. Work with the State Auditor as appropriate.
AGENDA ITEM #19:

Capital

SUBJECT: Approval of a $500 million 2004 Higher Education General Obligation Bond Proposal

RECOMMENDATION:

It is recommended that the State Regents approve the system projects totaling $500 million as listed in the attachment and the capital needs formula to calculate the dollar amount for each institution.

BACKGROUND:

A committee of presidents and State Regents’ staff has worked over the past three months to develop a new capital needs formula. The formula’s data includes enrollment, square footage, age of buildings, and research productivity. It also includes the amounts of unmet legislative commitments related to the 2000 bond issue, ruled unconstitutional by the Supreme Court last summer. The Presidents in attendance at their Council meeting of February 4 endorsed unanimously the proposed new capital allocation methodology. Based on the formula calculations, each president received a lump-sum amount for the institution and determined the priorities among the different campuses within the institution.

If approved by the Legislature and submitted to a vote of the people of Oklahoma, this bond issue would be the only significant capital funding infusion after those approved in 1967 and 1992. The $500 million request should be viewed in the context of the latest approved Campus Master Plan listing of over $3 billion.

POLICY ISSUES: None

ANALYSIS:

Formula. The goal of this formula is a data-driven allocation, based on five components:

1. $70.4 million distributed on the basis on past legislative commitments, principally the 2000 bond issue turned down by the Supreme Court last summer.

2. An across-the-board amount, $1.5 million, for each institution and certain constituent agencies, totaling $42 million. Each entity that receives either Section 13/New College trust fund distributions or Section 13 Offset allocations received an amount in this category. This provision was a request of presidents of small institutions with limited access to substantial amounts of capital funding.

3. $150.7 million distributed on the basis of enrollment and growth in enrollment. The methodology has seven levels of enrollment ranging from 2,000 FTE or less to greater than 19,000. Each level received an allocation, ranging from $1.5 million to $15 million. In addition, those institutions whose enrollment growth between FY2000 and FY2003 exceeded the system average received an additional $525,000.
4. $83 million distributed on the basis of square footage, with added amounts for older campuses and overcrowding. Each institution was guaranteed $1 million for this category, but institutions whose share of system enrollment exceeded their share of square footage received an additional $500,000. The severely overcrowded institutions, defined as those whose variance exceeded 4 percentage points, received an additional $1 million. Those institutions are TCC, UCO and OCCC.

5. $153.8 million distributed on the basis of research activity, special needs for entities not reflected in the other categories (i.e., Quartz Mountain, the Mesonet, the higher education centers, OneNet) and an increment for each institution that received less than $500,000 in Category 1 (TCC, Southeastern, Rose, among others). The methodology takes two research measures into consideration: research expenditures and amount of space dedicated to research. Twelve institutions shared in the research expenditures distribution of $88 million, although $81.4 million was for OU and OSU. OU, OSU and Langston are the only ones to benefit from the $12 million distributed on the basis of dedicated research space. This measure was added at the specific request of OSU. The amounts for the entities not included in the formula were determined after discussions with representatives from those entities.

OU and OSU received 46.87%; the regional universities received 28.01%; the two-year colleges received 22.71% and the “non-formula” entities 2.4%. The formula produced a minimum amount for each institution of $6 million. A special consideration was the prior agreement of Presidents Schmidly and Boren to have the same dollar amount. After the calculations determined the amount for each institution, the $4 million difference was split between the two. No other institutions requested this arrangement.

Projects: The attached list of approximately 140 projects indicates that the 20,000 FTE student enrollment growth of the past four years is driving the campus priorities. Classrooms, both renovations and construction of new classroom buildings are the focus of 44 projects. Infrastructure expansion and upgrades (31) and compliance with ADA and other codes (19) also appeared on many lists. Eleven projects are new or substantially renovated major science facilities, and 9 new or renovated fine arts centers are listed. Other projects include 5 research facilities, three property purchases, three student centers and two major library renovations.

It is recommended that the Regents approve the list of projects for transmittal to the Governor and the Legislature.
<table>
<thead>
<tr>
<th>Institution/Project Name</th>
<th>Description</th>
<th>Bond Proceeds</th>
<th>Section 13 Offset Funds</th>
<th>Other Funds</th>
<th>Total Amount of Project</th>
<th>Estimated Completion Date</th>
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<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
<td>$28,130,956</td>
<td>$28,130,956</td>
<td>$28,130,956</td>
<td>March 1, 2008</td>
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<tr>
<td>Chemistry &amp; Biochemistry Instructional/Research Renovation and Addition</td>
<td>A number of immediate renovations and modernizations in the Dept. of Chemistry and Biochemistry facilities are needed to provide upgraded instructional and research laboratory space and fixed equipment to address life-safety issues. It is also necessary to replace severely outdated facilities and to increase departmental space.</td>
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<td>Bizzell Memorial Library Fire Protection, Phase II</td>
<td>This project will complete the installation of fire detection and suppression systems in the 1958 Addition and the Neustadt Wing of Bizzell Memorial Library. Fire protection systems in the 1929 building and the lower levels of the 1958 additional and Neustadt wing were completed in phase 1.</td>
<td>$1,200,000</td>
<td>$1,200,000</td>
<td>$1,200,000</td>
<td>March 1, 2007</td>
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<tr>
<td>Schusterman Center Classroom and Library Facility</td>
<td>This project involves the construction of a classroom and library facility to accommodate the expansion and consolidation of OU-Tulsa academic programs on the Schusterman Campus. The project includes construction and parking and the purchase of additional instructional &amp; library equipment and furnishings. The facility will be designed for future expansion and house distance learning classrooms, a lecture hall, multi-purpose meeting areas, top-tier research library and building support services. The integrated classroom and library facility will serve as a key community resource.</td>
<td>$14,000,000</td>
<td>$10,000,000</td>
<td>$24,000,000</td>
<td>March 1, 2007</td>
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<tr>
<td>College of Allied Health, Phase II</td>
<td>This project involves the construction of a College of Allied Health Building, Phase II and parking structure. The College of Allied Health will be relocated with this project. Phase II will include the construction of a facility containing faculty offices, staff offices, classrooms, laboratories, clinical areas, administrative space and support services.</td>
<td>$18,150,000</td>
<td>$18,150,000</td>
<td>$18,150,000</td>
<td>March 1, 2007</td>
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<tr>
<td>Project Description</td>
<td>Details</td>
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<tr>
<td><strong>University Research Campus-South Infrastructure</strong></td>
<td>Infrastructure improvements for the area campus currently being developed as the University Research Campus-South including site clearing, road construction, and utility and information technology system expansion.</td>
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<tr>
<td><strong>Engineering and Technology Facilities</strong></td>
<td>A new single facility or a complex of two or three smaller connected facilities is needed for the College of Engineering. The project will include (1) construction of new classrooms designed as multi-disciplinary, project-based learning center and will incorporate wired and wireless connectivity; (2) instructional and research laboratories designed to be reconfigurable to accommodate priority research programs and multiple users; and (3) graduate student work areas and support areas. The school's Electrical and Computer Engineering and Computer Science will be the primary occupants in the new facilities.</td>
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<td><strong>Gould Hall Renovation and Addition</strong></td>
<td>A new west façade to Gould Hall will be constructed providing an attractive entrance to the building and enhancing the building's Van Vleet Oval aspect. It is also planned to add display and gallery space at this entry to provide an area for special presentations and for displaying the work of College of Architecture students. In addition, major areas of the building will be renovated and building systems will be upgraded.</td>
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<td><strong>Hester Hall Renovation for Consolidation of International Programs</strong></td>
<td>Renovations are needed in Hester Hall to modify space formerly occupied by the University's main bookstore. It is planned that the renovated space will be utilized to consolidate a number of international programs and offices: the International Programs Center, International &amp; Area Studies; and the International Exchange Program. This project will also provide needed updates to the life safety and HVAC systems; renovate existing and add new restrooms; improve accessibility; and improve the appearance of the exterior.</td>
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<td><strong>Rhyne Hall</strong></td>
<td>Renovations are needed in Rhyne Hall to upgrade the life safety and HVAC Systems in order to support the mission of the School of Social Work. In addition, the project will include renovation of restrooms, improvements in accessibility and improvement to the exterior.</td>
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<tr>
<td>Project Description</td>
<td>University of Oklahoma</td>
<td>Oklahoma State University</td>
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<tr>
<td><strong>Science Hall Renovations</strong></td>
<td>$4,000,000</td>
<td>$4,000,000</td>
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<td>Renovations are needed in Science Hall, the University's oldest structure, to address building code and life safety issues, modernize the HVAC systems and preserve the architectural character of the historic building.</td>
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<tr>
<td><strong>Nielsen Hall Addition and Renovation, Phase III</strong></td>
<td>$6,200,000</td>
<td>$6,200,000 March 1, 2009</td>
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<td>This project will renovate space to meet current academic needs of the Department of Physics and Astronomy. The building's mechanical systems will be revised and updated to meet the requirements of general academic space and for improved reliability and energy conservation. Laboratory case work and utilities will be modified, and improvements will be made to bring the building into compliance with fire code, life safety and accessibility codes. Interior and exterior repairs will be made to restore the building to good condition.</td>
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<td><strong>Total University of Oklahoma</strong></td>
<td>$117,180,956</td>
<td>$15,000,000 $132,180,956</td>
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<td><strong>Oklahoma State University</strong></td>
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<td><strong>New Classroom Building</strong></td>
<td>$5,705,000</td>
<td>$6,295,000 $12,000,000 36 months from receipt of bond proceeds.</td>
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<td>New building to be built on the north-side of campus to create additional teaching space; classrooms, computer labs, and interactive/lounge space with food service availability. The facility would include an auditorium lecture hall to seat 250, medium-sized lecture halls and numerous classrooms.</td>
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<tr>
<td><strong>Restoration and Renovation of South Murray Hall</strong></td>
<td>$5,000,000</td>
<td>$8,000,000 $13,000,000 36 months from receipt of bond proceeds.</td>
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<td>The outside of South Murray Hall would be restored and renovations to the basement, first and second floors to create additional teaching space, classrooms, computer laboratories and interactive/lounge space. Also would include auditorium lecture halls.</td>
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</tr>
<tr>
<td><strong>OSU Interdisciplinary Research Center</strong></td>
<td>$68,000,000</td>
<td>$68,000,000 48 months from receipt of bond proceeds.</td>
<td></td>
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<tr>
<td>This is a 5-story structure with research laboratory space and associated office and common space occupying the 1st, 3rd and 5th levels, and mechanical/electrical/utility infrastructure supporting all operations of the building on the 2nd and 4th floors. This is the first phase of a projected three-phase project. When completed the facility will dramatically increase OSU's research capabilities by providing essential laboratory space and research facilities.</td>
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</tr>
<tr>
<td><strong>Total Oklahoma State University</strong></td>
<td>$78,705,000</td>
<td>$14,295,000 $93,000,000</td>
<td></td>
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</tr>
<tr>
<td><strong>OSU-Agriculture Experiment Station</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td>OSU</td>
<td>Project</td>
<td>Total OSU-Okmulgee</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Swine Education and Research Center</td>
<td>$2,500,000</td>
<td>$962,997</td>
<td>$1,491,487</td>
<td>$4,954,484</td>
<td>October 1, 2005</td>
<td></td>
</tr>
<tr>
<td>Total OSU-Agriculture Experiment Station</td>
<td></td>
<td></td>
<td></td>
<td>$2,500,000</td>
<td>$962,997</td>
<td>$1,491,487</td>
</tr>
<tr>
<td>OSU-Okmulgee</td>
<td></td>
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</tr>
<tr>
<td>Native American Health Science and Technology Center</td>
<td>$6,000,000</td>
<td></td>
<td>$6,000,000</td>
<td>June 1, 2007</td>
<td></td>
<td></td>
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<tr>
<td>Hospitality Services Renovation</td>
<td>$400,000</td>
<td></td>
<td>$400,000</td>
<td>June 1, 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Streets and Parking Lots</td>
<td>$600,000</td>
<td>$750,000</td>
<td>$1,350,000</td>
<td>June 1, 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total OSU-Okmulgee</td>
<td>$7,000,000</td>
<td>$0</td>
<td>$750,000</td>
<td>$7,750,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSU-College of Veterinary Medicine</td>
<td></td>
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</tr>
<tr>
<td>Project Description</td>
<td>Funding Details</td>
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<td>-----------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>McElroy Hall Deferred Maintenance</td>
<td>$600,000 December 1, 2005</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>This project addresses correction of major maintenance needs and planned remodeling and restoration projects for McElroy Hall that have not been accomplished in the past for lack of available funds, but are essential to maintaining teaching and research functions.</td>
<td></td>
<td></td>
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<tr>
<td>Oklahoma Animal Disease Diagnostic Laboratory Deferred Maintenance</td>
<td>$500,000 December 1, 2005</td>
<td></td>
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</tr>
<tr>
<td>The OADDL was built in 1975 and its infrastructure can no longer support many state-of-the-art diagnostic activities. Capacity to store animal tissues is limited and the HVAC system is in critical need of updating.</td>
<td></td>
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<tr>
<td>Animal Tissue Digester</td>
<td>$800,000 $200,000 $1,000,000 December 1, 2005</td>
<td></td>
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<tr>
<td>The ability to dispose of animal tissues in a safe and cost-effective manner is a critical need. Currently, the Lab disposes of horses, cattle and pigs through a rendering company. All other animal waste must be burned in an old and limited capacity incinerator. Given new USDA guidelines for handling cattle carcasses, it is very likely that companies will no longer accept cattle. Given these issues, we propose purchasing and installing an animal tissue digester. This technology is cost-effective and environmentally friendly.</td>
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<tr>
<td>Boren Veterinary Teaching Hospital (BVMTH Deferred Maintenance)</td>
<td>$600,000 December 1, 2005</td>
<td></td>
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<tr>
<td>The BVMTH services teaching, clinical service and applied research activities. This project encompasses a number of critical maintenance, repair and renovation projects that have not been accomplished due to lack of available funds.</td>
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<tr>
<td>Total OSU-College of Veterinary Medicine</td>
<td>$2,500,000 $200,000 $2,700,000</td>
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<tr>
<td>OSU-Oklahoma City</td>
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</tr>
<tr>
<td>Agriculture Resource Center/Turf Grass Management Laboratory</td>
<td>$3,200,000 $1,800,000 $5,000,000 March 1, 2006</td>
<td></td>
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</tr>
<tr>
<td>This project consists of the construction of a major addition to the Horticulture Center as well as the addition of another building. This complex will then house all of the Horticulture programs as well as Veterinary Technology and Turf Grass Management. This complex will provide classrooms, laboratories, faculty offices, administrative areas and storage. There is already significant funding pledged to support the project, with bond issue funds proposed for matching.</td>
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</tr>
<tr>
<td>Physical Plant Building</td>
<td>$500,000</td>
<td>$100,000</td>
<td>$100,000</td>
<td>$700,000</td>
<td>December 1, 2005</td>
<td></td>
</tr>
<tr>
<td>This project involves the construction of a new facility to house the physical plant operations. The current facility is an old wooden frame building that is very close to dilapidation and meets no current fire codes, access codes, etc. The new building will be steel frame building that will accommodate the maintenance and grounds department. It will provide both work areas as well as storage.</td>
<td></td>
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<tr>
<td>Property Purchase</td>
<td>$550,000</td>
<td>$250,000</td>
<td></td>
<td>$800,000</td>
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</tr>
<tr>
<td>This project involves the purchase of a tract of land in the middle of the OSU-OKC campus and includes both land and a building. This tract of land is critical to the future growth of the campus as the campus has no land left to provide parking for our students and other constituents. At times we have no parking available on the campus and that will only be more of a problem as student enrollment and other campus activities continue to increase.</td>
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<tr>
<td>Academic Technologies Building-Ph I</td>
<td>$3,750,000</td>
<td>$250,000</td>
<td>$250,000</td>
<td>$4,250,000</td>
<td>December 1, 2006</td>
<td></td>
</tr>
<tr>
<td>This project consists of constructing a facility that would join the Engineering Technologies Building and the Business Technologies Building. This facility would provide teaching areas as well as academic support areas for several academic programs, especially focused on the use of technology in providing learning experiences.</td>
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<tr>
<td>Total OSU-Oklahoma City</td>
<td>$8,000,000</td>
<td>$600,000</td>
<td>$2,150,000</td>
<td>$10,750,000</td>
<td></td>
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</tr>
<tr>
<td>OSU-Center for Health Sciences</td>
<td>$4,400,000</td>
<td></td>
<td></td>
<td>$4,400,000</td>
<td>July 1, 2006</td>
<td></td>
</tr>
<tr>
<td>Campus Building Renovations and Improvements</td>
<td></td>
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<tr>
<td>The campus has some basic refurbishment and renovation needs that have not been addressed due to a lack of capital funding. The Dunlap Auditorium is in need of expansion to handle the current medical student body. The campus HVAC Systems are dated and should be replaced with more energy efficient units. An additional need is to beautify the campus to make it appealing to students, the surrounding neighborhood and visitors.</td>
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<tr>
<td>Total OSU-CHS</td>
<td>$4,400,000</td>
<td>$0</td>
<td>$0</td>
<td>$4,400,000</td>
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<tr>
<td>OSU-Tulsa</td>
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</tbody>
</table>
### Advanced Technology Research Center

The ATRC will be designed to maximize research productivity by housing specialized research laboratories, faculty and graduate student offices, office for visiting scholars, space for support technicians and representatives of its industrial partners. At steady state (years 6-10), ATRC should house 30-40 faculty, 50-100 graduate students, 6-12 visiting scholars and 4-6 technicians. Payroll generated by the ATRC should approximate $3.75m-$4.5m annually. Additionally, it is realistic to expect approximately $5.0m-$6.0m of federal and private research funds annually. The annual payroll and research impact on the City of Tulsa is estimated to be $8.75m-$10.5m.

### Total OSU-Tulsa

<table>
<thead>
<tr>
<th>Project</th>
<th>Initial Cost (July 1, 2006)</th>
<th>Budgeted Cost (July 1, 2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technology Research Center</td>
<td>$14,075,956</td>
<td>$14,075,956</td>
</tr>
<tr>
<td></td>
<td>July 1, 2006</td>
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</tbody>
</table>

### University of Central Oklahoma

<table>
<thead>
<tr>
<th>Project</th>
<th>Initial Cost (July 1, 2006)</th>
<th>Budgeted Cost (July 1, 2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old North Renovation</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>New Classroom Building</td>
<td>$10,000,000</td>
<td>$10,000,000</td>
</tr>
<tr>
<td>Forensic Science Building</td>
<td>$4,695,329</td>
<td>$4,695,329</td>
</tr>
<tr>
<td></td>
<td>$19,695,329</td>
<td>$19,695,329</td>
</tr>
<tr>
<td>Project Description</td>
<td>University</td>
<td>Cost</td>
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<tr>
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</tr>
<tr>
<td>Multi-purpose facility to contain a performance hall, art gallery/laboratories, rehearsal space &amp; academic space for music, theatre/dance and mass communications. The Center will meet the needs of both the University and the 18 county service area, providing both cultural advancement and economic enrichment. The large performance hall will accommodate a full orchestra, large theatre productions and guest speakers, lectures, and conferences. Special features to be incorporated into the design, such as an infrared Assisted Listening System.</td>
<td>East Central University</td>
<td>$10,810,182</td>
</tr>
<tr>
<td>To complete the initial phase of the Broken Arrow Campus which includes finishing the Seminar Room, Auditorium, and Food Service areas of the Student Services/Administration Building; classrooms in the Business/Technology Classroom and parking lots.</td>
<td>Northeastern State University</td>
<td>$4,972,760</td>
</tr>
<tr>
<td>The Science Building is 40+ years old and needs to be renovated for environmental, educational and ADA reasons. All of the major infrastructure systems; such as HVAC, electrical and plumbing, need to be replaced. The facility will be renovated to house classrooms, faculty and administrative offices, and some of the less technical labs.</td>
<td></td>
<td>$7,000,000</td>
</tr>
<tr>
<td>The facility is currently known as the Industrial Arts Building and is no longer in use as the academic programs have been eliminated. Extensive upgrades are needed to meet building codes, ADA requirements, and to convert the building into usable space. Gathering all departments related to student success in one location would be more efficient and productive in working with prospective students, current students, parents and the public at large.</td>
<td></td>
<td>$4,000,000</td>
</tr>
<tr>
<td>Several of the classroom buildings are aging and in need of extensive repairs to provide a safer and better learning environment for our students. The renovations will include new roofs, new windows, new floor, wall and ceiling treatments, plumbing upgrades, ADA and other code compliance.</td>
<td></td>
<td>$7,000,000</td>
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</tbody>
</table>
### Northwestern Oklahoma State University

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Budget</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction of Education Building - Woodward Campus</strong></td>
<td>$2,500,000</td>
<td>18 months</td>
</tr>
<tr>
<td>This project involves the construction of an educational building in Woodward. The Woodward campus currently occupies rented space at a local bank and space at the vocational center and high school. The new building will provide classrooms with ITV capabilities and administrative offices to meet the needs of the students at this campus.</td>
<td></td>
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</tr>
<tr>
<td><strong>Renovation of Science Building</strong></td>
<td>$2,500,000</td>
<td>18 months</td>
</tr>
<tr>
<td>This project will provide for the renovation of a building constructed in 1963. There have been no substantive renovations of this building since construction. Particular attention will be given to ADA accessibility and safety of the science labs. Updating of science equipment will also be included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Renovation of the Health and Physical Education Building</strong></td>
<td>$1,813,432</td>
<td>18 months</td>
</tr>
<tr>
<td>This project will renovate a building constructed in 1969. There have been no substantive renovations of this building since construction. Particular attention will be given to ADA accessibility. Classrooms and faculty offices will be updated. New usable space will be gained by converting an old swimming pool area to faculty offices.</td>
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</table>

### Total Northwestern Oklahoma State University

<table>
<thead>
<tr>
<th>Budget</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>$6,813,432</td>
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</table>

### Rogers State University

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Budget</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bartlesville Campus</strong></td>
<td>$1,250,000</td>
<td>January 1, 2006</td>
</tr>
<tr>
<td>The University will consolidate existing facilities and expand facilities to respond to the higher education needs of Bartlesville and the surrounding communities. The project will provide space for academic classrooms, laboratories, faculty offices, library student study areas, student lounges, student services, and administration.</td>
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</tr>
<tr>
<td>Project</td>
<td>Description</td>
<td>Budget</td>
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</tr>
<tr>
<td>Classroom Building</td>
<td>This project will be new construction and will be a building for general classrooms, laboratories and faculty offices. The classrooms will be equipped with state-of-the-art technology. A new parking lot to accommodate the students, faculty, and visitors to the building will be constructed. Exterior lighting and landscaping will be included in the project. Furniture and equipment for the classrooms and offices will be purchased.</td>
<td>$3,422,702</td>
</tr>
<tr>
<td>Infrastructure Improvements</td>
<td>As with many campuses over 90 years old and deferred maintenance problems, the university will provide needed repairs and upgrades. Campus lighting, water, and sewer line repairs, sidewalks, landscaping, handicap access through ramps, curb cuts, elevators, electrical enhancements, and telephone system upgrades will be provided. Fire escapes and fire alarm systems must be modified and upgraded. The Energy Management Control system must be modified and upgraded. Streets and parking lots will be repaired or constructed.</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Post Hall</td>
<td>Post Hall is a current facility on campus. The building will be expanded and renovated in order to accommodate the expanding needs of our food service operations and to provide additional conference rooms and meeting areas to the students, faculty, and community. All essential functions, such as electrical, HVAC, lighting, fire systems, fire alarms, utilities, and commercial kitchen appliances, will be addressed. Structural repairs will be made. Dining and meeting rooms will be expanded in order to meet the increasing demand for the facility. New and additional furnishings will be purchased.</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Pryor Campus</td>
<td>Expansion of the Pryor Campus will allow the university to respond to increasing student enrollment in Pryor and the surrounding communities. The expansion will include six classrooms, science classrooms, library, additional facility offices and workrooms. In addition, space for students to study or lounge between classes will be provided. The facility will be new construction, a one-story building, and connection to the existing building. A new parking lot will be built next to the facility.</td>
<td>$750,000</td>
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</tbody>
</table>
Renovations and Repairs

As with many campuses over 90 years old, repairs, updates, remodeling and modifications are necessary for safety, health and code requirements. This project will address the majority of the buildings on campus. Nine buildings have been identified as needing repairs or replacement of roofs. Various classrooms, hallways, offices and meeting rooms require interior painting, upgrades to lighting, and upgrades to multimedia teaching equipment. Numerous buildings have been identified as needing window replacements in order to conserve energy.

Student Union

An existing building that once housed the Library will be renovated and expanded to become the new campus student union. The facility will include space for student services, student affairs, student government, food court, bookstore, print shop and mail services. The facility will be in the center of campus and will feature lounge areas, study areas, recreational areas, convenience store, various meeting rooms, outdoor patio and garden spot.

Total Rogers State University

<table>
<thead>
<tr>
<th></th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
<td>July 1, 2006</td>
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<tr>
<td>Total Rogers State University</td>
<td>$13,922,702</td>
<td>$77,298</td>
<td>$0</td>
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</table>

Southeastern Oklahoma State University

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost 1</th>
<th>Cost 2</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Science Building</td>
<td>$150,000</td>
<td>$150,000</td>
<td>December 1, 2004</td>
</tr>
<tr>
<td>Elevator Installation</td>
<td>$50,000</td>
<td>$50,000</td>
<td>December 1, 2005</td>
</tr>
<tr>
<td>Computer Science, Mathematics and Occupational Safety &amp; Health Complex</td>
<td>$6,000,000</td>
<td>$6,000,000</td>
<td>June 1, 2007</td>
</tr>
<tr>
<td>Student Union Building</td>
<td>$2,500,000</td>
<td>$6,000,000</td>
<td>June 1, 2008</td>
</tr>
<tr>
<td>Theatre Building</td>
<td>$750,000</td>
<td>$750,000</td>
<td>December 1, 2006</td>
</tr>
<tr>
<td><strong>Science Building</strong></td>
<td>This project will renovate classroom and lab space and allow for roof replacement. Installation of new fume hood exhaust system in each lab to meet current EPA code.</td>
<td>$212,758</td>
<td>$100,000</td>
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<tr>
<td><strong>Morrison Building</strong></td>
<td>This project will renovate classroom and auditorium space and allow for roof replacement. Installation of an automatic sprinkler system to meet current fire code.</td>
<td>$400,000</td>
<td>$100,000</td>
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| **Total Southeastern Oklahoma State University** | | $10,062,758 | $200,000 | $6,000,000 | $16,062,758 |

**Southwestern Oklahoma State University**

| **Chemistry, Pharmacy & Physics Building Renovation** | Funding to complete the renovation of the instructional building that houses our Professional Doctoral Program for Pharmacy and our Chemistry/Physics Department. Currently, one of three wings of this building has been renovated. This building was constructed in two phases in 1962 and 1969 is undergoing its first major renovation. The project includes code compliance issues such as ADA, fire and safety issues, HVAC improvements and laboratory upgrades | $2,000,000 | $1,000,000 | $2,000,000 | $5,000,000 | December 1, 2006 |

| **Old Science Building Renovation/Theatre Addition** | Renovation of the existing theatre to lecture halls and construction of an appropriate sized theatre area. The theatre area was constructed as part of the original 1909 structure with partial renovations in past years. The space is now needed for lecture type classrooms. A smaller and modern theatre area will replace the original. | $1,700,000 | $0 | $0 | $1,700,000 | December 1, 2006 |

| **Equipment including ADA Compliant Elevators** | Upgrade of instructional equipment, especially for high need areas such as chemistry, health sciences and industrial technology. Funds for additional elevators and ADA upgrades of existing elevators and/or other ADA access areas. | $2,000,000 | $0 | $2,000,000 | December 1, 2006 |

| **Campus Energy Improvements** | Address energy efficiency improvements for the Library, the Campbell instructional building and other facilities. Several major classroom and other buildings have the original HVAC systems that are approximately 40 years old and lack modern control systems. | $2,000,000 | $0 | $2,000,000 | December 1, 2007 |

<p>| <strong>Sayre Campus Improvements</strong> | Additions and upgrade of classrooms and laboratory areas and other campus improvements such as ADA and Energy efficiency. | $250,000 | $0 | $250,000 | April 1, 2007 |</p>
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crowder University Park Improvements</strong></td>
<td>$250,000</td>
<td>April 1, 2007</td>
</tr>
<tr>
<td>Construction of an outdoor classroom area and completion of existing classroom</td>
<td></td>
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</tr>
<tr>
<td>projects. Relocation of university observatory. These projects will assist</td>
<td></td>
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</tr>
<tr>
<td>SWOSU in its park management program as well as our OJA youth programs and astronomy</td>
<td></td>
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<tr>
<td>classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art Building Renovations</strong></td>
<td>$2,200,000</td>
<td>December 1, 2007</td>
</tr>
<tr>
<td>Renovation of the Art Building constructed in 1927. This building has had several</td>
<td></td>
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</tr>
<tr>
<td>minor improvements over the years. However, since it functioned as the original</td>
<td></td>
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</tr>
<tr>
<td>University Library it has never been properly modified for our graphic art and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>general educational art classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Industrial Technology Building Renovation/Addition</strong></td>
<td>$1,603,065</td>
<td>December 1, 2007</td>
</tr>
<tr>
<td>Renovation and possible addition to the Industrial Technology and Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building (WPA structure) This building dates to 1938 and is no longer suited to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>house the modern equipment required for this major renovation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Southwestern Oklahoma State University</strong></td>
<td>$12,003,065</td>
<td>$1,000,000</td>
</tr>
<tr>
<td></td>
<td>$2,000,000</td>
<td>$15,003,065</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cameron University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Renovation and Expansion of Business Building</strong></td>
<td>$7,000,000</td>
<td>February 1, 2007</td>
</tr>
<tr>
<td>The School of Business is one of the most rapidly expanding programs. This project</td>
<td></td>
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</tr>
<tr>
<td>recommends the renovation and expansion of the building to include classrooms,</td>
<td></td>
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<tr>
<td>laboratories, lecture halls, research and faculty offices.</td>
<td></td>
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</tr>
<tr>
<td><strong>HVAC for Shepler Center and Fitness Center</strong></td>
<td>$700,000</td>
<td>November 1, 2005</td>
</tr>
<tr>
<td>When the Fitness Center was constructed, the HVAC requirements for the new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>structure were tapped into the plant equipment supplying services to the Shepler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center. Since that time the Sciences Complex was built and also tapped to the</td>
<td></td>
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</tr>
<tr>
<td>Shepler Center equipment. The system is needing to be upgraded to allow for</td>
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<tr>
<td>increased capacity to provide needed services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus Accessibility</strong></td>
<td>$500,000</td>
<td>April 1, 2007</td>
</tr>
<tr>
<td>Cameron University continues to work toward ADA compliance in the areas of parking,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>building access, classroom furniture and fixtures and restrooms. This project will</td>
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<tr>
<td>realign parking, install new assisted-entry building doors, remodel restrooms, and</td>
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<td></td>
</tr>
<tr>
<td>purchase classroom furniture and fixtures which are needed to eliminate all</td>
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</tr>
<tr>
<td>external barriers and make the campus a truly friendly and inviting environment</td>
<td></td>
<td></td>
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<tr>
<td>for all students, faculty, and staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Start Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Parking Lots and Access Roads</td>
<td>$800,000</td>
<td>$800,000</td>
</tr>
<tr>
<td>Cameron officials are in the process of selecting an architect to update the Campus Master Plan. Recommendations from the review will greatly impact campus layout in terms of current and future construction projects. Anticipated projects required for implementing recommendations will include relocation of existing parking lots, creation of additional parking areas, redirection of pedestrian and vehicular traffic, and possible relocation of a campus entry access road.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Facility Improvement</td>
<td>$2,059,247</td>
<td>$2,059,247</td>
</tr>
<tr>
<td>Due to the age of many campus buildings, a campus facility improvement project is of utmost importance. Lack of funding has deferred needed maintenance resulting in crumbling building exteriors. Many buildings have flat roofs and exterior elevations that give the appearance of commercial design, and metal sheeting has been installed on the front of one building. The result is a generally undesirable external appearance for the campus as a whole. This facility improvement project will be accomplished on a building-by-building basis determined by location and current condition of the present architectural facade.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnasium Environmental System Project</td>
<td>$1,000,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>The gymnasium is not air-conditioned and heating is provided by a boiler system. The gymnasium also doubles for classroom facilities and has inadequate heating and cooling that hampers its use and presents a poor image to the community. This project will provide central heating and air and will be designed to provide comfort both on the court and in the stands. It will provide for retrofit of lighting to increase energy efficiency and improved environment for students, athletes, and patrons. The project will provide ADA access to the spectator area, create a new main entrance lobby including expanded ticket booths, concession stands, and restroom improvements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cameron University</td>
<td>$12,059,247</td>
<td>$0</td>
</tr>
<tr>
<td>Langston University</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td>Project Name</td>
<td>Description</td>
<td>Cost</td>
</tr>
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<td>------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Student Success Center</td>
<td>The Student Success Center will house the enrollment offices of the university, including admissions, registration, records, financial aid, and the bursar. In addition to these functions, student meeting rooms are needed to provide students with a facility to support needed non-classroom college experiences.</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Allied Health Complex</td>
<td>This project will combine, under one roof, the educational programs in nursing, physical therapy, health care administration, gerontology and pre-medicine. Badly needed renovations will be made to existing Jones Hall and Hamilton Hall that house classrooms and laboratories for the sciences. A new wing will be added to connect the two buildings, thus creating the Allied Health Complex.</td>
<td>$7,000,000</td>
</tr>
<tr>
<td>Oklahoma African-American Museum</td>
<td>As an Oklahoma Centennial Commission project, the Heritage and Cultural Resource Center is a facility that will focus on the importance of African-American contributions to the heritage of Oklahoma. The Museum will collect, preserve, and present materials that tell the unique story of how and why African-Americans first came to Oklahoma and the contributions they have made since.</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td>This facility will provide much needed practice rooms for the Langston University performing groups, such as band, choir, drama and other fine arts. The current facility is designed for a student body not to exceed 900 students, an enrollment level surpassed many years ago. Future growth for the main campus will require additional space that will result from this bond issuance.</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Renovations/Equipment</td>
<td>Funds will provide for renovations to classroom and student support areas, as well as purchase and/or upgrade information technology equipment and/or software.</td>
<td>$1,370,187</td>
</tr>
</tbody>
</table>

*Note: Additional projects were submitted totaling an additional $24.6 million.*

| Total Langston University          |                                                                                                                                   | $18,370,187 | $0     | $0     | $18,370,187 |

Oklahoma Panhandle State University
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Agriculture Building</td>
<td>$6,530,000</td>
<td>The campus is in critical need of a new Science and Agriculture Building. Currently the science and agriculture programs are housed in buildings that do not meet OSHA safety standards for science classes. Current laboratories are not designed to facilitate new technologies such as PCR and recombinant DNA. Having science and agriculture programs in the same building will enable sharing for laboratory space, chemicals, glassware and specialized equipment thus reducing duplication and expenditures over time. Also, special classroom - laboratory space will be included to accommodate the rapidly - growing Art Department.</td>
</tr>
<tr>
<td>Noble Activity and Cultural Center</td>
<td>$750,000</td>
<td>Construction of the Noble Activity and Cultural Center was completed in July 2003. This request is for repayment for advanced funding made to OPSU for the construction of the Noble Center. The advance was originally to be repaid to the State Regents from funding in the 2000 Legislature's capital bond issue.</td>
</tr>
<tr>
<td>Total OK Panhandle State University</td>
<td>$7,280,000</td>
<td>$0 $0 $7,280,000</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Brooks School for Deaf Education</td>
<td>$2,000,000</td>
<td>This project involves renovation and restoration of historic Canning Hall. The facility will be turned to academic use and also provide space for academic-related community support services. It will house a premier program in deaf education featuring an interagency agreement between USAO and the OK School for the Deaf, as well as public-private partnership involving USAO and the Jane Brooks School for the Deaf.</td>
</tr>
<tr>
<td>Infrastructure-Roofing, Parking and Infrastructure</td>
<td>$1,130,000</td>
<td>Renovating failing roof systems is vital to the protection of the assets contained within five historic structures. These buildings contain classrooms, laboratories, theaters, faculty offices, and administrative offices. The University has several aging parking lots in need of leveling and resurfacing.</td>
</tr>
<tr>
<td></td>
<td>$50,000</td>
<td>$1,180,000 $1,180,000 December 1, 2005</td>
</tr>
<tr>
<td>Project Description</td>
<td>Budget</td>
<td>Completion Date</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Renovation of Performing Arts &amp; Academic Lecture Venues</td>
<td>$1,100,000</td>
<td>May 1, 2006</td>
</tr>
<tr>
<td>The Troutt Hall Auditorium, Davis Hall Little Theater and Amphitheater need</td>
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<tr>
<td>renovated stage surfaces, wall coverings, remodeled entries and repaired seating.</td>
<td></td>
<td></td>
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<tr>
<td>Technically, the theaters are operating on outdated sound and lighting equipment</td>
<td></td>
<td></td>
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<tr>
<td>and designs. These updates will enhance the practical experiences for performing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arts majors and the instructors' ability to recruit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Annex Renovation</td>
<td>$500,000</td>
<td>December 1,</td>
</tr>
<tr>
<td>Complete restoration of this structure is vital for creating a stimulating, and</td>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>safe environment for students in pursuit of a BFA. The project would bring into</td>
<td></td>
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<tr>
<td>code all kiln and jewelry equipment areas, as well as, upgrading the studio and</td>
<td></td>
<td></td>
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<tr>
<td>teaching areas contained within the annex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory, Classroom and Library Equipment</td>
<td>$600,000</td>
<td>June 1, 2005</td>
</tr>
<tr>
<td>On-going, unmet needs for equipment to enhance the learning environment of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University is vital to the recruitment and retention of students. Needs include</td>
<td></td>
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</tr>
<tr>
<td>science laboratory equipment, historical maps, library research tools, and multi-</td>
<td></td>
<td></td>
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<tr>
<td>media lecture equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Smith Ballpark Facility and Lights</td>
<td>$738,832</td>
<td>June 1, 2005</td>
</tr>
<tr>
<td>Our continuing ability to recruit and retain student-athletes will depend on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>upgrading ballpark facilities and lighting. Also, in an effort to limit conflict</td>
<td>$11,168</td>
<td>$750,000</td>
</tr>
<tr>
<td>between academic and athletic pursuits, it is imperative that athletic fields have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lighting systems installed and indoor practice facilities constructed. This will</td>
<td></td>
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<tr>
<td>allow coaches to schedule contests and practices at times that will not conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the students' academic schedules.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total University of Science and Arts of Oklahoma</td>
<td>$6,068,832</td>
<td>$11,168</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>$4,600,000</td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>Telecommunications Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project will consist of a three-story structure and contain general purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>classrooms, telecommunications classrooms, labs, and faculty offices. The structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>will be built utilizing structural steel, concrete blocks, and brick veneer. Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>efficient materials and equipment will be incorporated throughout. Fixed and non-fixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment will be included. The project will also include site and property</td>
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<tr>
<td>development, student parking, infrastructure and street development.</td>
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<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Payment Date</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>CASC Sallisaw Classroom and Library</strong></td>
<td>$2,100,000</td>
<td>March 1, 2006</td>
</tr>
<tr>
<td>The project will include the construction of two buildings. The first will contain additional classrooms and faculty offices. The second will be a library &amp; telecommunications center. The classroom building will be a two-story structure constructed of concrete block, brick veneer and structural steel with a standing seam metal roof. The library complex will be a single story structure utilizing the same materials and design appearance. The total amount of the project cost includes $700,000 reimbursement to CASC for the construction of the Sallisaw Classroom Center.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Joe. E. White Library Expansion</strong></td>
<td>$400,000</td>
<td>March 1, 2006</td>
</tr>
<tr>
<td>The design of the project will allow the existing library facility to expand. The expanded area will include an area for computer research and other student related studies. The project will be constructed using concrete block, structural steel and brick veneer. Fixed and non-fixed equipment will be included. Energy efficient materials and equipment will be incorporated throughout the building and comply with ADA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mick Thompson Fitness Center</strong></td>
<td>$1,547,601</td>
<td>January 1, 2006</td>
</tr>
<tr>
<td>This project will consist of renovation of the existing facility to include expanded seating area and additional classroom space. Extensive upgrading &amp; repairs will be made to the interior and exterior of the structure. Additional floor space will be added to facilitate new classrooms, faculty offices, and dressing rooms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Carl Albert State College</strong></td>
<td>$8,647,601</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Connors State College</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Roof Renovation and Asbestos Removal</strong></td>
<td>$515,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td>Renovations would include: Jacob Johnson Building, Melvin Self Fieldhouse, Library, Student Union and Education Buildings. The renovations include major structural renovations to improve facilitation of learning and student services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts Building Renovation</strong></td>
<td>$640,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td>Though this building is structurally sound, it is in need of major renovation. The lighting and sound systems have not been upgraded since the early 1960’s. Handicapped accessible bathrooms need to be added and existing bathrooms will be converted to dressing or &quot;green&quot; rooms. The renovations include updating the HVAC System, roof and window coverings.</td>
<td></td>
<td></td>
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<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Funding Year</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>One-Stop Enrollment Center Conversion</td>
<td>$4,500,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td>Haskell Building-Renovation and Addition</td>
<td>$1,370,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td><strong>Total Connors State College</strong></td>
<td>$7,025,000</td>
<td></td>
</tr>
<tr>
<td>Eastern State College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts Center and Auditorium</td>
<td>$5,000,000</td>
<td>December 1, 2005</td>
</tr>
<tr>
<td>Infrastructure Projects</td>
<td>$1,910,101</td>
<td>June 1, 2005</td>
</tr>
<tr>
<td>Sewer Treatment Upgrade</td>
<td>$300,000</td>
<td>July 1, 2005</td>
</tr>
<tr>
<td>Technology Upgrade - Campus-wide Software Replacement</td>
<td>$700,000</td>
<td>December 1, 2005</td>
</tr>
<tr>
<td><strong>Total Eastern State College</strong></td>
<td>$7,910,101</td>
<td></td>
</tr>
<tr>
<td>Murray State College</td>
<td></td>
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<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Date</td>
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<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>Deferred Maintenance/Renovation</td>
<td>$3,208,000</td>
<td>July, 2007</td>
</tr>
<tr>
<td>This project will include new roofs on several buildings, geothermal HVAC in campus buildings, a campus-wide, computer-controlled energy management system, re-keying all entry doors, major renovation of Murray Hall, required facilities upgrades to Veterinary Technology facilities, increased instructional space for Information Technology, address deferred maintenance needs in numerous other buildings and the campus water supply system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customer Service/Lab Facilities</td>
<td>$2,500,000</td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>New construction to provide central location for admission, enrollment, financial aid and counseling services; and computer laboratories for math and science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Building</td>
<td>$200,000</td>
<td>July 1, 2005</td>
</tr>
<tr>
<td>An approximately 5,000 square foot metal building will provide space to bring maintenance services to a single location, creating an environment that will enhance services to students, staff, and the communities that use college facilities</td>
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<tr>
<td>Grounds Master Plan</td>
<td>$217,000</td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>This project will provide additional hard-surface parking, street repair, renovation of two campus landmarks, covered patio area for student use, and general landscaping improvements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>$600,000</td>
<td>January 1, 2007</td>
</tr>
<tr>
<td>The requested funds for technology will provide a positive campus-wide impact on student and faculty access to technology that can impact teaching/learning process. With these funds, nearly every classroom will be multimedia equipped, ITV instruction to AHEC and other sites will be enhanced, greater student access to the technology found in the workplace and our ability to address alternative teaching/learning styles.</td>
<td></td>
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</tr>
<tr>
<td>Equipment</td>
<td>$300,000</td>
<td>July 1, 2005</td>
</tr>
<tr>
<td>The college has teaching/learning and student/employee/campus visitor equipment needs. Approximately two-thirds of the funds for this project will address instructional needs with the remainder focused on campus security and safety issues.</td>
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</tbody>
</table>

**Total Murray State College**  
$7,025,000 | $0 | $0 | $7,025,000
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Planned Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovation of Enid Campus</td>
<td>$5,400,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td>Renovation and repair of 16 campus buildings to include roof replacement; fire &amp; safety alarm systems; ADA compliance; elevators; foundation and brick repair; repair or upgrade of mechanical systems; electrical systems; carpet and tile replacement; painting; and plumbing. These deficiencies include a range of issues related to accessibility, life and environmental safety. Many buildings don't meet current ADA guidelines. Some building elevators are not repairable and do not meet minimum ADA dimension requirements. Virtually every building is in need of roof replacement or repair. Foundation and brick repair work are needed as well to stop building deterioration. Maintenance facilities are inadequate and there is a need for vehicle and bus storage facilities. Parking lots are in need of resurfacing and additions. Campus site development improvements to include signage and underground line locations are necessary. Upgrades and installation of presentation classroom facilities, distance learning studios, computers, printers for student labs and instructional furniture and equipment is needed. This project would also include upgrades to the technology network, cabling, access control system and maintenance operation control systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilkin Technology Center</td>
<td>$3,000,000</td>
<td>August 1, 2006</td>
</tr>
<tr>
<td>Funds would be used to complete the renovation of Wilkin Hall including the second and third floors. These floors would house the Counseling and Testing areas, the academic division of the Business Administration, presentation classrooms, ITV classrooms/studios, conference areas, and office space. The renovation of the first floor was completed in 1999/2000 and currently houses two large computer labs as well as the multimedia and digital communications programs. Furniture and equipment for the areas mentioned would be purchased as well as computer replacements and printers for the existing computer labs.</td>
<td></td>
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</tbody>
</table>
### Allied Health & Educational Communication Center

Construction of a multi-purpose building that would include facilities for the academic division on Nursing. This nursing space would include a skills lab, computer lab, classrooms and office space. Also, included in the building would be a large meeting room with a capacity for 300. The building would contain kitchen facilities and be equipped to facilitate banquets, educational activities, seminars or community economic development events.

- **Cost:** $2,000,000
- **Funding Source:** $2,000,000
- **Completion Date:** August 1, 2007

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### New Classroom Building-Stillwater

Construction of a new classroom building in conjunction with OSU to be used for the connection with NOC/OSU Gateway Program in Stillwater. OSU would provide funding to construct three floors and NOC would provide funding for an additional floor. Space would be managed by both institutions to maximize the usage throughout the building.

- **Cost:** $3,893,235
- **Funding Source:** $3,893,235

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### Total Northern Oklahoma College

- **Total Cost:** $14,293,235
- **Funding Source:** $0
- **Completion Date:** August 1, 2007

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### Northeastern Oklahoma A&M College

- **Health Science Building Expansion**
  - This expansion will allow this program to grow and flourish. The addition will include a lecture hall with state-of-the-art equipment, classrooms, offices, storeroom and multimedia center. The new science labs will allow us to remove them from the current location. Major repair to our swimming facility, to include a new water system, heat circulation system, flooring and chemical storage.
  - **Cost:** $2,800,000
  - **Funding Source:** $2,800,000
  - **Completion Date:** August 1, 2008

- **Performance Center/Music/Theatre**
  - Remodel of Commons Hall, which is one of the original four buildings on campus. The project would include an auditorium for recitals, faculty offices, and practice rooms. The renovation of the Commons Hall will replace the building destroyed by fire in 2000.
  - **Cost:** $2,500,000
  - **Funding Source:** $2,500,000
  - **Completion Date:** August 1, 2008

- **Renovation & Restoration of the Science Building**
  - Renovate to convert the existing Science Building into a state-of-the-art high-tech center. Moving the Science labs to the Health Science Building expansion will enable us to convert these areas into classrooms, faculty offices and computer labs.
  - **Cost:** $700,000
  - **Funding Source:** $900,000
  - **Completion Date:** August 1, 2008

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### Total Northeastern Oklahoma A&M College

- **Total Cost:** $6,000,000
- **Funding Source:** $900,000
- **Completion Date:** August 1, 2008

---

### Oklahoma City Community College

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<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Budget</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science, Engineering and Math</strong>&lt;br&gt;(SEM) Center in the Center for Econ. Development**</td>
<td>$9,310,000</td>
<td>$9,310,000</td>
<td>June 1, 2007</td>
</tr>
<tr>
<td>The SEM Center at OCCC is an essential piece of emerging biomedical and biotechnology-based economy of central Oklahoma. The Center will be constructed as a second story to the existing science complex. It will provide classrooms and specialized labs necessary to meet projected enrollment growth in basic sciences, enable the expansion of successful engineering and biotechnology programs and provide facilities for planned new programs in bioinformatics, geographic information systems and nano-technology.</td>
<td>$9,310,000</td>
<td>$9,310,000</td>
<td>June 1, 2007</td>
</tr>
<tr>
<td><strong>The Center for the Arts at Oklahoma City Community College</strong></td>
<td>$6,025,101</td>
<td>$814,899</td>
<td>$3,800,000</td>
</tr>
<tr>
<td>The Center for the Arts is a new, stand-alone facility located on the northwest corner of the campus. The arts education building will include classrooms and labs tailored to the needs of art instruction, music, theater, graphic communications, and film and video production. The Center will provide facilities to meet projected enrollment demand in basic music, theater, and art classes as well as planned expansion of these programs.</td>
<td>$6,025,101</td>
<td>$814,899</td>
<td>$3,800,000</td>
</tr>
<tr>
<td><strong>Total Oklahoma City Community College</strong></td>
<td>$15,335,101</td>
<td>$814,899</td>
<td>$3,800,000</td>
</tr>
<tr>
<td><strong>Redlands Community College</strong></td>
<td><strong>Darlington Agricultural Center</strong></td>
<td>$770,000</td>
<td>$230,000</td>
</tr>
<tr>
<td>This multipurpose facility is designed to serve a variety of publics related to RCC agriculture in a single site location. Currently, Redlands has no owned permanent site for agriculture activities. This facility will allow the College to serve continuing education producer groups, enrolled students, and high-school-to-college articulation groups.</td>
<td>$770,000</td>
<td>$230,000</td>
<td>$1,000,000</td>
</tr>
<tr>
<td><strong>Health/Math/Science Facility</strong></td>
<td>$3,000,000</td>
<td>$65,000</td>
<td>$3,065,000</td>
</tr>
<tr>
<td>The college has not had a new or upgraded science, health, or allied health facility since the early 1970’s. Given RCC’s move to Internet II, the recent receipt of Title III Grants with a health-science curriculum emphasis, the College needs to upgrade to new facilities. Facilities infrastructure, OK State Hospital Assoc. compliance and updated security concerns also play into the design. The facility will be multimedia equipped based on the newest technology.</td>
<td>$3,000,000</td>
<td>$65,000</td>
<td>$3,065,000</td>
</tr>
<tr>
<td>Project</td>
<td>Description</td>
<td>Amounts</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Library Automation &amp; Renovation</strong></td>
<td>In order to maintain an instructional resource of the type that both enrolled credit students and community adults will see as an asset, Redlands needs to revise the layout and usage pattern of its library. At the time of construction, card files and hard copy stacks were the name of the game. Today, online Internet, group study and remote server terminal usage are the norm. Technical workstations for staff and students alike are needed to enhance usage.</td>
<td>$1,000,000</td>
<td>$50,000</td>
</tr>
<tr>
<td><strong>Darlington Production Facility</strong></td>
<td>RCC has the opportunity, through addition of land and facilities, to establish both a student instructional and collaborative public-private demonstration production set of sites. The opportunity to finish out existing facilities and realign usage for agricultural applied research classroom and processing functions is in keeping with the original property and facilities transfer of Darlington to RCC.</td>
<td>$500,000</td>
<td>$43,000</td>
</tr>
<tr>
<td><strong>International &amp; Entrepreneurship Business Institute</strong></td>
<td>Through the successful funding of the OSRHE QIG, Redlands initiated an online interactive international business capstone course. This initial success, along with student interest and advisory committee recommendations, have led Redlands to formulate a facility plan that will incorporate a building design that will allow for a three-pronged program delivery. The facility will address (1) transfer-based live instruction, (2) online Internet II interactive international courses and seminars, &amp; (3) beta site implementation of the American Assoc. of Community Colleges National Entrepreneurship curriculum model, as well as the demonstration site delivery for entrepreneurship education as recommended and funded by the Kaufman Foundation of Kansas City, MO.</td>
<td>$1,000,000</td>
<td>$250,000</td>
</tr>
</tbody>
</table>
### Energy Efficiency, HVAC/Boiler Repair & Replacement

Based upon the campus age of facilities and the improved cost effectiveness of today's HVAC System, as well as lighting and utilities, it is time to update and replace the system currently utilized. This funding will be targeted at compliance since RCC operates its budget on a very high percentage of grants and contracts and auxiliary contracted services; therefore, infrastructure compliance is vital. Samples of areas that are subject to audit and review include ADA compliance, energy controls and filtration, and OSHA compliance.

<table>
<thead>
<tr>
<th></th>
<th>Redlands Community College</th>
<th>Rose State College</th>
<th>Seminole State College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>$6,770,000</td>
<td>$11,775,000</td>
<td>$11,775,000</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>$673,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>$240,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$7,683,000</td>
<td>$11,775,000</td>
<td>$11,775,000</td>
</tr>
</tbody>
</table>

**Redlands Community College**

- **Energy Efficiency, HVAC/Boiler Repair & Replacement**: $500,000
- **RCC** operates its budget on a very high percentage of grants and contracts and auxiliary contracted services; therefore, infrastructure compliance is vital. Samples of areas that are subject to audit and review include ADA compliance, energy controls and filtration, and OSHA compliance.

**Rose State College**

- **Health Sciences Center**: Rose State College is a leader among state higher education institutions in the delivery of Health Sciences Programs. The college's current facility, which houses Nursing, Radiology, Clinical Laboratory Science, and Respiratory Therapy is in a building purchased in the 1970's and does not allow for modern space needed to advance the future programs.

**Seminole State College**

- **Residential Learning Center**: Construction of a 27,000 square foot residential center where students can live and learn in a modern environment. This building and its furnishing will allow the College to offer first class living space as well as additional classroom space.
- **Wellness/Athletic Training Facility**: Construction of a wellness/athletic training facility to accommodate students and community with fitness and well-being. Athletics programs will benefit from on-site training without having to leave the campus.
- **Equipment Upgrades**: Instructional Equipment, academic support, student services, institutional management, physical plant and community services need updated equipment to better serve our students.
- **Parking and Renovation**: Expand roads around campus and add additional parking on north and west sides of campus.
- **Maintenance Building**: Purchase and installation of metal building to be used as a maintenance facility. Includes roads and parking lot for building.
<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Funding Source</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Landscape/Drainage Plan/Grounds</strong></td>
<td>$400,000</td>
<td></td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>Completion of drainage work around the newly constructed Student Learning Center.</td>
<td></td>
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</tr>
<tr>
<td>Landscaping with sprinkler systems are needed to prevent further erosion around the</td>
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<tr>
<td>Roesler Center. Also includes the construction of a jogging trail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Campus Network Improvement</strong></td>
<td>$250,000</td>
<td></td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>Upgrade campus network to 100Mb. This upgrade has become more critical due to the</td>
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<tr>
<td>construction of the Learning Center. This building houses state-of-the-art classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for business and industry as well as the nursing division who will all benefit from</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>network upgrades.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Roof and HVAC</strong></td>
<td>$1,500,000</td>
<td></td>
<td>July 1, 2006</td>
</tr>
<tr>
<td>Many buildings were built with flat roofs and are in need of repair. This project</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>will place standing-seam sloped roofs on eight buildings and eliminate problems with</td>
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<td></td>
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<tr>
<td>the flat roofs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purchase First State Bank</strong></td>
<td>$500,000</td>
<td></td>
<td></td>
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<tr>
<td>Purchase of building for additional office space and storage.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Handicapped Access to Buildings</strong></td>
<td>$500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase equipment and completion of necessary renovation to accommodate students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or staff with disabilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Seminole State College</strong></td>
<td>$6,750,000</td>
<td></td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>Tulsa Community College</strong></td>
<td>$6,963,235</td>
<td></td>
<td>$6,963,235</td>
</tr>
<tr>
<td><strong>West Campus Mathematics &amp; Science Building</strong></td>
<td></td>
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</tr>
<tr>
<td>Math &amp; Science Building to meet technology needs for the campus, including</td>
<td></td>
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</tr>
<tr>
<td>computerized instruction &amp; distance learning to enhance curriculums.</td>
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<td></td>
</tr>
<tr>
<td><strong>Metro Campus Distance Learning Center</strong></td>
<td>$9,061,765</td>
<td></td>
<td>$9,061,765</td>
</tr>
<tr>
<td>Center will(1) fulfill the demand for the delivery of programs and courses anywhere,</td>
<td></td>
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<tr>
<td>anytime; (2) allow for courses and programs to be offered in innovative ways that</td>
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<tr>
<td>meet the demands of jobs &amp; family; (3) enhance employment skills; (4) use latest</td>
<td></td>
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<tr>
<td>technology to deliver programs; (5) deliver high-demand courses to out-lying areas;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) integrate cutting edge programs; (7) provide state-of-the-art multi-media</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>production facility and (8) provide support for TCC's Channel 21.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Tulsa Community College</strong></td>
<td>$16,025,000</td>
<td></td>
<td>$16,025,000</td>
</tr>
<tr>
<td><strong>Western Oklahoma State College</strong></td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Western Oklahoma State College</strong></td>
<td>$0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Payment Date</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Technology Center and Computer Training Facility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction of a facility to house approximately three technology equipped classrooms with additional faculty office and equipment space to accommodate the computer information system program staff. These classrooms would have the latest technical capabilities and offer connectivity to Internet, both wireless and in-house connectivity, media projection and presentation screens, etc.</td>
<td>$600,000</td>
<td>June 1, 2006</td>
<td></td>
</tr>
<tr>
<td><strong>Higher Education Center</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction of a new facility to house offices and &quot;Smart&quot; classrooms for receipt of interactive courses to handle the demand for upper division courses offered to southwest Oklahoma. The new building will assist in our expansion of upper division programming with sister institutions and allow expansion of our distance learning courses throughout the state and beyond. We are currently at capacity in receiving courses and need to have a bridging capability for our students.</td>
<td>$4,500,000</td>
<td>June 1, 2007</td>
<td></td>
</tr>
<tr>
<td><strong>Parking Lots, Road and Walkways</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All cement and asphalt areas are original and in need of major repair or replacement</td>
<td>$500,000</td>
<td>July 1, 2005</td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology Equipment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement and ongoing upgrade for total &quot;smart&quot; campus technology and new software versions. Overall campus wiring and laptop docking with the latest technology.</td>
<td>$400,000</td>
<td>January 1, 2007</td>
<td></td>
</tr>
<tr>
<td><strong>Total Western Oklahoma State College</strong></td>
<td>$6,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Payment Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ardmore Higher Education Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Classrooms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As the programs of our participating institutions continue to grow, the Ardmore Higher Education Center faces lack of needed classrooms to support the student population. AHEC is requesting to construct two additional multimedia classrooms with a seating capacity of 45 students each. The addition would be connected to the existing facility.</td>
<td>$450,000</td>
<td>May 1, 2005</td>
</tr>
<tr>
<td><strong>New Roof for AHEC Building</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The existing roof for the majority of the Center is over 20 years and it leaks throughout the entire building during storms.</td>
<td>$150,000</td>
<td>May 1, 2005</td>
</tr>
<tr>
<td><strong>Total Ardmore Higher Educ. Center</strong></td>
<td>$600,000</td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Start Date</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>McCurtain County Higher Educ. Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry Lab and Distance Learning</td>
<td>$600,000</td>
<td>Summer 2005</td>
</tr>
<tr>
<td>Studio Classroom</td>
<td>$600,000</td>
<td>Summer 2005</td>
</tr>
<tr>
<td><strong>Total McCurtain County Higher Educ. Center</strong></td>
<td>$600,000</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$600,000</td>
<td></td>
</tr>
<tr>
<td><strong>Quart Mountain Arts &amp; Conference Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodge Remediation</td>
<td>$1,000,000</td>
<td>December 1, 2006</td>
</tr>
<tr>
<td>Student dormitory and family reunion center</td>
<td>$600,000</td>
<td>June 1, 2007</td>
</tr>
<tr>
<td>Repair and Renovation to the Performing Arts Hall and Arts Pavilions</td>
<td>$500,000</td>
<td>December 1, 2006</td>
</tr>
<tr>
<td>Complete the Quartz Mountain Nature Park Trail System</td>
<td>$700,000</td>
<td>December 1, 2007</td>
</tr>
</tbody>
</table>
### Preserve and Improve Infrastructure
- Work such as, but not limited to: campground improvement, cabin repair & refurbishment, group camp improvements/renovation, golf course improvements and repair, maintenance facilities repair and renovation, bathroom & comfort station repair & renovation, bathroom additions, parking lot replacement and repair, and ADA compliance issues.
- **Cost:** $887,601
- **Date:** June 1, 2008

### New Infrastructure, land improvement and land acquisition
- Work such as, but not limited to new infrastructure improvement to include a boat dock and acquisition of 48 acres of land to act as a buffer zone to the park.
- **Cost:** $75,000
- **Date:** December 1, 2006

### Total Quartz Mountain Arts & Conference Center
<table>
<thead>
<tr>
<th>Cost</th>
<th>Old Cost</th>
<th>New Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,762,601</td>
<td>$0</td>
<td>$2,500,000</td>
<td>$6,262,601</td>
</tr>
</tbody>
</table>

### Oklahoma Mesonet, Oklahoma Climatological Survey

#### Capital Infrastructure Upgrade and Improvements
- The current propeller and vane style monitors have currently exceeded their life expectancy. Current technology has progressed such that ultra-sonic anemometers are now the standard. A major capital upgrade is needed to implement an array of sensors in and around downtown Oklahoma City to monitor atmospheric conditions in the heavily populated downtown. These sensors will provide critical data to city officials, scientists and emergency managers concerning urban airborne pollutants. A boundary layer profiler will cement the capital upgrade by providing near real-time observations.
- **Cost:** $650,000
- **Date:** January 1, 2006

### Total Oklahoma Mesonet, Climatological Survey
<table>
<thead>
<tr>
<th>Cost</th>
<th>Old Cost</th>
<th>New Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$650,000</td>
<td>$0</td>
<td>$0</td>
<td>$650,000</td>
</tr>
</tbody>
</table>
AGENDA ITEM #20:

Master Lease Purchase Program

RECOMMENDATION:

It is recommended that the State Regents authorize submission to the Council for Bond Oversight for the 2004A Master Lease Series and approve the participation of OneNet in this issuance. The total projects from five entities amount to approximately $14.6 million.

BACKGROUND:

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

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

POLICY ISSUES:

Recommendation is consistent with current State Regents’ policy.

ANALYSIS:

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

OneNet is requesting that the following projects be approved for financing through the Master Lease program as part of this issuance.

Cisco Hub Site Upgrades to Network $3,100,000

Rationale: This request is designed to enhance the telecommunications capabilities of each hub site throughout the state. Current hardware chassis have reached capacity and are not fully capable of supporting enhanced applications and services such as Voice-over-IP and will restrict
the network’s ability to press forward in becoming a true Knowledge Information Network. While the current technology supports the bandwidth requirements at a majority of the hub sites, there are certain limitations in bandwidth availability that has impacted some areas of the network. This newer technology would position the network favorably in meeting current and future needs of the hub sites.

- **Goals:**
  - Increase capacity and performance of each hub site.
  - Establish state-of-the-art infrastructure to support advanced applications and technologies that support efficiencies within the State Regents’ workplan.
  - Position the network to provide ongoing, enhanced services such as co-location and Voice-over-Internet Protocol (VoIP).

**Useful Life: 5 years**

**Fiber Acquisition $700,000**

Rationale: The additional fiber assets requested will increase capacity and redundancy throughout the major corridors of the state. This will result in increased performance and provide a framework to support additional, advanced network technologies that will expand research and videoconferencing capabilities. The current infrastructure is aged and encountered numerous splices, resulting in its inability to support the deployment of Dense Wavelength Division Multiplexing (DWDM) technologies that will increase capacity from OC-48 to multiple wavelengths of OC-192. Fiber routes include: OKC to Stillwater, OKC to Lawton, OKC to Norman and OKC to Tulsa.

- **Goals**
  - Upgrade fiber infrastructure to support advanced optical (DWDM) technologies.
  - Increase throughput capacities to support bandwidth needs associated with Storage Area Network (SAN).
  - Increase network availability and reliability through redundant paths within the network core.

**Useful Life: 7 years**

**ETN Infrastructure and Facilities Upgrade $67,000**

Rationale: Since its inception, OneNet has not devoted meaningful resources to its Network Operations Center (NOC) at 15th and Phillips. The growth in co-location and fiber termination of tier one Internet providers in the facility has resulted in the network needing to upgrade its building infrastructure and security. This request will enable the network to provide a new furniture and air-conditioning upgrades for the NOC. The funds will also provide the necessary capital to upgrade and remodel the office areas and provide for increased security for the facility. Current workspace for staff is outdated and does not best utilize available square footage. In addition, restroom facilities are not ADA compliant.

- **Goals**
  - Better utilize available square footage for offices and conference room.
  - Increase facility security.
- Achieve ADA facility compliance.

**Useful Life: 7 years**

**OSU-Tulsa Generator**

$100,000

Rationale: As OneNet migrates to a true Knowledge Information Network, reliability and availability become key attributes to the network. Mission-critical applications and information that reside on the network must have a high degree of availability. Further, as OneNet moves forward in locating Storage Area Network (SAN) equipment, reliability becomes an even greater concern. To assure that the OSU-Tulsa hub site has protections against power outages, the network is seeking to install a generator capable of sustaining the hub site during loss of power. The generator is being engineered to provide additional facility support through allocation of emergency power to operate elevators and loading dock sump pumps.

- **Goals**
  - Increase hub site reliability and availability.
  - Provide corresponding support to OSU-Tulsa facilities.
  - Better position the network as a viable disaster recovery and business continuity resource.

**Useful Life: 7 years**

**Total Request:** $3,967,000

The first series for FY2004 includes five system institutions with an estimated total of approximately $14.6 million of equipment purchases. The following table summarizes this series of project totals by institution.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in May Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU Health Sciences Center</td>
<td>$1,330,000</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>$7,350,000</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>$172,623</td>
</tr>
<tr>
<td>OneNet</td>
<td>$3,967,000</td>
</tr>
<tr>
<td><strong>Total for May Issue</strong></td>
<td><strong>$14,619,623</strong></td>
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</table>
# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

## MASTER LEASE-PURCHASE DETAILED LISTING

**Fiscal Year 2004 A Series**  
**University of Oklahoma Health Sciences Center**  

<table>
<thead>
<tr>
<th>Item</th>
<th>State Regents' Campus Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>775-1017</td>
<td>Sun Microsystems &amp; Dell Computers Inc. - Server &amp; storage software, associated software, installation and technical support services for database services development</td>
<td>$1,337,225</td>
<td>4-May</td>
<td>5</td>
<td>No</td>
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<td>Tarry Hensel, 271-2716</td>
<td>To continue the development of the PeopleSoft infrastructure to support applications in use across the campus.</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauch@ouhsc.edu or by fax to 405-272-9200.
# Oklahoma State Regents for Higher Education

## Master Lease-Purchase Detailed Listing

Fiscal Year 2004

<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents' Campus Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed</th>
<th>Estimated Useful Life</th>
<th>Estimated Replacement Strategy Life*</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<tbody>
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<td></td>
<td>Energy Management Contract, Facilities Improvements Phase II</td>
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*Total (Subtotal if multiple sheets) $1,800,000

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osuhe.edu or by fax to 405-235-9230.
### OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING
### Fiscal Year 2004 A Series
### Northeastern State University

<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents' Master Plan</th>
<th>Campus Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mnddd</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
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<th>Remarks</th>
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</table>

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

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<thead>
<tr>
<th>Item</th>
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<th>Description—Be Specific (i.e., size, model, series)</th>
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<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>Telephone System Upgrade</td>
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<td>15</td>
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Total (Subtotal if multiple sheets) $172,623

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Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
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<tr>
<th>Item #</th>
<th>State Regent’s Campus Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mmm/dd</th>
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<th>Estimated Replacement Strategy Life in Years</th>
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<th>Remarks</th>
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<td>Network Upgrades</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9030.
AGENDA ITEM #20.1:

McCurtain County Higher Education Center.

SUBJECT: Approval and authorization of a sub-lease agreement on behalf of the McCurtain County Higher Education Center for facilities constructed through the 1998 OCIA Bond Issuance.

RECOMMENDATION:

It is recommended that the State Regents approve the attached agreement thereby authorizing the sub-lease of the daycare facility at the McCurtain County Higher Education Center.

BACKGROUND:

During the 1998 Legislative Session and through recommendations of the State Capital Needs Facility Committee, the Legislature appropriated $45 million to the Oklahoma Capital Improvement Authority (OCIA), on behalf of the Oklahoma State Regents for Higher Education. These funds were appropriated for capital projects at institutions and entities of the State System. At their meeting on October 30, 1998, the State Regents approved the allocation of these funds to each of the 26 institutions and their constituent agencies, two higher education centers, and OneNet. In August 1999, the State Regents and McCurtain County Higher Education Center (as “lessee”) entered a lease agreement with the OCIA to construct a Childcare Facility Lab, as authorized by 73 O.S. 2001, Section 301.

The McCurtain County Higher Education Board of Trustees has voted to outsource the daycare operations and has requested the approval to enter into a sub-lease arrangement for use of the daycare facilities. The original agreement contains an Assignment Clause, requiring that both the State Regents and the OCIA approve any sub-lease arrangement.

POLICY ISSUES: None

ANALYSIS:

As a business decision, the McCurtain County Higher Education Board of Trustees has chosen to outsource the daily operations of the childcare facility. The Kiamichi Development Company, a subsidiary of the Little Dixie Community Action Group, has agreed to operate the daycare facility for a monthly rental fee for use of the facility. OCIA has provided written approval, as evidenced by its execution of the sub-lease. Further, the sub-lease has been reviewed by the legal division, in conjunction with the State Attorney General’s liaison, and was found to meet the requirements of the original OCIA agreement. It is therefore, submitted for approval and execution.
Kiamichi Development Company
Idabel Happy Days Childhood Development Center
Sub-Lease

This sub-lease made this 10th day of February, 2004, by and between Kiamichi Development Company, 502 W. Duke, Hugo, Oklahoma hereinafter referred to as Sub-lessee, and McCurtain County Higher Education Program, Route 3 Box 178, Idabel, Oklahoma hereinafter referred to as Sub-lessor, their successors, administrators, executors and assigns witnesseth:

1. In consideration of the covenants herein contained on the part of the Sub-lessee to be observed and performed, the Sub-lessor does hereby lease to the Sub-lessee, its executors, administrators, and assigns, the premises with the building thereon and known as the Child Care Center at the E.T. Dunlap Center in the City of Idabel, Oklahoma, more particularly described as the Child Care Center measuring approximately 9,723 square feet, fenced play areas approximately 7,476 square feet, and the parking area in the front of the building approximately 17,745 square feet, for the term of five (5) years from the 1st day of March, 2004, through the 28th day of February, 2009, for continuous operations of a day care center.

2. Sub-lessee, in further consideration for this lease shall pay as rent to Sub-lessor the sum of Five Hundred and no/100 Dollars ($500.00) per month with the first payment being due upon the 1st day of September, 2004, and each subsequent monthly payment being due upon the 1st day of each month through December 31, 2004. From January 1, 2005, through the end of the lease, and any options, upon 30 days notice, Sub-lessor retains the right to raise the rental payments no more than once each calendar year and said change in rent will not exceed the increase in the dollar amount of Sub-lessor’s operating cost of the premises for the year as Sub-lessee and Sub-lessor agree. In consideration of assumption of current employees without any break in day care operation and start-up costs for the Sub-lessee, the first six (6) months rent shall be waived by Sub-lessor. All payments shall be mailed and payable to McCurtain County Higher Education Program, Route 3 box 178, Idabel, Oklahoma 74745.

3. Option to Renew Lease. Upon expiration of the original lease, the Sub-lessee and Sub-lessor have the option to mutually agree to renew the lease for a period of either two (2) years or five (5) years with the same terms as outlined herein.

4. Possession. Except as otherwise expressly provided herein, Sub-lessor shall deliver possession of the leased premises to Sub-lessee on or before March 1, 2004, in the condition as of the execution and delivery hereof, reasonable wear and tear excepted.

5. Option to Cancel Lease. Sub-lessee has right to terminate lease after 30 days written notice to Sub-lessor and shall have up to 6 months to vacate after said written notice. Sub-lessor may terminate upon 30 days written notice and Sub-lessee shall have up to 6 months to vacate after said written notice.

6. Closure of operation. Sub-lessor may close Sub-lessee’s operation within 24 hours after giving written notice (1) until Sub-lessee shall correct any condition which the Department of Health or other city, state, or federal regulatory agency shall reasonably deem a threat to health or safety or (2) if the Sub-lessee is found to be in violation of any city, state, or federal regulatory agency’s rules concerning Sub-lessee’s operations which lawfully prohibit Sub-lessee’s continued operation. Sub-lessee may resume its operations upon correction of the problem identified by the Department of Health or other city, state, or federal regulatory agency which initially deemed a threat to health or safety.

7. Structural Integrity of Building. The Sub-lessor shall guarantee the structural integrity of the building hereto throughout the term of this lease and any extensions thereof, such guarantee to extend to, but not limited to, structural building, settlement or failure of foundation and footings, and wall, load bearing capacity of roof and exterior walls.

8. Maintenance and Repair. The Sub-lessor covenants and agrees that it will, during the term of this lease at its own expense, repair and maintain the roofs of the building in a water-tight condition, repair and maintain the exterior of the buildings, repair and maintain the structural portions of the interior of the buildings, repair and maintain major components of or entire systems of the leased premises, such as the plumbing, electrical systems, duct work,
heating, air conditioning, fixtures, yard, pavements, and fences, when necessary, and repair and maintain any and all other utility systems and the mechanical equipment which are affixed to or are a part of the leased premises on the beginning date of this lease. Provided, however, that Sub-lessee shall make all repairs and placements caused by its own negligent acts. Should any equipment break down or for any cause cease to function properly Sub-lessee shall use reasonable diligence to repair same promptly at Sub-lessee’s expense. If Sub-lessee fails to maintain the building as required by this paragraph, Sub-lessee may make required repairs and deduct all costs and expenses related thereto from rents due under this lease or terminate this lease at its option. Sub-lessee must notify Sub-lessee within five (5) working days of discovery of any repair or replacement needed. Sub-lessee shall use reasonable diligence to perform such repair. If repair is not performed within a reasonable time necessary for continued operation by Sub-lessee, Sub-lessee shall notify Sub-lessee that, at the expiration of 30 days, Sub-lessee will make required repair and deduct costs and expenses of the repair from rents due under this lease or terminate the lease, at the option of the Sub-lessee.

9. Utilities. Sub-lessee shall pay for all utilities encumbered by its use of the building and premises leased herein.

10. Property Tax. All taxes shall be paid by the Sub-lessee or the Sub-lessee as required by law.

11. Contests. The Sub-lessee, upon written notice to the Sub-lessee, may elect to contest the validity of, or defend against in its own name or in the name of the Sub-lessee, any tax, assessment, levy, license fee, water rent, sewer rent, excise, franchise, impost, penalty or charge which by the term of this lease or by law the Sub-lessee may be bound to pay or discharge.

12. Quiet Enjoyment. Sub-lessee agrees to put Sub-lessee in possession of said premises at the commencement of and during the term and agrees that Sub-lessee, upon paying the rent reserved and performing the covenants and conditions hereof, shall peaceable and quietly have, hold and enjoy said premises and all appurtenances thereof during the full term without any interruption by Sub-lessee.

13. Uses. Sub-lessee shall use the premises for Child Care and Education and will not do or permit anything to be done in the premises which shall in any way conflict with any laws, statutes, ordinances and governmental rules. The Sub-lessee covenants that it has good and marketable title and the authority to enter into this agreement and that there are no zoning ordinances or any other prohibitions restricting or limiting the use of the premises for the purposes herein specified. Should any law, regulation or other governmental order restrict or limit Sub-lessee’s uses as specified herein, the Sub-lessee shall have no further obligation to Sub-lessee either hereunder or otherwise related to this lease.

14. Alterations. Sub-lessee shall make no major alterations to the premises without Sub-lessee’s written consent.

15. Zoning. Sub-lessee represents and warrants that, as of the date hereof, the Leased Premises are zoned in a classification which permits the contemplated use by Sub-lessee.

16. Other Coverage. Sub-lessee shall maintain fire and extended coverage insurance on the building and the premises in such amounts as Sub-lessee shall deem appropriate. Sub-lessee shall be responsible, at its expense, for fire and extended coverage insurance on all its personal property, including removable trade fixtures, located in the premises.

17. Indemnification. The Sub-lessee agrees to indemnify and save harmless the Sub-lessee from and against any and all loss, damage, claim, demand, liability or expense by reason of damage to person or property which may arise or be claimed to have arisen as a result of Sub-lessee’s negligent or intentional acts, however, Sub-lessee shall not indemnify as to the loss or damage due to fault of Sub-lessee.

To the extent permitted by law, the Sub-lessee agrees to indemnify and save harmless the Sub-lessee from and against any and all loss, damage, claim, demand, liability or expense by reason of damage to person or property which may arise or be claimed to have arisen as a result of Sub-lessee’s negligent or intentional acts, however, Sub-lessee shall not indemnify as to the loss or damage due to fault of Sub-lessee.
18. **Destruction by Fire.** If the leased building or premises are damaged or destroyed by fire or casualties, Sub-lessee shall have the option of terminating this lease or any renewal thereof, upon giving written notice at any time within thirty days from the date of such destruction, and if the lease be so terminated, all rent shall cease as of the date of such vacation of Sub-lessee and any prepaid rent shall be refunded. Upon such written notice Sub-lessee shall have up to six (6) months to vacate the premises and building.

19. **Assignment of Interest.** Sub-lessee shall not assign or encumber its interest in this Lease or in the building or premises, without first obtaining Sub-lessor’s written consent. Any assignment or encumbrance without Sub-lessor’s consent shall be voidable. Sub-lessor shall not assign, transfer, convey, or sell the building or premises, without first giving Sub-lessee at least thirty (30) day’s written notice. After said notice Sub-lessor may, at its option, terminate this lease and remove its personal property and fixtures within six (6) months.

20. **Condemnation.** In the event said entire demised premises shall be taken under any condemnation proceedings or by exercise of any right of eminent domain or for public or quasi-public use (hereinafter referred to as “Condemnation Proceedings”), during the term of this lease or said term as extended pursuant hereto, or in the event any portion of said demised premises shall be taken in any Condemnation Proceedings, the portion of said demised premises remaining untaken or not condemned shall not, in Sub-lessee’s discretion, be suitable or adequate for the uses and purposes for which said entire demised premises are then being utilized by Sub-lessee, then in any such event, this lease and the terms hereof may, at the option of the Sub-lessee, terminate on the date upon which Sub-lessee shall be required to surrender possession of the demised premises or portion thereof pursuant to the judgment or decree in such condemnation proceedings and Sub-lessee shall be liable for the payment of rent only to the date upon which it surrenders possession as aforesaid. In any such case, whether this Lease is terminated or not, each party shall be entitled to claim and receive an award of damages suffered by it by reason of such taking or conveyance.

21. **Attorneys Fees.** Should either party commence an action against the other to enforce any obligation hereunder, the prevailing party shall be entitled to recover a reasonable attorney’s fee from the other.

22. **Pest Control.** Sub-lessor to provide pest control services every six (6) months, subject to the approval of Sub-lessee and applicable laws concerning health and children.

23. **Compliance with Law.** To the extent required by city, state, and federal laws, Sub-lessor shall assure the building and premises to be compliant with such city, state and federal laws, including but not limited to the Americans with Disabilities Act. Sub-lessee shall assure any alterations or modifications to the building it makes will be compliant with applicable city, state and federal laws and the American with Disabilities Act during the term of the lease or any option period.

24. **Licenses.** Sub-lessee shall obtain all licenses necessary for its operation as required by law.

25. **Personnel.** Sub-lessee shall employ, pay, supervise and discharge all employee and personnel necessary for its operation. Personnel shall not be considered employees of the Sub-lessor.

26. **Insurance.** Sub-lessee shall carry all required worker’s compensation insurance on all of its employees. Sub-lessee shall maintain at least $1,000,000 in public liability insurance, a copy of which policy of insurance shall be provided to Sub-lessor. Sub-lessor and the Oklahoma Capital Improvement Authority shall be listed as additional insured on Sub-lessee’s policy.

27. **Signage.** Sub-lessee shall be permitted to put signage in, on, or about the building and premises.

28. **Parking.** The premises include parking which will be reserved for the use of Sub-lessee, its clients and guests.

29. **Removal of improvements upon termination of lease.** Sub-lessee shall be allowed to remove any or all improvements it made on the premises within ninety (90) days after the termination of the lease.
30. Rights of Entry. Exclusive of emergencies, Sub-lesser shall give 24 hours notice for entry into the premises for inspection and repair, unless otherwise allowed by Sub-lessee.

31. Severability. If any term or provisions of this lease or the application thereof to any person or circumstances shall, to any extent, be invalid or unenforceable, the remainder of this lease, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term and provision of this lease shall be valid and be enforced to the fullest extent permitted by law.

32. Any and all notices, demands, or other communications required or desired to be given hereunder by any party shall be in writing and shall be validly given or made to another party if personally served, or if deposited in the United State mail, certified or registered, postage prepaid, return receipt requested.
If to Sub-lessee:
Kiamichi Development Company
502 W. Duke
Hugo, Ok  74743

If to Sub-lessor:
McCurtain County Higher Education Program
Route 3 Box 178
Idabel, OK  74745

33. No oral promises, oral agreements, or oral warranties shall be deemed a part of this lease, nor shall any
alteration, amendment, supplement or waiver of any of the provisions of this lease be binding upon either party
hereto, unless same be supplemented, altered, changed or amended by an instrument in writing, signed by Sub-
lessee and Sub-lessee.

34. This lease shall be construed and enforced in accordance with the laws of the State of Oklahoma.

In Witness Whereof, the parties have executed this Lease on this _______day of _______, 2004.

By:_____________________________
Bob Yandell
Chief Executive Officer
Kiamichi Development Company

STATE OF OKLAHOMA
COUNTY OF CHOCTAW

On this __________day of ______________________, 2004, before me, the undersigned, a Notary Public
in and for said County and State, personally appeared
Bob Yandell, Chief Executive Officer of Kiamichi Development Company, and acknowledged to me that he
executed the foregoing instrument for the uses and purposes therein set forth.

WITNESS, my hand and seal the date last above written.

_____________________________________
Notary Public

My Commission Expires

By:________________________________
Chuck Darby
Board of Trustees Chairperson
McCurtain County Higher Education Program

STATE OF OKLAHOMA
COUNTY OF McCURTAIN

On this __________day of ______________________, 2004, before me, the undersigned, a Notary Public
in and for said County and State, personally appeared Chuck Darby, known to me to be the Board of Trustees
Chairperson of the McCurtain County Higher Education Program, and acknowledged to me that he executed the
foregoing instrument in such capacity on behalf of such entity, for the uses and purposes therein set forth.

WITNESS, my hand and seal the date last above written.

_____________________________________
Notary Public
My Commission Expires

By:________________________________
Pamela M. Warren
Secretary
Oklahoma Capital Improvement Authority

STATE OF OKLAHOMA
COUNTY OF OKLAHOMA

On this __________day of ______________________, 2004, before me, the undersigned, a Notary Public
in and for said County and State, personally appeared Pamela M. Warren, known to me to be the Secretary of the
Oklahoma Capital Improvement Authority, and acknowledged to me that she executed the foregoing instrument in
such capacity on behalf of such entity, for the uses and purposes therein set forth.

WITNESS, my hand and seal the date last above written.

___________________________________
Notary Public

My Commission Expires

By:________________________________
Paul G. Risser
Chancellor
Oklahoma State Regents for Higher Education

STATE OF OKLAHOMA
COUNTY OF OKLAHOMA

On this __________day of ______________________, 2004, before me, the undersigned, a Notary Public
in and for said County and State, personally appeared Paul G. Risser, known to me to be the Chancellor of the
Oklahoma State Regents for Higher Education, and acknowledged to me that he executed the foregoing instrument
in such capacity on behalf of such entity, for the uses and purposes therein set forth.

WITNESS, my hand and seal the date last above written.

___________________________________
Notary Public

My Commission Expires
AGENDA ITEM #21-a:

EPSCoR

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee

RECOMMENDATION:

It is recommended that the State Regents approve the reappointment of individuals to the EPSCoR Committee.

BACKGROUND:

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

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

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

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:

None
ANALYSIS:

Chancellor Risser recommends that members be reappointed to the EPSCoR Advisory Committee for terms to expire December 31, 2006. Current membership includes members of the private sector, a member of the House of Representatives, a member of the Governor’s staff, the President of the Oklahoma Center for the Advancement of Science and Technology, the Vice Presidents for Research of The University of Oklahoma Norman and Health Sciences Center campuses, 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, the Associate Provost of Southwestern Oklahoma State University and an Associate Professor from Langston University and scientists from The University of Tulsa.

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<td>Dr. Michael Gilmore</td>
<td>Vice President for Research OU Health Sciences Center</td>
<td>2006</td>
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<tr>
<td>Dr. Vilas Prabhu</td>
<td>Associate Provost for Academic &amp; Student Affairs and Research Administration Southwestern Oklahoma State University</td>
<td>2006</td>
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<tr>
<td>Dr. Morris Reichlin</td>
<td>Vice President for Research Oklahoma Medical Research Foundation</td>
<td>2006</td>
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<tr>
<td>Dr. Lee Williams</td>
<td>Vice President for Research University of Oklahoma, Norman</td>
<td>2006</td>
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The Chancellor has solicited an appointment from the President Pro Tempore of the Senate.
AGENDA ITEM #21-b:

EPSCO\textsuperscript{R}

SUBJECT: FY2003 Oklahoma EPSCO\textsuperscript{R} Advisory Committee Annual Report

RECOMMENDATION:

This report is for informational purposes only. No action is required.

BACKGROUND:

In July 2000, the Oklahoma Experimental Program to Stimulate Competitive Research Advisory Committee was created by the Oklahoma Legislature. The purpose of the EPSCO\textsuperscript{R} 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 EPSCO\textsuperscript{R} director. In accordance with Title 70 O.S. 2001 § 3230.4, the Oklahoma EPSCO\textsuperscript{R} Advisory Committee has submitted their annual report, which includes information concerning their activities for the preceding year.

POLICY ISSUES:

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

ANALYSIS:

During the academic year ending June 30, 2003, Oklahoma participated in federal EPSCO\textsuperscript{R} or equivalent programs administered by the National Science Foundation, National Institutes of Health, National Aeronautics and Space Administration, Department of Defense and the Environmental Protection Agency. New and on-going awards active in FY03 totaled $71.5 million. Of this amount, the State Regents have committed matching funds totaling $8.5 million.

The attached report will provide detailed information on each of the grant awards.
Oklahoma participated in the following federal EPSCoR or equivalent programs during the academic year ending June 30, 2003:

National Science Foundation

The National Science Foundation (NSF) funded the second year of the Research Infrastructure Improvement Award on June 1, 2003. The aggregate award provided by NSF is $9 million over three years. The federally required matching funds are provided by the Oklahoma State Regents for Higher Education (OSRHE) at a level of $4.5 million over three years. Oklahoma State University is the lead institution for this grant with partner institutions including The University of Oklahoma – Norman, Tulsa University, The University of Oklahoma Health Sciences Center and the Oklahoma Medical Research Foundation. These institutions have assumed the continuing obligation for an aggregate total of 8 new tenure-track faculty positions supported initially by this grant.

National Institutes of Health

The National Institutes of Health (NIH) administers two programmatic activities under its Institutional Development Award (IDeA) Program, the NIH-equivalent of EPSCoR. Centers for Biomedical Research Excellence (COBRE): Oklahoma received its third COBRE grant in September 2002 in the amount of $11.4 million over five years. Oklahoma’s two previous COBRE grants were funded for an aggregate total over $20.5 million over five years. Two of these grants reside at The University of Oklahoma Health Sciences Center and one at the Oklahoma Medical Research Foundation. Additional COBRE applications were submitted in FY 03 by The University of Oklahoma – Norman, The University of Oklahoma Health Sciences Center, the Oklahoma Medical Research Foundation and Oklahoma State University. These applications are pending as of the end of FY 03. No OSRHE matching funds are required for the COBRE Program. Biomedical Research Infrastructure Network (BRIN): Oklahoma’s BRIN application was awarded in September 2001 at a level of $6 million over three years. The OSRHE are providing $325,718 in matching funds for the BRIN. The lead BRIN institution is The University of Oklahoma Health Sciences Center with partner institutions including Oklahoma State University, The University of Oklahoma – Norman, Tulsa University, Langston University, Northeastern State University, Southwestern Oklahoma State University, and the Oklahoma Medical Research Foundation. The BRIN Program will be continued by NIH under the new name of IDeA Networks of Biomedical Research Excellence (INBRE) with an application deadline of October 2003. No additional OSRHE matching funds will be required for the INBRE application.

National Aeronautics and Space Administration

Oklahoma’s NASA EPSCoR Program grant application was funded in November 2001 at a level of approximately $1.5 million over three years. The OSRHE are providing $849,234 in matching funds, with additional matching funds provided by the participating institutions at a level of $947,586. The University of Oklahoma – Norman is the lead institution with Oklahoma State University and Tulsa University serving as research partners.

Department of Defense

Oklahoma submitted a state package of 10 research proposals to the Department of Defense EPSCoR (DEPSCoR) Program in September 2002. Three of these applications were funded in May 2003 for an
aggregate total of $1,144,445. The OSRHE are providing $290,465 in matching funds for these awards over three years. Participating institutions are providing $428,782 in matching funds over three years. Two of the new awards went to The University of Oklahoma – Norman while Oklahoma State University was the recipient of the third award.

Environmental Protection Agency

Oklahoma’s EPA EPSCoR Program grant application was awarded in 2002 at a level of $200,001 over two years. The OSRHE are providing $110,631 in matching funds for the award over two years. Oklahoma State University is the lead institution for this award with The University of Oklahoma – Norman and Tulsa University serving as partner institutions. No new EPSCoR competitions are contemplated by EPA at this time and the Program will therefore cease when the present grant expires in 2004.

In addition to these federal Programs, Oklahoma EPSCoR continues to be active in numerous outreach activities to promote scientific research and education to the State and nation.

Five-Year Return on Investment

Since FY99, the Oklahoma State Regents for Higher Education have invested $8.8 million for new EPSCoR projects, leveraging $25.5 million in federal EPSCoR and IDeA funding. University participants in Oklahoma EPSCoR programs over this time period have invested $3.9 million towards EPSCoR projects in Oklahoma. An additional $52.8 million in federal funds were also awarded to Oklahoma where no state commitment was required, bringing the five-year award total for Oklahoma EPSCoR to over $91 million.

Active Oklahoma EPSCoR Awards by Federal Fiscal Year
AGENDA ITEM #21-c:

EPSCoR

SUBJECT: Approval of Payment for Coalition Dues

RECOMMENDATION:

It is recommended that the State Regents approve for payment the annual EPSCoR Coalition dues in the amount of $30,000 for the calendar year 2004.

BACKGROUND:

The Oklahoma EPSCoR program helps build the research competitiveness of Oklahoma’s universities through strategic support of research instruments and facilities, research collaborations, integrated education and research programs, and high-performance computer networks. The success of the NSF program has led to EPSCoR programs in six other federal agencies (DOD, DOE, EPA, NASA, NIH, USDA). The Coalition of EPSCoR states include Alabama, Alaska, Arkansas, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maine, Mississippi, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Puerto Rico, South Carolina, South Dakota, Vermont, West Virginia and Wyoming.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

The EPSCoR Coalition serves as an advocate to Congress on behalf of the EPSCoR states to secure federal funding. Their activities include congressional and public outreach on the need for broadly based research support. The work of the coalition is evident in the growth of federal funding awarded to the participant states. Funds are available in the EPSCoR budget allocation for this annual expense.
AGENDA ITEM #22-a:

University of Oklahoma
Refinancing of the Student Union 1993 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 Statements of Essential Facts for the University of Oklahoma, Series 2004, in the amount of $3,666,000 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 2004 bonds will be used (a) to provide defeasance of the Series 1993 Student Union bonds, and (b) make required deposits into the Bond Reserve Fund, and (c) for payment of costs of issuance.

The bonds, to be issued as fully registered bonds, will be payable on June 1, 2004, and December 1, then semi-annually each of the years 2005 through 2013. The bonds are special obligations of the Board of Regents of the University of Oklahoma. The University has pledged, as security for the bonds, the gross revenues, less $150,000 to a prior pledge, of the $5.15 Student Activity Fee. 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 Net Present Value of the refunding is estimated at approximately $200,000, or 5.50 percent, of the principal being refunded. This level of savings exceeds industry standards for an economical refunding issuance.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple facilities projects 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 4.27.
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 #22-b:

University of Oklahoma
Refinancing of the Parking System 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 Statements of Essential Facts for the University of Oklahoma, Series 2004, in the amount of $5,715,000 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 2004 bonds will be used (a) to provide defeasance of the Series 1995 Parking Revenue Bonds and the 1996A Medical Technology and Research Authority of Oklahoma Parking Revenue Note, and (b) make required deposits into the Bond Reserve Fund, and (c) for payment of costs of issuance. This issuance will be issued on parity with the Series 2001A and 2001B Parking System Revenue Bonds.

The bonds, to be issued as fully registered bonds, will be payable on March 1, 2004, and September 1, then semi-annually each of the years 2005 through 2016. The bonds are special obligations of the Board of Regents of the University of Oklahoma. The University has pledged, as security for the bonds, the net revenues of the Parking and Transportation Department. 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 Net Present Value of the refunding is estimated at approximately $500,000, or 8.80 percent, of the principal being refunded. This level of savings exceeds industry standards for an economical refunding issuance.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple facilities projects 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 1.56.

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 #22-c:

Oklahoma State University – Stillwater
Refinancing of the Student Union 1994 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 Statements of Essential Facts for Oklahoma State University, Series 2004, in the amount of $1,740,000 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 2004 bonds will be used (a) to provide defeasance of the Series 1994 Student Union bonds, and (b) make required deposits into the Bond Reserve Fund, and (c) for payment of costs of issuance. These bonds will be issued on parity with the Board’s 1978 and 2002 Student Union Bonds.

The bonds, to be issued as fully registered bonds, will be payable on July 1 each of the years 2004 through 2016. The bonds are special obligations of the Board of Regents of Oklahoma A&M Colleges. The University has pledged, as security for the bonds, the net operational revenue of the Student Union and revenues of $1.80 of the total $4.30 Student Facility Fee and an annual allocation of $191,000 from the Student Activity Fee revenue. 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.

This issuance will lessen the maturity date by three years and will reduce the current 6.26 percent interest rate to approximately 3.67 percent. The Net Present Value of the refunding is estimated at approximately $219,571, or 12.80 percent, of the principal being refunded. This level of savings exceeds industry standards for an economical refunding issuance.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple facilities projects 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 2.29.

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 #22-d:

Northeastern State University
Science Building

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Northeastern State University, Series 2004, 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 2004 bonds will be used to construct a new Science Building. The bond proceeds will be used (a.) to construct, acquire, furnish and to equip the listed project, (b) to fund the required Reserve Fund, and (c) to pay the costs of issuance.

The bonds, to be issued as fully registered bonds, will be payable on April 1 each of the years 2004 through 2024 with interest payments commencing on October 1, 2004, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of Oklahoma Colleges. The University has pledged, as security for the bonds, the gross receipts of $3.90 of the total $6.90 per credit hour Student Facility Fee, and $5.50 of the total $7.50 Student Technology Fee and the earnings from the Reserve Fund. 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 pledged student fees are collected from each student enrolled in credit courses.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple facilities projects 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 2.03.

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 #22-e:

Oklahoma State University – Oklahoma City
Refinancing of the Student Center Issue of 1992

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Oklahoma State University-Oklahoma City, Series 2004, in the amount of $1,895,000 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 2004 bonds will be used (a) to provide defeasance of the Series 1992 bonds, and (b) make required deposits into the Bond Reserve Fund, and (c) for payment of costs of issuance

The bonds, to be issued as fully registered bonds, will be payable on July 1 each of the years 2004 through 2012. The bonds are special obligations of the Board of Regents of Oklahoma A&M Colleges. The University has pledged, as security for the bonds, the gross receipts of $1.00 of the total $3.50 per credit hour Student Activity Fee, and $4.30 of the current Student Center Fee. The University has not pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy due to the small size and duration of the issuance. 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 refinancing of this issuance is expected to save the University $32,000 per year through the final maturity date of July 1, 2012. The Net Present Value of the refunding is estimated at approximately $108,782, or 5.24 percent, of the principal being refunded. This level of savings exceeds industry standards for an economical refunding issuance.
The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple facilities projects 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 2.18.

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 #23-a:

Economic Development

SUBJECT: Economic Development Generating Excellence

RECOMMENDATION:

It is recommended that the State Regents announce a plan of action for responding to the EDGE recommendations as detailed below.

BACKGROUND:

On January 9, Governor Brad Henry announced the 2004 Action Plan for Oklahoma’s EDGE (Economic Development Generating Excellence). The EDGE effort was headed by Secretary of Commerce and Tourism Kathy Taylor and Chancellor Paul G. Risser and a Steering Committee co-chaired by Ken Levit, President OU-Tulsa, and Dave Lopez, President, Oklahoma City Downtown Association. Offering expertise to the process were 23 teams of statewide public and private experts. Nearly 2,400 business, education and community leaders provided input at 29 regional forums on November 4, and more than 12,200 visitor sessions on the web site provided yet additional input. The EDGE project commenced with the February 3 State of the State Address in which Governor Brad Henry charged the Chancellor and Oklahoma higher education to take the lead in developing a comprehensive and integrated economic development plan for the State of Oklahoma.

POLICY ISSUES:

Numerous state agencies and civic organizations have some responsibility for Oklahoma’s economy. However, because of its key responsibilities and ability to focus objective analyses, The Oklahoma State System of Higher Education can provide the needed leadership in developing a comprehensive, integrated economic development plan for the State of Oklahoma. The System can provide this leadership because it 1) produces graduates with skills to drive the economy, 2) transfers ideas from the research lab to existing and new businesses, and 3) creates a high quality environment for retaining college graduates and retaining/attracting business to Oklahoma.

The State Regents 2003-2004 workplan calls for the completion of the EDGE project by fall 2003 and presentation of an agenda for actions to be taken by the Governor, Legislature, higher education, and the private sector (Quality #2)

ANALYSIS:

The EDGE action plan is organized around four sets of recommendations:

1. Transform Oklahoma Into the Research Capital of the Plains
2. Dramatically Update Oklahoma’s Public Education System
3. Reverse Our State’s Health Trends – Now  
4. Immediately Reform and Improve Our Business Climate

Work is currently under way to identify responsible parties for implementing the EDGE recommendations. Oklahoma higher education is key to the economic future of the state and the implementation of many of the recommendations. The Council of Presidents met in January to review the action plan and decided to 1) Work with the Department of Commerce on regional economic development and 2) Develop a wider range of professional development options and continuing education courses that meet the needs of business and industry.

The State Regents of Higher Education propose to take the leadership for several key recommendations in three of the four sets of EDGE recommendations:

1. Transform Oklahoma into the Research Capital of the Plains
   
a. Assist the Governor, Legislature, and public and private sector representatives in the formulation of the $1.0 billion research endowment to support Oklahoma as the Research Capital of the Plains. The Governor has requested that the plan for the research endowment, including recommended operational mechanisms and funding sources, be completed during the current calendar year.

b. Streamline the technology transfer process from universities and other research organizations.
   
   • POLICY. State Regents will take responsibility for developing model technology-transfer policies and intellectual property management tools. State Regents will draw upon technology transfer and commercialization expertise from the universities, private research organizations, and business and industry, from legal experts in technology transfer, from venture capitalists, the i2E, and from successful public-private research consortia throughout the world.

   • WORKSHOPS. The State Regents will organize workshops for Oklahoma’s universities, colleges, and private research organizations to identify and encourage implementation of internal policies and practices that promote the creation of intellectual property and the commercialization of that property.

c. Focus significant portion of public university research programs on areas that will benefit Oklahoma’s economy.

   • IDENTIFICATION OF RESEARCH NEEDS. State Regents will assist the Oklahoma Center for the Advancement of Science and Technology and the Oklahoma Department of Commerce in creating and managing a continuing process for identifying the most pressing research needs of Oklahoma businesses and industry. These identified research needs will be shared with investigators who can provide solutions.

d. Implement public university policies that recognize the importance of producing commercially important products and creating new businesses.
• **WORKSHOP.** State Regents will convene a workshop for the academic and research officers from all the public universities and colleges. The workshop will define and encourage the adoption of policies that permit and encourage faculty and other researchers to produce commercially viable products and to create new businesses.

2. **Dramatically Update Oklahoma’s Education System**

   a. **STUDENT PREPARATION.** State Regents will work with the State Department of Education to improve basic K-12 education, particularly in mathematics and science, and to reduce the proportion of college freshmen who are required to take college remedial classes.

   b. **HIGHER EDUCATION STRUCTURE.** State Regents will develop for the Legislature an effective and economical configuration of higher education campuses, including branch campuses and learning centers. The purpose of this plan will be to assure that communities throughout Oklahoma have access to effective higher education that is organized to be economically efficient

   • **ASSESS COMMUNITY NEED.** Regents will assess the higher education needs of communities in which current branches or learning centers exist as well as communities in which future branches and sites are considered.

   • **DEVELOP PLAN.** State Regents will work with presidents, governing boards, and communities to develop a plan for branch campuses and higher education learning centers.

   c. Oklahoma’s public colleges and universities will offer a wider range of professional development options and continuing education courses that meet the needs of business and industry.

   • **CREATE NETWORK.** The State Regents, working with other parts of public education and with business and industry, will continually assess the higher education needs of urban and rural Oklahoma, with an emphasis on the educational needs of the workforce. These identified needs will not focus just on training specific skills, but instead will include the broader array of educational skills needed in today’s knowledge-based economy. To continually meet these educational needs, higher education will create a comprehensive network of professional development providers and continuing education courses.

3. **Reverse Our Health Trends – Now.**

   Many of the actions regarding Oklahoma’s Health Trends are the responsibility of entities outside The Oklahoma State System of Higher Education. The State Regents will assist the University of Oklahoma Health Sciences Center in the start up of the comprehensive cancer center. Oklahoma higher education will also contribute expertise and serve as a responsible employer relating to establishing or continuing wellness programs.
4. Immediately Reform and Improve Our Business Climate.

a. Oklahoma will develop the “best in the world” weather industry.
   
   • INDUSTRY PLAN. The State Regents will work with the Oklahoma Department of Commerce and the private sector to develop a plan for the “best in the world” weather industry.

b. The Legislature should permit the State Regents for Higher Education to acquire sufficient debt to immediately pay off the backlog of endowed chairs over a period of years, and provide funding for a restructured program with a focus on attracting “all star” researchers and teachers.
   
   • ENDOWED CHAIRS BACKLOG. The State Regents will assume the necessary debt to match the private gifts and continue the program, paying off the $45 million over a number of years from appropriations from the Legislature.

c. A recruiting campaign will be initiated to attract college graduates and members of the “creative class” to Oklahoma, especially native sons and daughters who might return.
   
   • The State Regents will work with the Oklahoma Department of Commerce and others to evaluate the success of “come home” programs that other states have implemented and then propose an effective program for Oklahoma.

d. The state will consider tax exemptions, partially forgiving student loans, or other incentives to retain graduating Oklahomans with advanced college degrees.

   • The State Regents will conduct a study of the probable benefits of increasing the number of advanced degrees to Oklahoma. Thereafter, the State Regents will propose a plan for incentives, including the costs and benefits of implementing such a plan.

Recommendation of the above actions for implementing the EDGE action plan fall within the State Regents’ authority and are presented for State Regents’ approval.

Responsibility for implementation of many of the recommendations in the EDGE action plan will be assumed by colleges and universities, the Legislature, the Governor, other state entities, and the private sector. It is further recommended that the State Regents and the State System offer expertise, cooperation, and assistance to appropriate implementing parties.
AGENDA ITEM #23-b:

Economic Development

SUBJECT: Tinker Air Force Base

RECOMMENDATION:

It is recommended that the State Regents recognize the continued partnership with Tinker Air Force Base.

BACKGROUND:

Tinker Air Force Base (AFB) is one of Oklahoma’s largest employers with the civilian portion alone in excess of 17,000 employees. Nearly half of their workforce will be eligible for retirement by 2005. After conducting an assessment of their future workforce needs, Tinker AFB officials approached the State Regents in May 2000.

In August 2000, the State Regents began partnering with Tinker AFB. A Memorandum of Understanding (MOU) among Tinker AFB, the Governor, and each of the education entities in Oklahoma was signed on August 13th, 2001. By the fall 2001 semester, the University of Central Oklahoma (UCO) faculty had developed degree programs or modified existing programs based on job templates devised by Tinker AFB. Graduates of UCO’s Information and Operations Management program with an option in Operations Management and Analysis are immediately ready to be productive Tinker AFB employees.

Currently, seven Oklahoma higher education institutions (University of Oklahoma, Oklahoma State University, UCO, Southeastern Oklahoma State University, Cameron University, Langston University, and Rose State College) provide courses or degrees specifically for Tinker AFB. The seven institutions are providing a total of seven undergraduate and two graduate degree programs. The degree programs include associate degrees in Business and Aviation, bachelor’s degrees in Business Administration with an option in Logistics, graduate degrees in Aviation and Business Administration, and graduate Engineering courses.

More than 1,200 students have enrolled in these programs and courses. These students have opportunities to work in paid summer internships while attending these institutions. Also, the Center for Aircraft and Systems/Support Infrastructure (CASI) is providing engineering faculty and students opportunities to work on specific research projects related to aircraft systems. CASI is available for all Oklahoma higher education institutions responding to other aviation related projects in various academic disciplines such as business, the environment, and logistics to support the military mission at Tinker AFB.

POLICY ISSUES:

One of the top three items on the State Regents’ 2001-2002 Workplan when the MOU was signed was economic and workforce development. Specifically, the State Regents were committed to “actively promote efforts to prepare Oklahoma’s workforce” and to “provide coordinating assistance to business and industries and colleges and universities in preparing competent graduates necessary to attract and retain high wage
enterprises.” The 2003-04 Workplan also includes items to partner with the public and private sector to increase prosperity in Oklahoma, to plan strategically for collective delivery of services needed to change Oklahoma, and to add more collaborations and partnerships. This MOU is consistent with the State Regents’ responsibilities, mission, goals, and objectives.

ANALYSIS:

Several State System institutions recently submitted proposals to deliver quality control initiatives for the Oklahoma City-Air Logistics Center (OC-ALC). The University of Oklahoma was awarded the contract to design, establish, and manage the OC-ALC Lean Institute which will train more than 10,000 Tinker AFB personnel. The goal of the OC-ALC Lean Institute is to educate personnel in the application of three areas: (1) Lean manufacturing, (2) Six Sigma, and (3) Supply Chain Operations Reference (SCOR).

The OC-ALC is one of only three such centers providing support and maintenance of military aircraft, engines, aerospace accessories, and weapon systems. The OC-ALC conducts research, testing and evaluation and provides management services. New processes are being implemented to transform the way the OC-ALC does business. SCOR will be used to identify and implement industry best practices. Also, the traditional mass manufacturing facility will evolve into a Lean enterprise delivering the required capability when and where needed. Six Sigma methodology of “Define, Measure, Analyze, Improve, and Control” (DMAIC) will be use improve processes.
AGENDA ITEM #23-c:

Economic Development

SUBJECT: Employment Outcomes Report

RECOMMENDATION:

It is recommended that the State Regents accept the report on employment of Oklahoma public college and university graduates.

BACKGROUND:

Findings from the employment data collection and analysis have been used in degree program reviews and in a May 1998 document, *The General Degree Productivity and Retention of Oklahoma Graduates*. This is the fourth Employment Outcomes Report designed to study the value of public higher education in the state of Oklahoma by addressing the following questions:

- What percentage of Oklahoma residents and non-Oklahoma residents who graduate from public colleges and universities remain in Oklahoma?
- What percentage of Oklahoma graduates not found to be employed in Oklahoma are still enrolled in the public State System?
- How does level of education impact salary?
- What is the average salary by field of study and level of degree of Oklahoma graduates?

This report examines the employment outcomes of all graduates of Oklahoma public higher education institutions, as well as Oklahoma residents separately.

POLICY ISSUES:


ANALYSIS:

This report analyzes employment data for graduates of Oklahoma public colleges and universities one year and five years after graduation for various graduating classes of the past decade. A snapshot of employment status five years after graduation is shown for the graduating classes of 1993-94, 1995-96, and 1997-98, and the employment status of the 1997-98, 1999-00, and 2001-02 classes is shown after one year.
The current study supports national data that link salary to educational attainment. Oklahoma data for graduates of the state’s public colleges and universities confirm that the higher degrees students earn, the higher the salaries they earn.

- Five years after graduation, bachelor’s degree recipients employed in Oklahoma were earning $32,072 on average.
- Earnings for certificate and associate in arts/associate in science degree holders five years after graduation were 20 percent and 30 percent less than bachelor’s degree recipients, although associate in applied science degree holders earned comparable salaries to the bachelor’s degree holders after five years. Master’s, doctoral, and professional degree recipients earned more (19 percent, 60 percent, and 108 percent, respectively) than bachelor’s degree recipients.
- Graduates with computer science, engineering, and other technical degrees consistently earn higher average salaries, although health professions and specialized marketing graduates also command strong salaries on average.

Considering the contributions that college graduates make to the new knowledge-based economy, it is also important to examine the percentages of State System graduates who remain in the state after graduation. Following are highlights of Oklahoma employment data for the state’s higher education graduates:

- Five years after graduation, 59 percent of all 1997-98 bachelor’s degree recipients were employed in Oklahoma. More certificate (75 percent) and associate degree (73 percent) recipients remained in Oklahoma and fewer master’s (52 percent), professional (52 percent), and doctoral (40 percent) graduates remained.
- One year after graduation, 79 percent of all 2001-02 bachelor’s degree recipients were employed in Oklahoma. More certificate (92 percent) and associate degree (87 percent) recipients remained in Oklahoma and fewer master’s (68 percent), professional (76 percent), and doctoral (49 percent) graduates remained.
- Oklahoma retained a large percentage of bachelor’s degree recipients who were Oklahoma residents: 86 percent of the 2001-02 graduates after one year and 67 percent of the 1997-98 graduates after five years. Additionally, some Oklahoma State System bachelor’s degree recipients who were not Oklahoma residents remained after graduation: 45 percent after one year and 19 percent after five years.
- Although Oklahoma is retaining a majority of its graduates, even after five years, the current data reflect decreased employment rates for both residents and non-residents compared to previous studies (for 1993-94 and 1995-96 graduates after five years and 1997-98 and 1999-00 graduates after one year). Two promising exceptions are the increased employment rates for professional degree holders after one year and for doctoral degree holders after five years.
- Although the vast majority of graduates of Oklahoma public higher education institutions remains in Oklahoma, the “out” migration is evident in technical fields of study such as engineering and computer science.
- Continued higher education enrollment in State System institutions was not found to be significant for graduates after five years; however, 3 percent of the 2001-02 graduates were still enrolled after one year. The highest percentage of continued enrollment was found among the associate in arts/associate in science degree holders at 5.8 percent.

The State Regents’ Brain Gain 2010 initiative, efforts to improve student preparation and awareness of college, encouraging strategic scholarship programs, and accountability measures that promote retention and timely graduation are critical to the production of higher education graduates. Partnerships between higher
education institutions and business, including internships and apprenticeships in high-growth industries, not only affect graduates’ decisions to stay in-state, they also stimulate the high technology businesses needed in the new economy. Even broader in scope is the governor’s Economic Development Generating Excellence (EDGE) project. Challenged with the task of identifying key initiatives that will significantly improve Oklahoma’s economy and quality of life, expert teams developed recommendations that fall into three categories (research and education, health and quality of life, and keeping and creating jobs), all of which should increase the number of college graduates who remain in Oklahoma.

This report is available in the Studies and Reports section of the State Regents’ website at http://www.okhighered.org/studies-reports/ or upon request.
AGENDA ITEM #24-a:

OneNet

SUBJECT: Revision of OneNet’s Client Connection Policies.

RECOMMENDATION:

It is recommended that the State Regents post the modifications to OneNet’s Client Connection Policies.

BACKGROUND:

The Oklahoma State Regents for Higher Education have a long history of public/private partnerships with regard to distance learning and professional development. The original microwave-based “Talk Back T.V.” system was deployed in the early 1970s with strong support of the oil industry throughout Oklahoma. Conoco, Phillips and Halliburton all saw the need to import higher education offerings to their respective workplaces and even contributed $500,000, or 1/3\textsuperscript{rd}, toward the cost of deployment. Today, the demand throughout private industry still exists.

When the network migrated to a fiber-based, Internet infrastructure, some of the companies made the transition. Halliburton continues to partner with Oklahoma State University to import Masters-level engineering programs into their workplace – further lessening the barriers associated with securing advanced from our state institutions. It has become apparent, however, that OneNet’s current client connection policies make it difficult for business and industry to access the educational opportunities on the network in that they must have some level of “sponsorship” from a higher education institution or Career Technology Center. Moreover, a exclusive relationship such as this often limits the industry’s ability to develop relationships with multiple institutions.

In an effort to streamline the process and support many of the recommendations of the Governor’s EDGE action plan, OneNet is recommending modifications to its Client Connection Policies. These modifications will enable business and industry with educational needs to participate in the network directly without the “sponsorship” of a OneNet educational institution. However, each company or organization will have to demonstrate – either through education or professional development program needs to be provided by Oklahoma’s educational institutions or distinct research needs that only OneNet can provide – a clear rationale for connectivity. This will assure that the network is not directly competing with private telephone companies and Internet Service Providers operating in the state. It is not the intent of the network to just provide Internet access, but rather to link business and industry with the educational and research resources available on the network in order to support the state’s economic development efforts.

POLICY ISSUES:

The revisions proposed do not implicate other State Regents’ policies.
ANALYSIS:

The revised Client Connection Policy contains the following modifications:

- Provides a clear understanding of the network’s intent to support the state’s economic development efforts through targeted linkages between educational institutions/resources and private enterprise.

- Provides a means to provide network access to private business enterprises or entities engaged in research or in the development of technology, to which a higher education institution within the state system has acquired an equity interest, pursuant to Article X§14(B) and §15(F) of the Oklahoma Constitution.

- Enables Research Parks, which may be defined as property-based ventures having existing or planned buildings designed primarily for private and public research and development facilities, high technology and science based companies, and support services, to have access to network resources.

- Establishes a Client Connection Policy Committee that reviews requests of entities not falling into one of the above categories, but evidencing a mission consistent with that of OneNet. The Client Connection Policy Committee will be composed of 2 members who represent the Oklahoma State Regents and OneNet (appointed by the COO of OneNet), 1 member representing the Oklahoma Department of Commerce (appointed by the Secretary of Commerce), 1 member representing the Telephone Industry (appointed by the President of the Oklahoma Telephone Association) and 1 member representing a not-for-profit Research entity (appointed by the Chancellor).

A copy of the OneNet AUP is attached.
Client Connection Policy

This policy represents a guide to the eligibility of an organization for direct connection to OneNet. The following types of organizations and institutions are eligible to utilize OneNet services:

- K-12 Schools
- Career and Technology Education Centers
- Colleges and Universities
- Courts
- Libraries
- State Agencies
- Federal Agencies*
- Hospitals and Clinics engaged in “telemedicine”***
- Political Subdivisions, including City and County Governments
- Corporations exempt from Federal taxation under Sec. 501(c)(3) of the Internal Revenue Code
- Federally recognized Tribal governments located within the State of Oklahoma. ***
- Private business enterprises or entities engaged in research or in the development of technology, to which a higher education institution within the state system has acquired an equity interest, pursuant to Article X§14(B) and §15(F) of the Oklahoma Constitution.
- Research Parks, which may be defined as a property-based ventures having existing or planned buildings designed primarily for private and public research and development facilities, high technology and science based companies, and support services. Such parks should qualify for exemption from federal taxation and must also have the feature of a contractual and/or formal ownership or operational relationship with one or more universities or other institutions of higher education, and science research. A further characteristic should be the promotion of research and development by educational entities in partnership with industry.

- Entities not falling into one of the above categories, but evidencing a mission consistent with that of OneNet, may upon demonstration of a critical need for high-speed bandwidth, be approved by the Client Connection Policy Committee on an exception basis, for a direct connection to OneNet. The Client Connection Policy Committee is composed of 2 members who represent the Oklahoma State Regents and OneNet (appointed by the COO of OneNet), 1 member representing the Oklahoma Department of Commerce (appointed by the Secretary of Commerce), 1 member representing the Telephone Industry (appointed by the President of the Oklahoma Telephone Association) and 1 member representing a not-for-profit Research entity (appointed by the Chancellor).
As described in the OneNet Acceptable Use Policy, use of OneNet must be consistent with its mission and goals, which include facilitating and disseminating knowledge, providing public service, aiding technology transfer to Oklahoma businesses and industry for educational purposes, promoting economic development, conducting the affairs of government and building broader infrastructure in support of education and research.

Use of OneNet must also be consistent with the eligible Client's established mission. Clients may not enable for-profit persons or entities to use OneNet for the pecuniary advantage of the for-profit entity. OneNet does not “police” the content that a user transmits, but places the responsibility on the authorized user to determine whether its use or the use of any sponsored entity is consistent with its mission.

OneNet IP Clients may connect a) Any building on that Clients primary premises which is under the control of the Client, b) any other premises which is owned or controlled solely by, or that is part of the Clients corporation (as an extended campus or annex) and which is connected to the Clients primary premises by a private WAN (wide area network), c) any data server on any Client premises which the Client has provisioned so as to be accessible to other OneNet Clients and or internet Clients. OneNet Clients certified by the Oklahoma Department of Commerce as business incubators may connect any tenant of the incubator facility.

Dial-up services are provided to meet the needs of qualified agencies and institutions and for agencies that do not require a dedicated circuit. OneNet dial-up access is not offered to individuals for personal use, individuals desiring such services should contact a commercial Internet Service Provider (ISP).

* "Federal Agency" means each board, commission, department, or agency of the executive, legislative, and judicial branches of the United States and corporations of the federal government as identified from time to time in The United States Government Manual, the official handbook of the federal government, published on an annual basis by the office of the Federal Register as a special edition of the Federal Register.

** "Hospitals" are defined as an institution, place, building or agency, in Oklahoma, public or private, whether organized for profit or not, devoted primarily to the maintenance and operations of facilities for the diagnosis, treatment or care of patients admitted for overnight stay or longer in order to obtain medical care, surgical care and obstetrical care. “Clinics” are defined as a polyclinic facility located in Oklahoma, public or private, whether organized for profit or not, where physicians work cooperatively for medical diagnosis and treatment of outpatients. “Telemedicine” is defined as use of a telecommunications system for diagnostic, clinical, consultative, data, and educational services for the delivery of health care services or related health care activities by licensed health care professionals, licensed medical professionals, and staff who function under the direction of a physician, a licensed health care professional, or hospital.

*** "Federally recognized tribal government” means Native American entities recognized and eligible to receive services from the United States Bureau of Indian Affairs.

**** With regard to the general prohibition against Clients permitting or enabling “for-profit persons or entities” to use OneNet for the pecuniary advantage of the for-profit entity, such prohibition is inapplicable in the instances of Research Parks, as described above, as well as in
instances of higher educational institutions with an equity interest in a private entity or enterprise, as authorized by Article 10, §14(B) and/or §15(F) of the Oklahoma Constitution.
AGENDA ITEM #24-b:

OneNet

SUBJECT:  Modification of rules specific to lease rates for OneNet towers and facilities.

RECOMMENDATION:

It is recommended that the State Regents post the attached amendments to Rules for the Use of Towers, Facilities, and Communications Services and continue the rule amendment process pursuant to the Oklahoma Administrative Procedures Act

BACKGROUND:

This agenda item was originally presented to the State Regents at their April 4, 2002. Following the required APA public comment period, the item is now presented for final action on the adoption of the program rule amendment.

The Oklahoma State Regents for Higher Education have consistently made available the use of the towers and facilities of OneNet, the State of Oklahoma’s official telecommunications and information network, to institutions of higher education, federal, state, and local government agencies and to private business. The towers and facilities are made available primarily for educational purposes in accordance with 70 O.S.§2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance, expansion plans or operation of OneNet.

Requests to utilize the towers and facilities are reviewed on a case-by-case basis by OneNet engineering staff to determine if each is consistent with state and federal laws and regulations. The Oklahoma State Regents for Higher Education make the towers and facilities available on a monthly basis and charge entities standard rates for usage.

POLICY ISSUES:

This action is necessary to implement fully the lease rates with respect to OneNet towers and facilities with the purpose of aligning rates with current industry standards. Further, the action is intended to update the applicable administrative rule language, OAC 610:15-1, to replace the operational designation of the “Educational Telecommunications Network (ETN)” with “OneNet”.

ANALYSIS:

Approval by the State Regents would allow the rule amendment process to continue as defined by the Administrative Procedures Act.
SUBCHAPTER 1. USE OF TOWERS, FACILITIES, AND COMMUNICATIONS SERVICES

610:15-1-1. Purpose
The Oklahoma State Regents for Higher Education will make available the use of the towers and facilities of the Educational Telecommunications Network (ETN) OneNet, the State of Oklahoma's official telecommunications and information network, to institutions of higher education, federal, state, and local government agencies and to private business. The towers and facilities will be made available primarily for educational purposes in accordance with 70 O.S., §§ 2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance and operation of the Educational Telecommunications Network OneNet. Requests to utilize the towers and facilities will be reviewed on a case-by-case basis consistent with state and federal laws and regulations.

610:15-1-2. Towers and facilities use
(a) All proposed installations shall be in accordance with good engineering practices and shall be subject to the approval of the Educational Telecommunications Network OneNet engineering staff. Requests for installation of microwave antennas on the ETN OneNet towers shall be approved only after a tower wind load study is performed by an approved and qualified registered professional engineer. Costs of the study are to be paid for by the proposed user. Any structural modifications required to the tower resulting from the proposed antenna installation will be at the expense of the proposer. Generally, 2-way radio antenna installations will not require a tower analysis to be performed; however, it shall be at the discretion of the ETN engineering staff as to whether or not an analysis is required.
(b) The Oklahoma State Regents for Higher Education will make the ETN OneNet towers and facilities available on a monthly basis at the following rates:
   (1) Two-way radio antenna $0.50 per foot of tower height and antenna (subject to increase if transmission lines are greater than .500” in diameter)
   (2) Microwave antennas $120200 per antenna and $1.00 per foot of tower height
   (3) Building space $510 per sq. foot
   (4) A.C. electrical power (2-way radio) $10 per month
   (5) D.C. electrical power $.25 per amp/volt $12/Amp.
   (6) Land $42 per sq. foot

610:15-1-3. Communications services use
(a) The Oklahoma State Regents for Higher Education will make available the use of voice, data and video communications circuits via the fiber optics and microwave network of the Educational Telecommunications Network OneNet to institutions of higher education, federal, state, and local government agencies and private business as long as the proposed use is of excess system capacity and it does not interfere with the regular activities of the Educational Telecommunications Network OneNet. The voice, data and video circuits will be made available primarily for educational purposes in accordance with 70 O.S., §§ 2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance and operation of the Educational Telecommunications Network OneNet. Requests to utilize the voice, data and video circuits will be reviewed on a case-by-case basis consistent with state and federal laws and regulations. (In consideration for use of the telecommunications network of the Educational Telecommunications Network OneNet, the State Regents will develop a schedule of rates based on a case-by-case basis upon the discounted fair commercial value of the service to be provided.
(b) The State Regents reserve the right to change the rates or cancel service with a 90-day advance notice to the user.
AGENDA ITEM #25:

Quality Initiative Grant

SUBJECT: Grant Award

RECOMMENDATION:

It is recommended that the State Regents approve an FY 04 Quality Initiative Grant Award in the amount of $30,000 to The Archives of Oklahoma Higher Education project and ratify continuation of the FY 03 Memorandum of Understanding.

BACKGROUND/POLICY ISSUES:

In 1988, the State Regents established the Quality Initiative Grant Program and approved a policy for operating the program. The purpose of the Quality Initiative Grants is to support quality initiatives that contribute to the accomplishment of priorities and goals established by the State Regents. At the May 2003 meeting, the State Regents allocated $2,856,629 to the Grant Funds/Economic Development/OEIS projects budget. A total of $557,919 had been allocated to the QIG Budget for FY 03.

ANALYSIS:

For FY 03, the State Regents allocated $60,000 in Quality Initiative Grant funds for The Archives of Oklahoma Higher Education. This is a joint project between the Oklahoma Historical Society and the State Regents to preserve the corporate history of Oklahoma higher education and make resources available through one central location. Building the collection over a five-year period is estimated to cost $885,000 with $300,000 requested from the State Regents ($60,000 for FY 03 and four subsequent years) which would be overmatched with $585,000 from OHS and private sources. State Regents’ funds would support salary and benefits of an archivist. Permanent funding will be developed from non-State Regents’ sources after the five-year implementation. Because of the mid-year start-up of the archives project in FY 03, only $30,000 of the $60,000 QIG award was allotted to the Oklahoma Historical Society in FY 03. The remaining $30,000 was allotted in FY 04. Also, after an FY 03 presentation to the Council of Presidents, public college and university presidents agreed to be invoiced and provide institutional support for the archive project.

It is recommended that the State Regents approve an FY 04 Quality Initiative Grant Award in the amount of $30,000 to the Oklahoma Historical Society for The Archives of Oklahoma Higher Education project and ratify continuation of the attached FY 03 Memorandum of Understanding.

Attachment
Memorandum of Understanding

Revised: September 21, 2002

The Oklahoma State Regents for Higher Education (OSRHE), the Friends of the Oklahoma Museum of Higher Education (Friends), and the Oklahoma Historical Society (OHS) share a common goal of developing and maintaining comprehensive archival records, artifact collections, research opportunities and public exhibits and interpretation pertaining to the history and development of Higher Education in the State of Oklahoma. In the spirit of mutual support and collaboration the three aforementioned organizations agree to collaborate, as equal participants, in this Memorandum of Understanding (MOU) and to follow and abide by all the various aspects as established and outlined in this MOU. This MOU hereby implemented as of this date, August 22, 2002 and is to remain in effect until such time as it is voided or modified through mechanisms set forth in the MOU.

Organizational Missions:

The Oklahoma State Regents for Higher Education is an agency of the State of Oklahoma. Its mission is:

The Oklahoma State Regents for Higher Education is the statewide coordinating board of control for the state's 25 colleges and universities, 10 constituent agencies and two higher education programs.

The State Regents prescribe academic standards of higher education, determine functions and courses of study at state colleges and universities, grant degrees, recommend to the state Legislature budget allocations for each college and university, and recommend proposed fees within limits set by the Legislature.

The State Regents also manage 23 scholarships and special programs. In addition, in cooperation with the Office of State Finance, the State Regents operate OneNet, the state's information and telecommunications network for education and government. The Regents also operate the Oklahoma Guaranteed Student Loan Program, which guarantees loans made to students by the private sector.

The Friends of the Oklahoma Museum of Higher Education is an independent non-profit organization. The mission of the Friends is as follows:

The Friends of the Oklahoma Museum of Higher Education is a non-profit organization dedicated to collecting and telling the story of the institutions and people of higher education in Oklahoma.

The Oklahoma Historical Society is a non-profit organization and an agency of the State of Oklahoma. The principle agent for the implementation and ongoing development of
the MOU between the Regents, Friends and the OHS will be the Oklahoma Museum of History (OMH), a division of the OHS. The mission of the OMH is as follows:

The Oklahoma Museum of History (Museum or OMH) is a Division of the Oklahoma Historical Society (OHS). In addition to participating in and fully supporting the overall mission of the OHS, the Museum will collect, preserve and interpret the complete history of Oklahoma for the people and visitors of Oklahoma. The Museum will fulfill its mission through the application of the highest standards of collections care and preservation, the presentation of diverse in-house and traveling exhibits, and multidisciplinary educational programs. In addition to its primary focus on Oklahoma history, the Museum may provide exhibits and education programs representative of a wider cultural context. The Museum will collect, preserve and interpret artifacts and materials relevant to the histories, societies and cultures of all the diverse peoples of Oklahoma, including contemporary societies. The Museum will share knowledge of its collections through all appropriate means. Service to the people of Oklahoma, fiscal responsibility, and institutional excellence are standards applied to all elements of Museum operations.

The specific Articles or provisions of this MOU are as follows:

**Article #1 The Archives of Higher Education Project:**

The joint project referred to in this MOU and governed by the terms, conditions and parameters contained herein will be known and referred to as "The Archives of Oklahoma Higher Education Project" (Project).

**Article #2 Project Primary Objectives:**

The Project's primary objectives are as follows:

1. Develop and establish a comprehensive computerized database index of institutional archives for all institutions of Higher Education, both private and public, in the State of Oklahoma.
2. Collect and preserve hard copies, as available and appropriate, of the histories of Oklahoma institutions of Higher Education.
3. Provide public access to all elements contained in Article #2 items #1 and #2, as well as all other artifact and potential research materials collected under the auspices of the Project. All collected materials will be available to the public and researchers via the normal access procedures and policies of the OHS Library, OHS Archives and OMH.
4. All Project documents, archives, artifacts and other tangible materials collected to represent the history of Higher Education in the State of Oklahoma will be deemed the property of the OHS and State of Oklahoma and subject to the normal policies and procedures of the OHS.
5. The Project will develop and maintain, where and when appropriate, computerized copies of items of historical significance relating to Higher
Education; i.e. charters, court decisions, milestone changes, photographs, artifacts, etc.

(6) The Project will establish a goal of developing and maintaining a database estimated to contain at least 1,000 individual biographies of major contributors to Oklahoma Higher Education. Individuals to be represented may include, but need not be limited to the following: regents, administrators, professors, foundations, contractors, philanthropists, alumni and boards of visitors.

(7) The Project will develop and maintain, as part of a larger comprehensive web based Internet site, individual biographies of selected contributors to Oklahoma Higher Education. The Friends of the Oklahoma Museum of Higher Education Board of Directors will determine selection of the individuals to be represented, whether people, foundations, corporations or others.

(8) The Project will support and assist the OHS/OMH in the development and implementation of public exhibits and programs that interpret the development of all aspects of education in the State of Oklahoma.

Article #3 Identification of Target Project Audiences and Beneficiaries:

The following list outlines some, but not necessarily all, of those benefiting from this joint Project.

(1) Students, teachers and researchers of Higher Education with an interest in or about Oklahoma Education.
(2) Regents, university or college presidents and members of the legislature.
(3) People associated or participating in aspects of or relating to International Relations: i.e. Presidents, Registrars, Academic Deans, Marketing and Public Relations Firms, Alumni, Directors, Foundation Executives.
(4) Residents of the State of Oklahoma.
(5) Visitors to, and participants in, exhibits presented by the OMH or OHS.
(6) Economic Development researchers and theorists.
(7) Philanthropic individuals and organizations.
(8) Businesses and corporations pursuing the development of contracts and various relationships.

Article #4 Specific Project Responsibilities of the OMH/OHS

(1) The OMH will provide appropriate office and support spaces for a Project Archivist position, formally to be designated the Hans Brisch Archivist. Additional office and support space or areas for other Project staff will be provided as required and requested subject to space availability, other OHS operating parameters and appropriate Project funding. Unless otherwise specified in the annual operating budget, Project office associated utility and office space costs will be assumed by the OMH as In-kind contributions to the project.
(2) The OMH will provide Project staff with appropriate access to and use of office support elements such as, but not limited to: telephones, fax machines, internet access, photo copier access and so forth. Should the Project require dedicated or special equipment beyond the normal scope of office operation, those equipment costs will be funded by the Project and listed in the approved annual Project Operating Budget.

(3) The OMH Director, with the participation of such individuals as may be designated by the Friends, OSRHE and OHS Executive Director, will hire Project personnel as and when required to meet the objectives of the Project. All Project staffing is contingent upon appropriate funding availability and with final authorization to proceed required from the Executive Director of the OHS, the OSRHE or a designated representative of the OSRHE Board, and of the President of the Friends.

(4) The OMH Director will be the Project Coordinator and supervisor for all staff assigned to the Project. (See Addendum A for a proposed Project Staff organizational chart.) The OMH Director will follow all appropriate and relevant personnel rules and regulations governing State contract employees and services as outlined and enforced by the State Office of Personnel Management. Project staff will be designated as Contract Project Specific staff.

(5) The OMH or OHS will provide, as required and appropriate, storage space for the archives, records, artifacts and other such materials as may be collected relevant to the Project.

(6) The OMH will develop and implement exhibits and programs which interpret the education history of the State of Oklahoma.

(7) The OMH and OHS will provide Project staff with all relevant and required training consistent with the normal and regular implementation of policies and procedures of OMH and OHS and standard collections/program activities. Project staff will follow the procedures and policies of the OMH and OHS.

(8) The Director of the OMH working with the support and participation of the OHS Office of Finance will coordinate and monitor all Project budgets, expenses and revenues.

(9) The Project Archivist, with the support and approval of the OMH Director and an appointed representative of the OSRHE Board and/or Friends Board, will develop annual Project budgets. Annual budgets will require the authorization of the OHS Executive Director, The Friends Board and the OSRHE representative prior to implementation. (See Addendum B for an initial/draft 5-year Project Budget projection.)

Project Funds may be directed through the use of third party non-profit support organizations as appropriate and required to fulfill all relevant state and Project funding requirements and provisions.

The Archivist will provide institutional support, oversight and coordination, as requested and required, for an annual Banquet and Induction Ceremony supporting the Friends of the Oklahoma Museum of Higher Education Hall of Fame. The Archivist will also provide coordination and support for all necessary aspects of database creation and maintenance of all appropriate records/collections for the Oklahoma Education Hall of Fame.
(10) All Project funds will be placed in a dedicated account administered by the OHS. An annual audit and quarterly budget and status report of activities will be provided to the OSRHE, Friends and Executive Director of the OHS as provided for by the terms of this MOU.

**Article #5 Specific Project Responsibilities of the Friends and OSRHE**

(1) The Friends and OSRHE commit to make every effort, with the support of the OHS/OMH, for securing funding sources to fully support all direct expenses for the Project. These expenses may include, but not be limited to, Project staff salaries, travel or automobile expenses, misc. office curatorial supplies, Project office furniture, Storage artifact and/or archival storage shelving, Project postage, Project related computer equipment, technical consultant fees, and other such expense as may be mutually agreed upon or represented in the annual approved Project budgets. *In the event that the Friends and/or OSRHE do not secure the necessary funds, the OHS/OMH is not obligated to continue the project and may conclude project operations.*

(2) The Friends Board, and when appropriate the OSRHE, will share knowledge and information regarding appropriate contacts for individuals, institutions and any other organizations which may be deemed necessary or useful in meeting and developing Project objectives. Such information may include making introductory contacts and assisting Project staff in making and developing the appropriate personal contacts needed to support the Project. All such information provided will be deemed confidential unless otherwise specified.

(3) When deemed appropriate and based on mutual agreement between the OHS/OMH and the Friends Board, the Friends agree to support the broad based education, exhibit or program goals and objectives of the OHS/OMH.

**Article #6 Term or Duration of Agreement:**

This MOU will be in place for an anticipated initial Project duration of 5 years. After the initial 5 year Project period, and with the written agreement of all parties, the MOU and Project duration may be extended for whatever term or duration is deemed necessary and appropriate. All parties will review the terms and conditions of the MOU annually.

**Article #7 Quarterly Reports:**

The Project Archivist, with the support and participation of the OMH Director, will provide written quarterly reports on the status and progress of the Project to the OSRHE representative, Friends and OHS Executive Director.

**Article #8 MOU Amendment:**

This MOU may be amended at any time by joint agreement of the parties involved. Any revision to the MOU must be in writing and signed and dated by the appropriate
representative of all organizations before it becomes effective. The Executive Director of the OHS, and the Chancellor or designated representative of the OSRHE and the President or Chair of the Friends are the appointed representatives authorized to sign any and all amendments.

Article #9 Entirety of Agreement:

The articles and information contained within this MOU represent the entirety of the agreement between the OHS/OMH, Friends and the OSRHE.

Article #10 Termination of MOU:

Any participating party, with or without cause, may terminate this MOU. Termination of the agreement will occur 60 days after written notice of the intent to terminate the agreement is provided to the other participants.

Article #11 Annual Audit:

The OMH Director will implement and oversee an annual independent audit of all revenue and expenses of the Project. The Annual Audit Report will be provided to the OSRHE representative, the Friends and the OHS Executive Director within 90 days of the end of the previous fiscal year. Annual Audit costs will be designated as Project expenses.

This MOU is approved and authorized by the following designated representatives of the OSRHE, Friends and OHS.

Date: 10-2-02

Dr. Bob Blackburn, Executive Director, Oklahoma Historical Society

Date:

Dr. Richard Mosier, President, Friends of Oklahoma Higher Education

Date: 10-12-02

Dr. Hans Briech, Chancellor, Oklahoma State Regents for Higher Education
AGENDA ITEM #26:

Sponsorships

SUBJECT: State Regents’ sponsorship of events

RECOMMENDATION:

It is recommended that the State Regents ratify sponsorship of activities and events detailed below.

BACKGROUND/POLICY ISSUES:

Many of the programs administered by the State Regents call for the convening of individuals and organizations to advance work objectives. Various grants administered by the board specifically provide for the sponsorship of conferences. The State Regents’ 2003-2004 Workplan calls for the convening of several workshops and conferences to provide requested assistance to Oklahoma’s colleges and universities.

ANALYSIS:

State Regents’ ratification is requested of sponsorship, co-sponsorship, or participation in the following activities/events is recommended for the purpose of advancing State Regents’ goals:

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>LOCATION</th>
<th>REGENTS’ COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored Research Administration and Indirect Cost Rate Workshop</td>
<td>October 14, 2003</td>
<td>State Regents’ Office</td>
<td>$4,000 plus travel expenses for speakers</td>
</tr>
<tr>
<td>Cash for College Telecast</td>
<td>January 27, 2004</td>
<td>OETA Telecast</td>
<td>$5,000 Regents’ grant; $5,000 OGSLP</td>
</tr>
<tr>
<td>College Goal Sunday</td>
<td>February 8, 2004</td>
<td>30+ college/university sites</td>
<td>GEAR UP/Lumina Foundation Grant covers expenses</td>
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<tr>
<td>Private Fund-Raising Workshop</td>
<td>March 9-10, 2004</td>
<td>Waterford Marriott Hotel</td>
<td>$24,000 plus speaker travel and facility costs</td>
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<td><strong>Partners Conference for Oklahoma Families</strong> co-sponsored by State Regents and other state agencies</td>
<td>February 19-20, 2004</td>
<td>Clarion Meridian</td>
<td>No cost to State Regents</td>
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<tr>
<td><strong>Academic Efficiencies Workshop for Mathematics and Ecology Faculty</strong> sponsored by State Regents and Council on Instruction</td>
<td>February 26-27</td>
<td>Renaissance/Cox Convention Center</td>
<td>$12,700 approx.</td>
</tr>
<tr>
<td><strong>Research Day</strong> sponsored by the State Regents</td>
<td>March 29, 2004</td>
<td>State Capitol</td>
<td>No cost to State Regents</td>
</tr>
<tr>
<td><strong>Legal issues in Higher Education Conference</strong></td>
<td>October 7, 2004</td>
<td>University of Oklahoma, Norman</td>
<td>Self-supporting through registration fees</td>
</tr>
<tr>
<td><strong>College Connection</strong> sponsored by the State Regents</td>
<td>weekly program starting February 2004</td>
<td>Radio Broadcast KOMA-AM 1520 KFAQ-AM 1170</td>
<td>$17,000 for 17-week pilot program</td>
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AGENDA ITEM #27:

Personnel

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AGENDA ITEM #28:

Commendations

SUBJECT: Staff/State Regents 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 and staff have received the following state and national recognitions:

- The National Council for Community and Education Partnerships wrote on January 27 to thank Dr. Dolores Mize for her “exceptional work as a GEAR UP Advisory Commissioner over the last year.” They further write that “It was the leadership that you [Dr. Mize], Oklahoma’s Chancellor Paul Risser and all of Oklahoma’s State Regents provided in ensuring that the conference report for the omnibus appropriations bill addressed the concern that GEAR UP grantees from 1999 would be funded in their sixth year... In Oklahoma, specifically, the language will significantly impact all eleven of the GEAR UP grantees in your state from 1999; which equates to more resources and more students served in Oklahoma as well as the original GEAR UP states. The note goes on to commend Rep. Tom Cole for his efforts on GEAR UP.

- Dr. Kermit McMurry, Vice Chancellor for Student Affairs, was one of four former athletes inducted into the Cowley County Community College’s Athletic Hall of Fame on February 7. He holds the institution’s record for most rebounds and most points scored in a single game.

- Chancellor Paul Risser addressed numerous audiences in January including the Ponca City Lion’s Club, the Center for Nonprofits, the Noble Foundation Board of Trustees, the OU Colloquium of the Teaching-Scholars Initiative, the Stillwater Economic Summit, and the OCCC Board of Regents Retreat. In February, the Chancellor will address the McAlester Rotary and the OU-Tulsa Leadership Retreat. He will be the commencement speaker at Western Oklahoma State College on May 7 and will be Altus Rotary Club speaker on March 23.

- Armando Pena, Director of Student Preparation Programs, will present at a panel on GEAR UP Initiatives for Family and School Outreach at the Partners Conference for Oklahoma Families on February 29.

- Tracy Fredman's article "Teacher Work Sample Methodology: Implementation and Practical Application in Teacher Preparation" will be published in the Innovative Practices issue of "Action in Teacher Education" later this year. This is a publication of the OU Department of Instructional Leadership and Academic Curriculum.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #29-a (1):

Programs

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
3 degree program requirement changes

Northeastern State University (NSU)
3 degree program requirement changes

Southwestern Oklahoma State University (SWOSU)
9 option additions
1 degree program combination
1 degree program name change
1 degree program requirement change

Oklahoma Panhandle State University (OPSU)
1 option deletion

Northern Oklahoma College (NOC)
3 option additions

Connors State College (CSC)
2 degree program requirement changes
2 option additions

POLICY ISSUES:

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

ANALYSIS:

OU – Master of Science in Civil Engineering (038)
Degree program requirement changes:
• Implement the accelerated baccalaureate/master’s non-thesis option;
• a non-thesis option is available in the traditional program and implementing it in the accelerated program will provide flexible options for students desiring further coursework and a research paper rather than a research project;
• this change is expected to increase the appeal of the program and increase graduates from the program;
• no new courses will be added; and
• no new funds required.

OU – Master of Environmental Science in Environmental Science (076)
Degree program requirement changes:
• Implement the accelerated baccalaureate/master’s non-thesis option;
• a non-thesis option is available in the traditional program and implementing it in the accelerated program will provide flexible options for students desiring further coursework and a research paper rather than a research project;
• this change is expected to increase the appeal of the program and increase graduates from the program;
• no new courses will be added; and
• no new funds required.

OU – Master of Science in Telecommunications Systems (339)
Degree program requirement changes:
• remove TCOM 5133 TCOM 5253, and ECE 5253 as requirements;
• rename TCOM 5272 and TCOM 5553, while removing provision to substitute ECEN 5553 for TCOM 5553;
• require completion of a minimum of 12 credit hours in core TCOM, ECE, MATH, or CS courses;
• changes provide sufficient flexibility for students while limiting selections to ensure competency in engineering;
• no new courses will be added; and
• no new funds required.

NSU – Master of Education in Reading (075)
Degree program requirement changes:
• add course requirement options in EDUC 5143 Qualitative Research;
• the new course options expand opportunities for both quantitative and qualitative research in the requirements for the degree program;
• no new courses will be added; and
• no new funds required.

NSU – Master of Science in Library Media and Information Technology (129)
Degree program requirement changes:
• delete EDUC 5633 Cognitive Learning Styles as an option under Enrichment courses, leaving EDUC 5573 Public School Relations as the required course for the program;
• the change will correct a weakness in the program as cited in the NCATE review and provide opportunities for students in the program to build relationships with aspiring principals from other programs;
• no new courses will be added; and
• no new funds required.
NSU – Bachelor of Science in Science Education in Science Education (120)
Degree program requirement changes:
• for the physics option, specific mathematics prerequisite courses for physics are added to the major, and Physics 1115 General Physics is replaced by Physics 2215 Engineering Physics I;
• Physics electives are reduced and Organic Chemistry and Human Physiology are removed from the science core;
• these changes will bring the program into alignment with NCATE standards;
• no new courses will be added; and
• no new funds required.

SWOSU – Bachelor of Arts in English (018)
Option additions:
• add options in “literature emphasis” and “writing emphasis;”
• the new options will modernize offering to better suit professional demands on students, prepare students for writing careers, and better articulate to other Oklahoma institutions;
• twenty-one new courses will be added with current courses under review for deletion; and
• no new funds required.

SWOSU – Master of Education in English Education (064)
Degree program name change, and degree program combination with option additions:
• change degree program name to “Master of Education in Education;”
• combine the curricula for the Master of Education in Mathematics Education (072), Master of Education in Natural Science Education (074), Master of Education in Social Science Education (080), and Master of Education in Technology Education (069) into one program with five options (these programs will be deleted; see Deletion agenda item);
• add options in “English secondary education,” “mathematics secondary education,” “natural science secondary education,” “social science secondary education,” and “technology secondary education;”
• the combination and new options will provide a consistent core of courses and more flexibility for students;
• no courses will be added or deleted; and
• no new funds required or will be available for reallocation.

SWOSU – Bachelor of Science in Computer Science (088)
Option additions and degree program requirement change:
• add options in “information systems” and “computer science;”
• the new options will provide formalized curriculum options for students;
• increase the number of option requirement courses from 24 credit hours to 30 credit hours;
• increase total program requirements to 42 credit hours, in compliance with ABET accrediting standards;
• no new courses will be added; and
• no new funds required.
OPSU – Bachelor of Science in Animal Science (003)
Option deletion:
- delete option in “swine management;”
- there is no demand for the option;
- no students remain in the option;
- no courses will be deleted; and
- no funds will be available for reallocation.

NOC – Associate of Applied Science in Engineering Technology (070)
Option additions:
- add options in “quality technician” and “engineering technician;”
- the new options will offer MerCruiser Corporation employees the opportunity to complete this degree program utilizing the Extrainstitutional Learning Policy;
- the Extrainstitutional Learning Policy will utilize experiential learning and apprenticeship training of MerCruiser employees to facilitate degree completion;
- no courses will be added; and
- no new funds required.

NOC – Associate of Applied Science in Information Technology (083)
Option addition:
- add option in “interactive media;”
- the new option prepares students for careers in multimedia and digital communications;
- the new option will be offered as part of a cooperative agreement with Northwest Technology Center;
- sixteen new courses will be added through the cooperative agreement; and
- no new funds required.

CSC – All Associate in Science and Associate in Arts degrees
Degree program requirement changes:
- add a three credit-hour requirement in oral communications as a general education requirement;
- two courses will be accepted: SPCH 1113 Introduction to Oral Communications, or NURS 1117 Foundations of Nursing Communication Lab (for nursing students only);
- the change is in response to baccalaureate program requirements for oral communications to ensure a seamless transfer into four-year programs from CSC;
- no new courses will be added; and
- no new funds required.

CSC – Associate in Science in Business Administration (005)
Degree program requirement change:
- delete BUSN 1263 Microcomputers and Business as a general education required course and delete BUSN 1533 Spreadsheet Analysis as a program requirement;
- add COMS 1113 Fundamentals of Computers and COMS 1533 Spreadsheet Analysis as required courses;
- the change minimizes duplicative curricula in multiple courses and simplifies the requirements for students;
- no new courses will be added; and
- no new funds required.
CSC – Associate in Science in Pre-Nursing
Option addition:
- add “RN-BSN” option and “Generic BSN Option;”
- the two options are intended to ensure a seamless transfer into four-year programs from CSC while offering the necessary curriculum for students not intending to continue;
- no new courses will be added; and
- no new funds required.
AGENDA ITEM #29-a (2):

Programs

SUBJECT: Ratification of approved institutional request.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
4 course requirement changes

University of Central Oklahoma (UCO)
1 option name change

Carl Albert State College (CASC)
1 course requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Master of Landscape Architecture in Landscape Architecture (244)
Course requirement change:
• change research methods requirement from a list of options to LA 5403 and change requirement and maximum credit for LA 5970 from three, one-hour enrollments to one, one-hour enrollment;
• changes are consistent with accreditation requirements;
• no courses will be deleted or added; and
• no new funds required.

OU – Master of Liberal Studies in Liberal Studies (232)
Course requirement change:
• change LSTD course numbers and titles to more accurately reflect course content;
• no courses will be deleted or added; and
• no new funds required.
OU – Bachelor of Science in Education in Early Childhood Education (046)
Course requirement change:
- change EDEC 2203 Creative Expression from specialized education requirements to general education requirements;
- no courses will be deleted or added; and
- no new funds required.

OU – Bachelor of Arts in German (099)
Course requirement change:
- change “A course in modern European History approved by advisor” to “HIST 3603 or HIST 3263 or alternative approved by advisor;”
- delete major support requirement of “An elementary knowledge of another modern or classical foreign language (0-10 hours) or nine hours of MLLL 3000- level courses or above;”
- add major support requirement of “An upper division cognate course to be approved by the German advisor;”
- add “Optional: majors are encouraged to spend a semester or year in a German-speaking country through an OU International Exchange Program;”
- delete one required 4000/5000-level course;
- no courses will be deleted or added; and
- no new funds required.

UCO – Master of Arts in English (099)
Option name change:
- change “English – Composition Skills” option name to “English – Composition and Rhetoric;”
- the name change will align program with similar programs at other universities;
- no courses will be deleted or added; and
- no new funds required.

CASC – Associate in Applied Science in Radiologic Technology (058)
Course requirement changes:
- change course numbers, course credit hours, and course sequencing;
- delete medical terminology course;
- add an additional clinical experience course;
- changes will facilitate student articulation to advanced degree programs and meet accrediting requirements;
- no courses will be deleted or added; and
- no new funds required.
AGENDA ITEM #29-a (3):

Programs

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

RECOMMENDATION:

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

BACKGROUND:

Northeastern State University (NSU) requests authorization to suspend the Bachelor of Science in Athletic Training (134), the Certificate in Psychometrist (073), and the Certificate in School Psychologist (110).

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:

Northeastern State University

NSU requests suspension of the Bachelor in Science in Athletic Training (134). NSU cites inadequate resources to continue the program. The institution requests suspension of the program while it considers its future. Three students remain in the program and will be counseled into other programs.

NSU requests suspension of the Certificate in Psychometrist (073) and the Certificate in School Psychologist (110). The programs do not meet current professional standards of the National Association of School Psychologists, nor the standards for the Oklahoma Commission for Teacher Preparation or National Council for the Accreditation of Teacher Education. The institution requests suspension of the programs while the standards and costs to meet these standards are assessed. Ten students remain in the Psychometrist program and 17 students remain in the Psychologist program. All students will complete the programs as scheduled.

It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to these programs, and the programs will not be listed in the college catalog. It is further understood that NSU will reinstate or delete the suspended programs by January 12, 2007.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #29-b (1):

Electronic Media

SUBJECT: Cameron University (CU). Acceptance of “best practices” review and approval of request for continuing authorization to offer degree programs via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents accept the “best practices” review and grant continuing approval to CU to offer the Associate in Science in Interdisciplinary Studies and Associate in Applied Science in Applied Technology via electronic media.

BACKGROUND:

At the June 29, 2001 meeting, the State Regents granted provisional approval to CU to offer the Associate in Science in Interdisciplinary Studies and Associate in Applied Science in Applied Technology via electronic media. Continuing approval of the electronic offerings was contingent upon CU completing a “best practices” review prior to August 1, 2003. At the September 12, 2003 meeting, the State Regents approved CU’s request to extend the review schedule for the programs to December 1, 2003. The report was received December 12, 2003.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs,” which requires institutions to complete a “best practices” review for programs delivered via electronic media in order to receive final approval. Consistent with revisions approved at the State Regents’ May 30, 2003 meeting, once an institution has successfully completed a best practice review and received final approval of an electronic delivery program, additional existing programs may be considered for electronic delivery without completing the “best practices” process.

ANALYSIS:

The structure of the best practice review for the two associate degree programs was based on the criteria established by the Higher Learning Commission of the North Central Association for Colleges and Schools, and drew upon the “Principles of Best Practice” developed by the Western Cooperative for Educational Telecommunications. The report was both well-organized and comprehensive.

CU has been active in distance education delivery since the 1980’s, through participation in the Higher Education Telecommunications Association for telecourse offerings via public television and interactive video offerings over OneNet to remote sites in Altus and Duncan. As new delivery options were identified, the institution organized formal planning efforts to prepare for their implementation. The Planning and
The Organizational Support for Teaching (POST) Center was created in 1998, and the Web-Based Program Development Task Force was established in 1999.

CU’s early efforts in identifying best practices evolved during participation in a national benchmarking project in 1998 that examined faculty instructional development. The State Regents were one of 14 sponsors of the study, and CU was one of seven campuses in the State System that participated. Among the best practice sites identified was the University of Central Florida (UCF). A visit by CU staff to UCF in 2001 helped identify key issues and areas of focus for online program offerings.

A Best Practices Committee was established to conduct the review and prepare the report. The committee consisted of representatives from distance learning, academic administration, and faculty. The review included qualitative information and data related to the institutional context and commitment, curriculum and instruction, faculty and student support, and evaluation and assessment. Each area was examined in detail and supported by an extensive set of appendices.

CU’s online offerings are delivered using the Blackboard course management system (CMS), one of the leading providers of CMS software. Initially, support services were provided through a third-party vendor, Eduprise. More recently, CU has taken on direct responsibility for those support services, including upgrades to servers, increased security, and more reliable and redundant systems. Surveys of students and faculty indicate high satisfaction with CU offerings and support services, including tutorials, helpdesk support, and access to student services. CU’s adoption of a web-based student information system has been an important factor in promoting access for learners in remote locations. A new online library system is scheduled for implementation in spring 2004.

The results of the review helped CU identify areas for improvement, which include development of an electronic payment system, Section 508-compliant materials and services, and online tools for academic planning. Additionally, the review led to an examination of student grievance procedures as they relate to distance learners, and improvements in needs assessment and planning.

Based on staff analysis of the “best practices” review report, these programs meet the criteria for continuing approval as outlined in the State Regents’ Electronic Media Policy. Continued authorization of the electronic offerings is recommended.
AGENDA ITEM #29-b (2):

Electronic Media

SUBJECT: Approval of institutional requests for “best practices” review schedule extensions.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma Panhandle State University and Carl Albert State College’s requests to extend the “best practices” review schedules for existing degree programs, as detailed below.

BACKGROUND:

At the State Regents’ June 30, 2000 meeting, Oklahoma Panhandle State University (OPSU) was authorized to offer the Bachelor of Science in Nursing (BSN) (053) via electronic media with the stipulation that continuation of the electronic offering beyond spring 2003 would depend upon the successful completion of a “best practices” review prior to December 15, 2002. At the February 21, 2003 meeting, the State Regents approved OPSU’s request to extend the review schedule for the BSN to December 15, 2003. OPSU requests authorization to further extend the best practice review schedule for this program to March 1, 2004.

At the State Regents’ May 24, 2002 meeting, Carl Albert State College (CASC) was authorized to offer the following programs via electronic media with the stipulation that continuation of the electronic offerings beyond spring 2004 would depend upon the successful completion of a “best practices” review prior to January 1, 2004:

- Associate in Arts in Psychology/Sociology;
- Associate in Arts in Business Administration;
- Associate in Arts in Social Sciences; and
- Associate in Applied Science in Computer Technology.

CASC requests authorization to extend the best practice review schedule for these programs to August 1, 2004.

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.”

ANALYSIS:

OPSU requests an extension to allow adequate time to complete the “best practices” review process. Due to several extenuating circumstances, including personnel changes within the nursing department and in campus leadership, the review process was not initiated within the original timeline prescribed in June 2000 or during the extension approved by the State Regents in February 2003. Institutional officials indicate that the review
process and report can be completed by March 1 in conjunction with a National League of Nursing accreditation review. Approval of OPSU’s request to extend the best practice review schedule for the BSN to March 1, 2004 is recommended.

CASC requests an extension to complete the review process, which was delayed due to personnel changes in campus leadership. Institutional officials indicate that the review and report can be completed within the next six months. Approval of CASC’s request to extend the best practice review schedule for these programs to August 1, 2004 is recommended.
AGENDA ITEM #29-c:

Cooperative Agreement

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Northern Oklahoma College’s (NOC) and Redlands Community College’s (RCC) requests, as detailed below.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy was designed to expand Oklahomans’ educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma’s colleges and technology centers. Currently, 323 cooperative agreements (involving 118 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTC) and 2 out-of-state CTCs.

At the January 24, 1997 meeting, the State Regents approved revisions to the Cooperative Agreement Policy that allow high school students meeting specified requirements to enroll in cooperative agreements.

NOC requests authorization for cooperative agreements with Northwest Technology Center (NWTC) and Meridian Technology Center (MTC). These cooperative agreements will allow students to receive college credit for coursework completed at the technology center towards the Associate in Applied Science in Information Technology (083) and the Associate in Applied Science in Radiography (079) degree as detailed below.

RCC requests authorization to delete the cooperative agreement with Caddo Kiowa Technology Center (CKTC) for the Associate in Applied Science in Criminal Justice (045) and to delete the cooperative agreement with Chisholm Trail Technology Center (CTTC) for the Associate in Applied Science in Emergency Medical Technology (076).

POLICY ISSUES:

These actions are consistent with the State Regents’ “Guidelines for Approval of Cooperative Agreements.”

ANALYSIS:

Northern Oklahoma College

NOC requests authorization to establish two cooperative agreements: one cooperative agreement with NWTC, whereby students may earn up to 48 credit hours toward the Associate in Applied Science (AAS) in
Information Technology (083); and one cooperative agreement with MTC, whereby students may earn up to 52 credit hours toward the AAS in Radiography (079).

It is understood that general education courses required for these degree programs will not be offered as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents’ policy in the Information Technology program only.

Institutional and CTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreements. The committees will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

Redlands Community College
RCC requests authorization to delete two cooperative agreements due to lack of enrollments:
• Delete the cooperative agreement with CKTC for the AAS in Criminal Justice (045); and
• Delete the cooperative agreement with CTTC for the AAS in Emergency Medical Technology (076).

Approval was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #29-d:

Academic Nomenclature

SUBJECT: Ratification of institutional request to change nomenclature of an academic department.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

OU requests ratification of its department name change from “Department of Health and Sports Science” to “Department of Health and Exercise Science.”

POLICY ISSUES:

This action is consistent with the State Regents’ “Approval of Changes in Academic Structure and Nomenclature at Institutions in the Oklahoma State System of Higher Education.”

ANALYSIS:

The faculty of the Department of Health and Sports Sciences has made a concerted effort over the past ten years to shift the curricular and research emphasis to health and exercise sciences. As a result, the department has a minimal emphasis on sport and sport-related research. Changing the name of the department will represent the academic focus of the unit, reflect the unit’s curricular and research emphasis, make the department name consistent with the new doctorate program, and assist the department in its efforts to recruit quality students and faculty to the program. Further, the course designator will be changed from “HSS” to “HES.”

The proposal was approved by the faculty of the department, the Dean of the College of Arts and Sciences, the Senior Vice President and Provost, and the University of Oklahoma Board of Regents. An approval letter was issued by the Chancellor and State Regents’ ratification is recommended.
AGENDA ITEM #29-e (1):

Administrative Procedures Act

SUBJECT: Adoption of Permanent Rules

RECOMMENDATION:

It is recommended that the State Regents adopt the permanent rules for the Regional University Baccalaureate Scholarship.

BACKGROUND:

The Regional University Baccalaureate Scholarship (RUBS) was created by the State Regents in 1994 to enable public regional universities to provide a four year scholarship to academically promising Oklahoma students enrolled in a baccalaureate program. This scholarship provides students awards of $3,000 per year for tuition, fees, room and board, and required textbooks at regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

The policy administering the RUBS is currently only in the State Regents’ policy book. Oklahoma statutes require that policy for higher education programs such as the RUBS be implemented through the Administrative Procedures Act.

POLICY ISSUES:

The proposed rules make no changes to the current operating procedures of the RUBS.

ANALYSIS:

The proposed rules were posted at the December 4, 2003 State Regents’ meeting. No changes have been made from the posted version.

The Regional University Baccalaureate Scholarship is currently operating only under State Regents’ policy. The proposed new permanent rules for the RUBS simply use the identical language currently in the State Regents’ policy.
610:25-33-1. Purpose
The purpose of the Regional Baccalaureate Scholarship Program is:

(1) To enable public regional universities to provide up to four years of scholarship support to academically promising Oklahoma students enrolled in a baccalaureate program.
(2) To enhance academic quality in public regional universities.

610:25-33-2. Definitions
The following words or terms, when used in this Subchapter, shall have the following meaning, unless the concept clearly indicates otherwise:
"Public Regional Institution", as defined by the State Regents’ policy in Section II-2-24 under Regional and Special Purpose universities.

610:25-33-3. General Provision
(a) Each regional university will receive an annual allocation to support scholarships to be awarded to students who meet the eligibility criteria in Section B, below, and continuing students who meet the criteria in Section C, below. The university may establish additional eligibility criteria. The scholarship award may be used only at the university making the award; it is not portable.
(b) Funding for the awards shall be made in a special allocation of state appropriated monies to the regional universities. The regional universities shall make tuition waiver scholarships available to each student, as provided in State Regents’ policy (IV.A.2.g). The allocation, tuition waiver, and any other state or federal financial aid for which the student qualifies shall comprise a scholarship sufficient to cover the costs of tuition and fees, room and board, and books and supplies required for courses.

610:25-33-4. Eligibility Requirements
(a) Applicants shall be Oklahoma residents.
(b) Applicants must meet one of the following criteria defined below:
(1) An ACT qualified student, which shall mean a student whose American College Testing composite score is at least 30 and whose grade-point-average and class rank are exceptional, as determined by the institution;
(2) A National Merit Semifinalist or Commended Student, which shall mean a student designated as a National Merit Semifinalist or National Merit Commended Student by the National Merit Scholarship Corporation;
(c) Only ACT and SAT test scores from tests administered on national test dates will be considered for admission to the program.

610:25-33-5. Criteria for Continued Eligibility
(a) Participants awarded a scholarship must maintain a cumulative 3.25 grade-point-average. A program year is defined as beginning in the fall semester and continuing through the summer term. The cumulative grade-point-average will be determined at the end of the program year, i.e., between the summer and fall terms.
(b) Scholarship recipients must maintain full-time enrollment each semester. Full-time enrollment shall mean a minimum of 12 hours per semester and 24 hours in the two regular semesters. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the two regular semesters to retain eligibility for the next program year.
(c) A student who fails to meet the continued eligibility requirements will be removed from the program without academic scholarship assistance the following semester. Any semester during which the student does not receive an award due to failure to meet the continuing eligibility requirements is counted as a semester
used in the program and is deducted from the eight semesters allotted for the program. A student may be reinstated to the program:

(1) If the student achieves a 3.25 cumulative grade-point average at the end of the following fall or spring semester or summer term;

(2) If the student in the following fall or spring semester remedies the credit-hour deficiency by earning twelve credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.

(d) In summary, a student may be reinstated only one time and has one year to remedy the grade-point average or credit-hour deficiency. Maintaining eligibility and familiarity with State Regents' and institutional policy is the responsibility of the student.

(e) Participants may take a leave of absence from the program by petition to the Oklahoma State Regents for Higher Education. Leaves of absence may not be used to remedy grade-point average or credit-hour deficiency.

610:35-33-6. Fiscal Policies
(a) Students may be awarded additional state-supported financial aid, such as fee waiver scholarships and Oklahoma Tuition Aid Grants, but not in excess of legitimate educational costs.
(b) Students may accept scholarships and grants from non-state sources.
(c) A student may be awarded a scholarship for up to 8 semesters of study in a baccalaureate program at a regional university or until the student is granted a baccalaureate degree, whichever occurs first.
(d) The allocation of appropriated funds to the regional university shall be on the student's behalf and shall contain appropriate restrictions and conditions that such monies be expended only for the purposes authorized.
(e) If a student fails to meet the requirements for continued eligibility, the university may award the remainder of the student's scholarship to another qualified student.
(f) Unused scholarship awards will be reallocated to other universities. The reallocation of the unused scholarship funds shall be on the basis of the number of qualified students.
AGENDA ITEM #29-e (2):

Administrative Procedures Act

SUBJECT: Regents Education Program

RECOMMENDATION:

It is recommended that the State Regents adopt the revised administrative rules for the Regents Education Program, as submitted, and continue the rule revocation process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:
This agenda item was originally presented to the State Regents at their September 12, 2003. Following the required APA public comment period, the item is now presented for final action on the adoption of the program rule amendment.

A review by OSRHE legal counsel of the current administrative rules relating to the Regents Education Program concluded that the rules do not meet the APA definition of a rule. The Regents Education Program rule is an internal policy statement; therefore it should remain as a Regent’s policy, but be revoked as an administrative rule.

POLICY ISSUES:

This action is necessary to comply with the definition of rules as defined by the Administrative Procedures Act.

ANALYSIS:

Approval by the State Regents would allow the process of revocation of the unnecessary administrative rule to continue as defined by the Administrative Procedures Act.
American higher education has thrived under the unique concept of lay governance. If that tradition is to continue, qualified men and women must be selected to serve as regents, and they must also be educated to govern in situations of increased complexity and accelerating change. A series of legislation was passed in Oklahoma during the late 1980s to improve Oklahoma higher education and increase its accountability [74 O.S.§ 3101]. That activity was capped by the passage of bills in 1990 calling for a regents' education program [70 O.S.§ 3228]. The purpose of the program is to educate Oklahoma regents and trustees about the nature of their responsibilities and the seriousness with which they should be undertaken. More specifically, the program is to provide information and understandings that will allow regents and trustees to perform their public responsibilities and to govern successfully in the face of greater calls for wider programs and services, mandates for greater accountability, changing clientele and demands, and resource scarcity.

610:1-9-2. Definitions [REVOKED]

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

"Course bulletin" means the schedule of Regents Education Courses which is distributed periodically and supplemented with updates.

"Credit" means clock-hour credit earned to satisfy requirements of this program only. It does not refer to "collegiate" credit which can be applied to college/university transcripts.

"Date of taking office" means the date on which a qualified person (one who meets the age requirements and other qualifications set out in 70 O.S. § 3202[b]) "takes office" thus triggering the continuing education requirements. It is the first date on which one of the following sets of criteria is satisfied:

(A) The appointment has been confirmed by the Senate, the appointee has taken the oath provided by law, and the predecessor's term has expired, or
(B) The individual's nomination has been submitted to the Senate (but has not yet been confirmed), the current Regent has resigned (or otherwise vacated the office as provided in 51 O.S. § 8), the Governor has appointed the individual to hold the office on an interim basis pending Senate confirmation (74 O.S. § 2.2) and the appointee has taken the oath provided by law.

"Hour" means the unit of credit assigned by the State Regents to Regents Education Courses. The unit of credit will indicate the relative importance and value of the offering but will not exceed the actual hours and minutes of course duration.

"Regents education courses" means courses, seminars, lectures, videotapes, audiotapes, and satellite downlinks approved by the State Regents as part of the Regents Education Program and offered for credit.

610:1-9-3. Administration of program [REVOKED]

(a) The Oklahoma State Regents for Higher Education are charged with responsibility for developing and operating the Regents Education Program in consultation with the State Attorney General's office.

(b) A Regents Education Program Advisory Committee shall be formed to assist, advise, develop, and react to proposals.

(1) Duties. The advisory committee will provide counsel to the Chancellor as follows:

(A) designing, implementing, and refining the program, and
(B) developing an annual curriculum.

(2) Membership/terms. The provisions for membership and terms of the advisory committee are as follows:
(A) The advisory committee will be comprised of 8–10 individuals representing the faculty, administration, and board staff of two-year, four-year, and comprehensive institutions.

(B) A former regent or regents with service experience preferably on two of the three types of higher education boards (coordinating, governing, administrative) may also be selected to serve on the committee.

(C) Members of the committee will be appointed by the Chancellor.

(D) Ex officio members of the committee will include the Assistant Attorney General serving as the higher education liaison, the Executive Assistant to the Chancellor for Board Relations, and the Executive Secretaries of the three multi-institution governing boards.

610:1-9-4. Participants in program [REVOKED]

(a) All regents and trustees for Oklahoma’s 18 higher education boards appointed or reappointed after January 1, 1991, will complete the Regents Education Program as required by law.

(b) All regents and trustees for Oklahoma’s 18 higher education boards appointed prior to January 1, 1991, will be given the opportunity to participate in the Regents Education Program.

(c) All regents and trustees will be notified and given the opportunity to participate in the Regents Education Program even after the 15-hour requirement is satisfied.

(d) Opportunity to participate in portions of the program may be made available and announced to others in the higher education community, common and vocational-technical education, other sectors of state government, the public at large, and regional/national education organizations.

610:1-9-5. Delivery of courses [REVOKED]

(a) Regents education courses will be offered at various locations within the state with at least one-half of the offerings to be offered outside the major population centers.

(b) Courses will be offered through the following sources:

(1) classroom settings on campuses

(2) seminar settings in various locations

(3) electronic media including audio tapes, satellite, compressed video, OneNet, videotapes, etc.

(c) The State Regents will host seminars/lectureships on an annual basis, each containing portions of program components as set forth in 610:1-9-6. Generally, it is expected that each annual seminar/lectureships series would offer 4–8 hours of credit.

(d) Courses may be hosted and offered by the following: The State Regents, colleges/universities, other government agencies, civic groups, national education or other professional organizations, and others. All such courses and their credit must be approved in advance by the State Regents’ office. The State Regents will maintain an official Regents Education Course Inventory and will provide official notice of credit opportunities to the state’s regents and trustees and college/university presidents.

(e) Education sessions offered by institutions and board offices for their respective boards of regents may qualify for credit with advance approval.

610:1-9-6. Program curriculum [REVOKED]

Each Regent/Trustee appointed or reappointed after January 1, 1991, must complete 15 hours of continuing education within two years of the date on which the Regent/Trustee takes office. Individuals appointed to a board for a term of less than two years are expected to participate in the Regents Education Program. For purposes of the Regents Education Program, an initial term of less than two years and a successive appointment to the same or another board in The Oklahoma State System of Higher Education will be treated as a single term and the Regent/Trustee will have two years from the date he/she takes office for the initial appointment in which to complete the continuing education requirement. Two of the 15 hours must be in ethics as required by law [70 O.S. § 3228(A)]. The Regents Education Program will be comprised of three general areas of education as follows:

(1) Orientation is required as a prerequisite for the Regents Education Program for all Regents/Trustees appointed or reappointed after January 1, 1991.
(A) All boards are currently required to brief new members on the duties of their office within two weeks of appointment. [74 O.S. § 3101]

(B) Orientations are offered at the campus or system board site and conducted by the board secretary, president, and/or other executive officer familiar with the responsibilities of the board. Board orientation sessions may qualify for up to four hours of Regents Education Program with advance approval.

(2) A minimum of eight hours is required to be spent on core programs. There is a standard, base-line knowledge necessary for the successful service of Regents/Trustees. Many members are successful business people and many have considerable experience in serving on boards of some type. While bringing these valuable perspectives to higher education lay governance, a familiarity with specific responsibilities of regents will be beneficial to understand and provide effective leadership for the higher education operation. Courses for the core programs would include:

(A) History and traditions of higher education and lay governance in America, such as:
   (i) academic freedom and tenure,
   (ii) institutional autonomy/central control, State System policies, State Regents’ governing board regents’ responsibilities,
   (iii) development of the three-tiered system of two-year colleges, regional universities, and research universities,
   (iv) governance systems in higher education and the role of lay governance,
   (v) the distinction between policy development and day-to-day management,
   (vi) faculty and student roles in the governance process,
   (vii) politics and higher education,
   (viii) higher education finance (sources of support, as well as accounting practices and principles),
   (ix) legal aspects of higher education and legal responsibilities of regents, and
   (x) ethics issues facing individual regents, boards, and institutions (two hours required by law).

(B) Methods for delivery of this coursework include:
   (i) The key method of delivery will be an annual one to two-day seminar. Core courses may also be taken through the year by one of the methods described below.
   (ii) Multimedia package on Trustee Responsibilities (Kellogg Foundation/ Association of Governing Boards) to be shown at campus or board office locations.
   (iii) Seminars conducted by well-known speakers, national education organizations, government agencies, etc., as approved by the State Regents.
   (iv) Campus-based lectures by Oklahoma higher education faculty on specified topics.
   (v) Videotapes on higher education leadership to be used in campus classroom settings with faculty-conducted question-and-answer sessions following.

(3) A minimum of three hours of higher education issues is required. Courses in this part of the curriculum will be designed to keep Oklahoma Regents and Trustees apprised of state and national issues that impact the operation of their colleges/universities and higher education generally. This curriculum will acquaint board members with the issues and provide information that will allow better planning for the future. Some of the issues may be a take-off or expansion of issues more generally addressed in the core Regents’ Responsibilities section, 610:1-9-6(2). Courses may be unrelated to institutional type or institutional-type specific, such as:

(A) A workshop on Students – Yesterday, Today, and Tomorrow, which could include:
   (i) changing American college student body and the effects of those changes on the nature of the institution, student support services, and long-range planning;
   (ii) student retention and graduation;
   (iii) advising and counseling, the multicultural, multiethnic campus; and
   (iv) the non-traditional student, the differing roles of the different types of institutions.

(B) A workshop on higher education finance including presentations on:
(i) capital projects,
(ii) foundations,
(iii) state laws governing different kinds of money, and
(iv) different kinds of funding methods used in different states.

(C) Assessment and accountability in higher education, one of the hottest national issues today, concerning:

(i) the assessment of student learning,
(ii) evaluation of programs,
(iii) faculty evaluation and merit pay, and
(iv) strategic planning as a way of focusing resources and maximizing opportunities.

(D) Fundraising, including presentations on alternate sources and methods of funding.

(E) Other current issues such as:

(i) the role of athletics,
(ii) fraternities and sororities,
(iii) racism on campus, and
(iv) general education versus professional education.

(4) Methods for delivery of issues coursework are listed in (2)(B) of this Section.

610:1-9-7. Class schedule [REVOKED]
(a) The class schedule for the Regents Education Program will be announced via "Regents Education Program Bulletin". Updates may also be made using postcard alerts.
(b) The master annual schedule will be developed in consultation with the committees, councils, and offices as set forth in of 610:1-9-3(b) and submitted by the Chancellor for State Regents' approval. Updates in the annual schedule will be approved by the Chancellor in accordance with policy guidelines.

(a) Class schedules for the Regents Education Program will be circulated to all regents and trustees at the beginning of the fiscal year and to all new regents and trustees upon their initial appointment.
(b) Regents and trustees will be expected to register for the courses at least two weeks prior to their offering.
(c) Class instructors will certify course completion to the State Regents' office on forms provided by the Chancellor's office.
(d) The State Regents will issue Certificates of Achievement following completion of 15 hours of credit that includes a minimum of eight hours of core credit (with two hours in ethics), and three hours of issues credit.
(e) The State Regents will provide notification and alerts for Regents and Trustees regarding final opportunities to satisfy education requirements.

(a) Insofar as state appropriated funds or external private funds are available, the State Regents will incur costs of speakers, materials, printing, postage, copying, and meeting room charges for the Regents Education Program.
(b) Regents and Trustees will incur the cost of meals, lodging, and travel and will be reimbursed in the usual manner according to the State Travel Law [74 O.S. § 500.1 et seq.].
(c) Seminar attendees who are not Regents and Trustees will be charged an announced nominal fee to cover costs of postage, copying, meeting materials, and seminar refreshments.

610:1-9-10. Contracting for assistance [REVOKED]
The State Regents will be responsible for arrangements for the offering of course work for the Regents Education Program and may contract or coordinate for assistance in one or more of the following:
(1) mailing of class schedules,
(2) printing of class schedules and bulletins,
(3) registration/certification activities,
(4) development of courses,
(5) utilization of faculty expertise,
(6) securing of meeting sites,
(7) meal arrangements,
(8) purchase and shipping of course materials.

610:1-9-11. Effective date [REVOKED]

The Regents Education Program shall become effective with the first full-year class schedule to commence July 1, 1991.
AGENDA ITEM #29-f:

Scholarships

SUBJECT: Academic Scholar Program Awards for Fall 2003

RECOMMENDATION:

It is recommended that the State Regents ratify the Academic Scholars Program recipients for the fall 2003 semester.

BACKGROUND:

The State Regents have 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 previously awarded participants funding for tuition, fees, room and board, and required textbooks or materials for up to five (5) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. Beginning with the fall 2000 incoming freshmen, students now receive up to four (4) years of scholarship support. The annual award amounts for all automatic qualifiers and returning institutional nominees in the 2003-04 academic year are $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 institutional nominees are $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.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy (II-5-10).

ANALYSIS:

There are 2070 participants in the Academic Scholars Program for the 2003 fall semester. In the 2003 freshman class, there are 617 awardees. Thirty-seven percent (231) are National Merit Scholars. The number of freshman Academic Scholars awardees has increased by eight percent from 2002 when 570 freshmen were admitted to the program. Allocations for the fall 2003 semester total $5,140,075 as shown on the attached schedule.
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Total: 1,106 scholars awarded $ 2,926,625

Total: 66 scholars awarded $ 70,125

Total: 6 scholars awarded $ 16,500

Total: 420 scholars awarded $1,048,350

Total: 4 scholars awarded $ 5,300

Total: 7 scholars awarded $ 9,675
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**TOTAL PARTICIPANTS** 2,070 **$5,140,075**
AGENDA ITEM #29-g:

Capital


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of November 20, 2003, through January 27, 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 November 20, 2003, through January 27, 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 $20,084,741. This total is represented $1,657,764 in Section 13/New College allotments and $18,426,977 in State Fund allotments.
### Allotment of Funds for Capital Projects

(For the Period of November 20, 2003, through January 27, 2004)

Section 13, New College, and State Funding Sources

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<th>Institution</th>
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**Total** 180,000 $180,000

Northeastern Oklahoma A&M College

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**Total** 554,228 $554,228

Oklahoma City Community College

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AGENDA ITEM #29-h (1):

Agency Operations

(Not Available Electronically)
(Not Available Electronically)
(Not Available Electronically)
WHEREAS, Patsy Beagles was employed by the State Regents in 1985; and

WHEREAS, Patsy Beagles retired on December 31, 2003, from her position as Accounting Specialist III; and

WHEREAS, Patsy Beagles held increasingly responsible positions and assumed additional assignments during her State Regents’ employment; and

WHEREAS, Patsy Beagles is recognized throughout the organization and the State System for her efforts, including her reliable and conscientious work in the Fiscal Affairs Division, the Student Affairs Division and most recently in the Business Office of the Budget and Finance Division; and

WHEREAS, Patsy Beagles was a dedicated and reliable worker responsible for accounts payable and accounts receivable;

NOW, THEREFORE, BE IT RESOLVED THAT the State Regents express appreciation to Patsy Beagles for her dedicated service and loyalty to The Oklahoma State System of Higher Education and its advancement.

BE IT FURTHER RESOLVED that best wishes and sincere thanks of the State Regents and the Chancellor go with Patsy as she enters retirement.

Joseph E. Cappy, Secretary

Marlin “Ike” Glass, 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 February 13, 2004.

Paul G. Risser, Chancellor
AGENDA ITEM #29-h (3):

Agency Operations

SUBJECT: Emergency Response Plans

RECOMMENDATION:

It is recommended that the State Regents ratify the Emergency Response Plan for the Oklahoma State Regents for Higher Education at the Research Park III and Colcord locations as detailed in the agenda supplements and direct staff to keep the plans on file as directed by 63 O.S., Supplement 2003, Sections 683.2C et seq.

BACKGROUND/POLICY:

State law enacted in 2003 (63 O.S. Supplement 2003, Sections 681 et seq.) requires higher education institutions to:

- Have written plans and procedures for protecting students, faculty, administrators, and visitors from disasters and emergencies;
- Place emergency response plans on file at the local Board of Regents and with each local emergency management organization with the district.
- Submit an annual report to the local Board of Regents detailing the status of emergency preparedness by identifying safety needs for the institution.

ANALYSIS:

The plans are provided as supplements to this agenda. It is recommended that the State Regents ratify the emergency plans and direct their appropriate disposition as required by the new 2003 state statutes.
AGENDA ITEM #29-i (1):

Agreements

SUBJECT: Ratification of research agreement with The College Board to study the progression of Advanced Placement test takers in The Oklahoma State System of Higher Education

RECOMMENDATION:

This item is presented for State Regents’ ratification.

BACKGROUND:

State Regents’ staff approached The College Board for access to unit record data on students who have taken Advanced Placement tests from 1996 through 2003 in fall 2003. The College Board agreed to a research agreement that would allow the State Regents to track the progression of Advanced Placement test takers through the Oklahoma State System of Higher Education for the purposes of analyzing higher education trends such as college-going rates, remediation, persistence and completion and other factors. This research will be valuable to the State Regents for the purposes of reporting on the federal GEAR UP grant as well as for educational planning and policy analysis.

POLICY ISSUES:

State Regents are required to meet certain reporting requirements for the purposes of the federal GEAR UP grant. This research agreement is also consistent with the State Regents’ research role for The Oklahoma State System of Higher Education.

ANALYSIS:

The $4,000 cost for the data provided by The College Board is being waived. State Regents will share the results of the research with The College Board following the completion of the study. The research agreement presented for ratification appears on the following pages.
November 7, 2003

Dr. Dolores Mize
Associate Vice Chancellor
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

This letter will serve as a license agreement between the Oklahoma State Regents for Higher Education, the Licensee, and the College Entrance Examination Board, the Licensor, (hereinafter “College Board”) and will govern your use of the College Board data you have requested. The College Board will be pleased to grant you a nonexclusive, nontransferable license to use for research or non-publishing purposes only through November 7, 2005, in accordance with the terms and conditions herein, the following data:

- OK Advanced Placement® (AP) exam participants from 96-03 with data fields: DOB, SSN, name, AP exams taken and scores (hereinafter “Data”)

These Data are to be licensed to the Oklahoma State Regents for Higher Education, Licensee, for the sole purpose of a study on collegiate success of OK students who took AP tests vs. other students. The license fee for the Data is $4000 and will be waived by The College Board Advanced Placement department. The current fee waiver does not imply or guarantee future waivers. The Data will be provided to you in the following format: MS Excel on CD-Rom.

Because these proprietary Data contain confidential information, you, the Licensee, have agreed to the following terms and conditions:

- that the Data is, and at all times will remain, the sole property of the College Board. The College Board retains all right, title and interest in and to the Data, and all copies thereof (including, without limitation, all copyrights, trade secrets, trademarks, patents and other similar proprietary rights therein). The rights and Data contained herein are non-transferable;
- that Licensee will maintain and protect the confidentiality of these Data and that all College Board Data will be kept in a secure environment with restricted access given only to Licensee’s staff who are conducting the analyses and interpretation of the Data;
- that Licensee will not release or otherwise reveal, directly or indirectly the Data to any third party without the express prior written permission of the College Board;
- that Licensee will destroy these Data, and any and all copies thereof, after the specific research described in this Agreement has been completed; that Licensee will not retain copies of the Data;
- that Licensee will forward to the College Board, free of charge, a copy of any research report that is generated using College Board Data;
- that if any time during the term of this License Agreement, Licensee should breach any of the terms of this Agreement and such breach shall not have been cured within 30 calendar days after receiving Licensor’s written notice, Licensor may, in its discretion, terminate this Agreement upon written notice to Licensee;
- that Licensee shall not transfer or assign any rights hereunder, in whole or in part, whether voluntary or by operation of law, without the prior written consent of the College Board;
- that this Agreement shall be interpreted and construed in accordance with the laws of the State of New York, without regard to the principles of conflicts of laws, and with the same force and effect as if fully executed and performed therein, and the laws of the United States of America.
- that Licensee will not use the Data for any purpose other than that specifically granted hereunder; and
• that Licensee have received and read a copy of the College Board’s *Guidelines for the Release of Data*, and will abide fully thereby.

This License Agreement contains the entire agreement and understanding between the parties and supersedes all prior agreements or understandings, whether written or oral, relating to all or any part of the undertakings set forth in this agreement. Amendments to this License Agreement must be in writing, dated and signed by the parties.

Please indicate your acceptance of all the terms and conditions stated herein in this license agreement by signing below and returning one original copy directly to Carrie Dirks at the College Board.

The Data will be provided to Licensee after this Agreement has been fully executed by all parties.

Sincerely,

Photo Anagnostopoulos
Senior Vice President

I have read, understood and agree to comply with all the terms and conditions as stated above. I take full responsibility, on behalf of the Licensee, for restricting access to the Data to only those employees who have a need-to-know basis for the sole purpose stated above, and who agree to be bound by the terms herein, and understand that it is my responsibility to inform my employees about the terms outlined above before access to the Data is given.

_________________________________    ________________________
Dr. Dolores Mize       (date)
Associate Vice Chancellor
AGENDA ITEM #29-i (2):

Agreements

SUBJECT: FY 2004 agreement with the Oklahoma Department of Career and Technology Education

RECOMMENDATION:

It is recommended that the State Regents ratify the amendment to the FY 04 agreement with the Oklahoma Department of Career and Technology Education.

BACKGROUND:

For the past several years, the State Regents have entered into an annual agreement with the State Board of Career and Technology Education whereby certain State System institutions carry out programs and services of a technical education nature utilizing funds provided by the Department of Career and Technology Education.

POLICY ISSUES:

State law (70 O.S. 1991, Section 2264) provides for the State Board of Career and Technology Education (formerly Oklahoma Board of Vocational and Technical Education) to contract with the State Regents for the administration of the amount of funds set aside for supplementing the funding of postsecondary programs. The State Regents assume responsibility for allocation of the funds.

ANALYSIS:

The FY 04 contract ratified by the State Regents in September 2003 provided for the transfer of approximately $2.2 million in state and federal funding from the Oklahoma State Board of Career and Technology Education to the Oklahoma State Regents for Higher Education in exchange for services. The services provided by Oklahoma colleges and universities relate to the operation of Tech Prep programs, Carl D. Perkins programs, and teacher inservice and professional development for new CareerTech teachers. A new provision in the FY 04 contract provided $50,000 to the State Regents for data services, and the funding supported the addition of a research analyst.

The contract amendment reflects changes made between Northeastern Oklahoma A&M College and Rogers State College in their consortium arrangements. NEOAMC will receive funds directly instead of through Rogers State College, the fiscal agent.

Attachment
AMENDMENT TO THE 2003-2004 CONTRACT
BETWEEN
THE OKLAHOMA STATE BOARD OF CAREER
AND TECHNOLOGY EDUCATION
AND
THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
FOR PROGRAMS AND SERVICES

January 14, 2004

The Contract for Programs and Services entered into by and between the State Board of Career
and Technology Education and the Oklahoma State Regents for Higher Education for the fiscal
year 2003-2004 is amended as follows:

Funds in the amount of $1,825,005 will be provided by the State Board for the purpose of
postsecondary career-technical programs pursuant to the regulations of the Carl D.
Perkins Vocational and Applied Technology Act of 1998 (CFDA #84.048). Allocation of
funds to be as follows:

A. Cameron University $77,117
B. Carl Albert State College 76,979
C. Connors State College 122,918
D. Murray State College 121,676
E. Northeastern Oklahoma A&M College 56,975
F. Northern Oklahoma College 70,771
G. Oklahoma City Community College 185,274
H. Oklahoma State Tech-Okmulgee 216,865
I. Oklahoma State Tech-Oklahoma City 310,122
J. Redlands Community College 98,362
K. Rogers State University 76,842
L. Rose State College 159,613
M. Tulsa Community College 251,492
These revisions are a result of changes made between Northeastern Oklahoma A&M College and Rogers State College consortium. Rogers State University had been the fiscal agent, and Northeastern Oklahoma A&M elected to split the funds and be the direct recipient of their funds. Changes were finalized after the original contract was negotiated.

The amendment to the contract is certified by:

1-21-04
Date

Phil Berkenbile, State Director
State Board of Career and Technology Education

January 26, 2004
Date

Paul Risser, Chancellor
Oklahoma State Regents for Higher Education
AGENDA ITEM #29-i (3):

Agreements

SUBJECT: Agreement with Presbyterian Health Foundation

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Presbyterian Health Foundation.

BACKGROUND/POLICY ISSUES:

The State Regents took action at their March 30, 2001, meeting to approval final lease agreements for the Guaranteed Student Loan Program at the Colcord Building and the State Regents/OneNet at the Research Park III facilities. Section 42 of the lease for the Research Park III facility contains the following provision:

42. Video Conferencing Center. Tenant shall have the use of the Video Conferencing Center, at no charge, as specified in a separate agreement.

ANALYSIS:

The attached agreement provides for the exchange of OneNet Services (engineering and connectivity) to Presbyterian Health Foundation in operating the videoconferencing center and the State Regents’ use of the facility. State Regents’ ratification is recommended.

Attachment
Letter Agreement  
(Dated November 25, 2003 for reference purposes only)

This Letter Agreement is by and between the Presbyterian Health Foundation (Landlord) and The Oklahoma State Regents for Higher Education (Tenant).

WHEREAS, the Landlord and Tenant entered into a Lease Agreement dated March 20, 2001 for Premises located in 655 Research Parkway, Oklahoma City, Oklahoma. Landlord and Tenant agree to the following:

Pursuant to article 42, Video Conferencing Center, of the Lease Agreement, this Letter Agreement will serve as the "separate agreement".

Tenant shall provide "Fast Ethernet (100Mbps) Dedicated Access" connectivity (Connectivity) to the PHF Video Conferencing Center (PHFVCC). The cost of this Connectivity is $2,300.00 per month. No service establishment fee will be charged to the PHFVCC for such Connectivity. Tenant shall also provide engineering/network support to the PHFVCC on an "as needed" basis, as requested by Landlord or the Landlord's designee, for a fee of $60 per hour. It is understood the cost of the Connectivity is subject to change and that the Landlord's connectivity needs may change. Landlord agrees to Connectivity costs based on OneNet's published Rate Schedule as stated on www.onenet.net.

Landlord shall provide the use of the PHFVCC to Tenant as stipulated below.

In lieu of Landlord monetarily paying for (i) the Connectivity and/or (ii) engineering/network support, and Tenant monetarily paying for the use of the PHFVCC; Tenant shall have the use (on a monthly basis) of the PHFVCC in an amount of time equal to the cost of the Connectivity and any engineering/network support services, and Landlord shall have the use of the Tenant provided services (on a monthly basis) as stated above.

Tenant's use of the PHFVCC is limited to the monetary value of the Connectivity and engineering/network support work provided to the Landlord on a monthly basis. Tenant's monthly unused time of the PHFVCC does not carry over to the following month or accumulate for later use. Tenant agrees to the room charges for PHF tenants (subject to change) as stated on the attached Exhibit A dated 8/03.

The PHFVCC manager will provide Landlord and Tenant with a monthly report of Tenant's usage of the PHFVCC. The Tenant's booking of the PHFVCC will be coordinated only through the Tenant's (Chancellor's) office conference room scheduler.

The terms of this Letter Agreement go into effect December 1, 2003. The parties agree that the initial period of this agreement shall run through June 30, 2004, and that it shall be automatically renewed thereafter, annually on July 1, of each fiscal year. The parties further agree that the agreement may be terminated by either party by giving a minimum of 30 days notice to the other party.

Landlord: Presbyterian Health Foundation

[Signature]
Dennis McGrath, Vice President

Tenant: Oklahoma State Regents for Higher Education

[Signature]
Dr. Paul Risser, Chancellor
AGENDA ITEM #29-i (4):

Agreements

SUBJECT: Agreement with University of Oklahoma for educational intern

RECOMMENDATION:

It is recommended that the State Regents ratify the Memorandum of Understanding with the University of Oklahoma for an educational intern.

BACKGROUND/POLICY:

Oklahoma colleges and universities and other state and other entities routinely enter agreements with the State Regents and other entities that provide valuable work and educational experience for their students and employees.

State Regents’ Operating Rules and Procedures delegates authority to the Chancellor to approve such agreements subject to State Regents’ ratification on the consent docket at the next meeting.

ANALYSIS

The Memorandum of Understanding (MOU) between the University of Oklahoma and the Oklahoma State Regents for Higher Education is attached for Regents’ ratification. The MOU is effective for one year from January 12, 2004, to January 11, 2005. The student intern will serve on a half-time basis in the State Regents’ student preparation office as OHLAP Scholarship Representative/GEAR UP and be paid $8.50 per hour from GEAR UP funds.

Attachment
University Of Oklahoma

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM of UNDERSTANDING ("MOU") is entered into between the Board of Regents of the University of Oklahoma by and through the Office of Career Services, (hereinafter called the "University"), and the Office of Career Services, (hereinafter called the "Agency").

The University has students enrolled in _________________________________ the Office of the University whose education and training would be enhanced by practical educational experiences and desires to use resources of the Agency for its students and the Agency has appropriate resources for such training and desires to make them available for educational purposes.

The parties mutually agree as follows:

I. Joint and General Terms and Conditions.

A. This MOU shall be effective when fully executed by both parties. The co-op/internship shall begin on Jan 12, 2004 and end Jan 11, 2005. Either party may terminate this MOU by giving the other prior written notice of termination of not less than thirty (30) days, or at any time by mutual consent.

B. The Agency and University shall cooperate in the selection of students in the practical educational and training co-op/internship with the Agency ("Co-op/Internship"). The parties shall periodically confer, as needed, about the Co-op/Internship during its term.

C. Prior to the beginning date, the Agency shall provide the University with a memorandum describing the job and working arrangements including, among other things, the Agency’s expectations, the co-op/inter’s/student’s responsibilities and any compensation or work-related benefits to the student.

D. Neither party shall discriminate against any person by reason of race, color, gender, age, religion, disability, veteran’s status, sexual orientation or national or ethnic origin in connection with any aspect of its performance hereunder.

E. It is mutually agreed that there is no financial obligation on the part of either party to the other and Agency acceptance of a student for Co-op/Internship does not obligate it to compensate the University or vice versa. Any agreement for financial compensation to the student is separate and apart from this MOU.

F. In order to transmit knowledge gained through the Co-op/Internship, a basic objective of any university, both parties, their students and employees, shall have the right to publish scholarly articles and papers arising out of the Co-op/Internship experience with the Agency; however, each party and their students and employees agree to submit such articles and papers to the other not less than sixty (60) days prior to publication for the purposes of identifying (with reason and in good faith) inaccurate, improper and/or proprietary information contained therein. If no written objections are received within thirty (30) days, any objections are waived and it may be assumed that the articles and papers may be published forthwith.

G. When circumstances warrant withdrawal or removal of a student from the Co-op/Internship, the
parties will first confer to determine appropriate action deemed to be in the best interests of the student and the parties. Either party reserves the right to withdraw/remove a student from an Co-op/Internship for good cause, unrestrictedly including if the Agency is unable to meet the conditions of this MOU or the student violates any substantive policy, rule or regulation of the Agency duly communicated to the student.

H. Neither party shall use the other’s name in any publications or advertising without the other’s prior written approval.

I. Each party shall be responsible for its own negligent acts or omissions and those of its employees in accordance with prevailing law.

J. It shall be assumed that the student will provide his or her own medical, dental, hospitalization and liability insurance. The Agency may provide such coverage, in which case it shall be clearly communicated to the student and University.

K. It is mutually agreed that Agency shall not be responsible for furnishing room and board to the student.


II. University Responsibilities.

A. The University will designate a faculty member liaison to work with the Agency to help in developing student assignments, training activities and student evaluations.

B. At the Agency’s request, the University may permit faculty to participate as resource persons for Agency activities related to the Internship on a limited and discretionary basis.

C. The University is responsible for the education and academic evaluation of the student and for monitoring the student’s learning experiences.

D. Since the services contemplated by the Agency relate to proprietary Agency information which is of considerable value to the Agency, the University and student agree to hold all work-related information, including without restriction, proprietary maps, letters, memoranda, information from the Agency’s files, and all other materials, plans, and conversations specifically concerning the work comprising the services requested of the University and Internship student under this MOU ("Confidential Information") strictly confidential while this MOU is in effect and for a period of twelve months after the termination hereof. These confidentiality obligations shall not apply to any Confidential Information: which was in the public domain prior to disclosure or which subsequently comes into the public domain through no fault of recipient; information that recipient can demonstrate was already known or independently developed by recipient; information received in good faith by recipient from a third party; and information that is required to be disclosed by operation of law.

E. The University shall require its students to agree to follow all reasonable Agency policies, rules, and regulations during the Co-op/Internship of which the student and University are given prior notice according to Paragraph III (D), below.
III. **Agency Responsibilities.**

A. The Agency will designate one or more Agency employees, with appropriate qualifications, to collaborate in developing student assignments and training activities and to instruct, evaluate and supervise the student in the performance of the Co-op/Internship. The Agency will be responsible for the direct supervision and control of the student's activities while at the Agency or where performed at its direction.

B. The Agency will provide learning experiences mutually developed and/or agreed upon by the parties consistent with the memorandum of Co-op/Internship referred to in **Paragraph 1(C),** above, and agrees to arrange Co-op/Internship schedules which will not conflict with the published academic schedules of the University.

C. The Agency will provide a job orientation for the student and provide sufficient resources to enable the student to function effectively and meet the objectives of the Co-op/Internship. The Agency shall reimburse each Co-op/Internship student for all reasonable and necessary out-of-pocket expenses incurred at the direction of the Agency.

D. At the beginning of each Co-op/Internship, Agency agrees to provide the University and each student placed with the Agency, all applicable Agency policies, rules and regulations which the student is expected to follow during the Co-op/Internship while with the Agency or engaged in Agency activities. This requirement includes, among other things, such policies and procedures as are in effect and reasonably necessary to protect confidential and/or proprietary information, if such data and information may be involved in the Co-op/Internship.

E. When necessary or desirable, the Agency agrees to permit: (i) inspection of its facilities by the University and by University’s accrediting agencies, upon reasonable request; and (ii) adequate time for the University’s faculty member liaison to meet with the student during the Co-op/Internship.

F. The Agency shall submit reports to the University on each student’s progress and performance during the Co-op/Internship on a mutually agreeable schedule. Notwithstanding the foregoing, if the Agency has any material concerns regarding a student’s performance or if specific circumstances arise which lead the Agency to conclude that a student should be withdrawn from the Internship before the end of its term, the Agency will confer immediately with the University’s faculty member liaison to resolve such concerns.

IV. **Student Responsibilities.** See **Attachment “A”, Student Acknowledgment and Release.**

V. **General Provisions.**

A. This MOU shall be governed by Oklahoma law and any action concerning this MOU shall be brought in a court of competent jurisdiction in the State of Oklahoma.

B. The parties agree that this MOU shall be binding upon their respective successors or transferees of any nature.

C. Nothing in this MOU shall be construed to make either party the legal agent or representative of the other, nor shall either party have the right or authority to assume, create or incur any liability or any obligation of any kind, either expressed or implied, in the name of or on behalf of the other party.
. D. Neither party shall assign this MOU, directly or indirectly, in whole or in part, without the express, prior written consent of the other.

E. The parties may modify this MOU by written agreement at any time.

UNIVERSITY

[Signature, Career Services]

[Signature, College Representative]

[Date]

AGENCY

[Signature]

[Associate Vice Chancellor and Special Assistant to the Chancellor]

[Title]

[Date]
AGENDA ITEM #29-i (5):

Agreements

SUBJECT: Contract with Attorney General

RECOMMENDATION:

It is recommended that the State Regents approve the amended legal services contract (attached) with the Oklahoma Attorney General for the remainder of the current fiscal year.

BACKGROUND:

At its September 14, 2001 meeting, the State Regents authorized the Chancellor to enter into a contract with the Attorney General for the full-time services of AAG Lisa T. Davis. The State Regents subsequently voted to renew the contract for FY 03. Changes in the legal needs of the agency coupled with budgetary constraints caused by a reduction in state appropriations led to a reduction in the contract in FY 04 from full-time to half-time.

Ms. Davis left the Attorney General’s office in October 2003 to become Governor Brad Henry’s general counsel. For three months the Attorney General’s office has designated two assistants to provide services under the contract, pending the hiring of a replacement attorney for Ms. Davis. The new contract attorney will be AAG Gretchen Harris, who has been with that office for many years. She is a senior attorney with extensive experience in state government, including the Oklahoma Securities Commission, the Central Purchasing Department, and the Department of Tourism and Recreation.

POLICY ISSUES:

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

ANALYSIS:

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

- The contract provides a strong connection with the AG’s office, current information about the AG’s thinking on a variety of legal issues, and links to the AG’s advice to other agencies on issues of common concern, among other intangible benefits.
• The contract has enabled us to provide legal services support to the higher education centers, to the Quartz Mountain Center, and to small institutions that do not have ready access to legal services. This is consistent with our preventive law philosophy.

• Ms. Harris prior experience is especially relevant to our needs with respect to the Quartz Mountain Center.

The cost of the amended Contract is $4,025.19 per month, as compared to $4,277.01 per month under the predecessor. A copy of the proposed contract is attached. Approval of the contract is recommended.
AMENDED

CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2004

1. PARTIES:

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

2. AUTHORITY:

This Agreement is authorized by virtue of 74 O.S. 2001, § 181.

3. CONTRACT DURATION:


4. CONSIDERATION:

(a) The Attorney General’s Office ("AGO") shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $48,302.31 annually, with monthly payments in the amount of $4,025.19. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated
with such training shall be paid by the OSRHE. OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE.

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

(c) The Assigned Attorney, if requested by the OSRHE, shall provide quarterly reports to the OSRHE setting forth the time expended and the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer which enables the Assigned Attorney to employ an additional half-time equivalent employee for the duration of this contract, and ensure the availability of the Assigned Attorney for the OSRHE regardless of whether the Assigned Attorney is in fact utilized. It is agreed by the parties that the Assigned Attorney’s obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE. It is also agreed by the parties that the AGO will not make substantive assignments of non-OSRHE work to the Assigned Attorney, except to the extent applicable to other AGO General Counsel Division lawyers. In no event should such assignments conflict with the obligations to the OSRHE created by this contract. It is further
agreed that the Assigned Attorney will be expected to attend staff meetings and other routine administrative functions of the AGO.

5. **OFFICE LOCATION:**

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

6. **SUPERVISION:**

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

7. **TERMINATION:**

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

8. **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Gay Abston Tudor. The authorized agent and designee for the OSRHE is Paul G. Risser.

---

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

By: ____________________________
Paul G. Risser
Chancellor

DATE: ____________________________

---

**OFFICE OF THE ATTORNEY GENERAL**

By: ____________________________
Gay Abston Tudor
Assistant Attorney General
Chief, General Counsel Section

DATE: 01/30/04
AGENDA ITEM #29-j:

Regents Education Program

RECOMMENDATION:

It is recommended that the State Regents ratify and approve the education events described below for Regents Education Program credit.

BACKGROUND:

Throughout the year, institutions and other organizations hold seminars, lectures, or other events that are beneficial to the state’s 128 regents and trustees. The State Regents also hold conferences relating to high priority issues and items on their workplan that are of benefit to the state’s regents and trustees. If the events meet the criteria established in the Regents’ Education Program, the Chancellor, in accordance with authority delegated to him in the Regents’ Rules of Operation, alerts board members that the events qualify toward meeting the 15-hour continuing education credit requirement for new/reappointed board members. Such action is ratified by the State Regents at the next regular meeting.

POLICY ISSUES:

Three events have qualified for credit under the Regents Education Program guidelines and procedures and need board ratification and approval as noted below.

ANALYSIS:

The following offering has been authorized for Regents Education Program credit. Ratification by the State Regents is requested.

| TITLE: Intercultural Communication and Education Symposium | HOST: Rose State College |
| DATE & LOCATION: February 9-11, 2004 | REP CREDIT: 11 hours credit |

| TITLE: Academic Efficiencies Workshop | HOST: Oklahoma State Regents for Higher Education |
| DATE & LOCATION: February 26-27, 2004 | REP CREDIT: 7 hours credit |

| TITLE: Fund Raising Workshop | HOST: Oklahoma State Regents for Higher Education |
| DATE & LOCATION: March 9-10, 2004 | REP CREDIT: 8.25 hours credit |
AGENDA ITEM #29-k:

Regents’ Officers

SUBJECT: Special Chairman Designation

RECOMMENDATION:

It is recommended that the State Regents designate Regent John Massey as Chairman of the State Regents for the specific purpose of signing a FY04 student diploma as described below.

BACKGROUND:

State Regent John Massey has requested authorization to affix his signature as Chairman of the State Regents on the diploma of a student who will be graduating in the December 2003 commencement from Southeastern Oklahoma State University.

Ricky Don Wilson
Bachelor of Science

POLICY ISSUES:

In accordance with State Regents' policies, six signatures appear on each diploma. For the coordinating board, signatures are to include those of the Chairman, Secretary, and Chancellor.

ANALYSIS:

State Regents have on numerous occasions in the past authorized a Regent not currently serving in Chairman capacity to temporarily serve in this office for the express purpose of signing a diploma of close friends or family. Institutional officials have indicated their willingness to make the necessary adjustments on this diploma.
AGENDA ITEM #29-l:

Non-Academic Degrees

SUBJECT: Oklahoma State University

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University made a request to award a Bachelor of Arts degree in English posthumously to Ms. Karla F. Smith. At the time of her death in January 2003, Ms. Smith had completed 116 hours towards her degree.

POLICY ISSUES:

This request is consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diploma for the posthumous degree is attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted
Karla Frances Smith
to the degree of
Bachelor of Arts
English
Awarded Posthumously

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

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
twelfth day of December, two thousand three

For the Regents

For the University

[Signature]

[Signature]

[Signature]
AGENDA ITEM #30-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, 2003, 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. Approved Inventory Reconciliations
## CURRENT DEGREE PROGRAM INVENTORY

**February 13, 2004**

(Table reflects actions taken at the December 4, 2003 State Regents’ meeting)

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of Programs</th>
<th>Associate in Arts/Associate in Science</th>
<th>Associate in Applied Science</th>
<th>Baccalaureate</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>First Professional</th>
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<th>Certificates</th>
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<th>Associate in Applied Science</th>
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## I. Letters of Intent

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<td>OU</td>
<td>Doctor of Philosophy in Ecology and Evolutionary Biology</td>
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<td>Certificate in Engineering and Technology Management</td>
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<td>WOSC</td>
<td>Certificate in Office Systems Technology</td>
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<td>Certificate in Aviation</td>
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<td>Associate in Applied Science in Sonography</td>
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<td>OCCC</td>
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## II. Degree Program Requests Under Review

July 1, 2003 to present

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<tr>
<td>UCO</td>
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<td>OSUTB-OKM</td>
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<td>February 13, 2004</td>
</tr>
<tr>
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<td>10/27/03</td>
<td>February 13, 2004</td>
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<tr>
<td>OSUTB-OKM</td>
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<td>SEOSU</td>
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<td>RSU</td>
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</tr>
<tr>
<td>TCC</td>
<td>Associate in Science in Health and Human Performance</td>
<td>12/8/03</td>
<td>undergoing review</td>
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<tr>
<td>NSU</td>
<td>Master of Education in Science Education</td>
<td>12/16/03</td>
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<tr>
<td>NSU</td>
<td>Master of Education in Mathematics Education</td>
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<td>February 13, 2004</td>
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<tr>
<td>NSU</td>
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<tr>
<td>OU</td>
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### III. Approved New Program Requests

**July 1, 2003 to present**

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<td>Certificate in Public Health</td>
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<td>September 12, 2003</td>
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<td>October 30, 2003</td>
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<td>Certificate in Emergency Medical Services - Municipal Fire Protection</td>
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<td>TCC</td>
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### IV. Requested Degree Program Deletions

**July 1, 2003 to present**

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<td>OPSU</td>
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## V. Approved Degree Program Deletions

**July 1, 2003 to present**

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<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Speech Education (050)</td>
<td>7/14/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Applied Science in Golf Course Management (118)</td>
<td>7/29/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Manufacturing Technology (085)</td>
<td>8/4/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Mid-Management (063)</td>
<td>8/4/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Freelance Writing (078)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Systems Maintenance Administration (051)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
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<tr>
<td>OSU-OKC</td>
<td>Certificate in Land Surveying (024)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Master of Education in Educational Technology (077)</td>
<td>10/1/03</td>
<td>October 30, 2003</td>
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<tr>
<td>NWOSU</td>
<td>Bachelor of Arts in Library and Information Science (061)</td>
<td>10/2/03</td>
<td>October 30, 2003</td>
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<tr>
<td>NEOAMC</td>
<td>Associate in Science in Biology (007)</td>
<td>7/29/03</td>
<td>October 30, 2003</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Science in Physical Science (009)</td>
<td>7/29/03</td>
<td>October 30, 2003</td>
</tr>
<tr>
<td>OCCC</td>
<td>Associate in Applied Science in Microcomputer Support Technology (108)</td>
<td>10/23/03</td>
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<tr>
<td>OSU</td>
<td>Master of Manufacturing Systems Engineering in Manufacturing Systems Engineering (245)</td>
<td>10/30/2003</td>
<td>December 4, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Health Care Administration (224)</td>
<td>10/29/2003</td>
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## VI. Requested Degree Program Name Changes

**July 1, 2003 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec'd</th>
<th>Status</th>
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<tbody>
<tr>
<td>SWOSU</td>
<td>Master of Education in English Education (064)</td>
<td>Master of Education in Education</td>
<td>1/12/04</td>
<td>February 13, 2004</td>
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</table>
VII. Approved Degree Program Name Changes  
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>Master of Science in Counseling and Student Personnel (194)</td>
<td>Master of Science in Counseling</td>
<td>10/15/03</td>
<td>October 30, 2003</td>
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<tr>
<td>UCO</td>
<td>Bachelor of Science in Education in Family and Consumer Science (114)</td>
<td>Bachelor of Science in Education in Family and Consumer Sciences (114)</td>
<td>8/27/03</td>
<td>October 30, 2003</td>
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<tr>
<td>NEOAMC</td>
<td>Associate in Science in Pre-Medicine (034)</td>
<td>Associate in Science in Natural Science</td>
<td>7/29/03</td>
<td>October 30, 2003</td>
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VIII. Completed Cooperative Agreements  
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Area Career Technology Center</th>
<th>Degree Program (program code)</th>
<th>Date Approved</th>
<th>Date Ratified</th>
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<tbody>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Diesel and Heavy Equipment Technology (018)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Business Systems Technology (027)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Office Information Systems Technology (039)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Construction Technology (011)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Information Technology (012)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Northwest Technology Center</td>
<td>Automotive Collision Repair Technology (003)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Northwest Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
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<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Northwest Technology Center</td>
<td>Business Systems Technology (027)</td>
<td>8/6/03</td>
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<td>Northwest Technology Center</td>
<td>Office Information Systems Technology (039)</td>
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<td>September 12, 2003</td>
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<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Northwest Technology Center</td>
<td>Information Technology (012)</td>
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<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
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<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Construction Technology (011)</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Food Service Management (046)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<td>3/26/03</td>
<td>OSU-OKC</td>
<td>Kiamichi Technology Center</td>
<td>Emergency Medical Services - Municipal Fire Protection (088)</td>
<td>10/13/03</td>
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<td>12/18/03</td>
<td>NOC</td>
<td>Northwest Technology Center</td>
<td>Information Technology (083)</td>
<td>1/12/04</td>
<td>February 13, 2004</td>
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<td>12/18/03</td>
<td>NOC</td>
<td>Meridian Technology Center</td>
<td>Radiography (079)</td>
<td>1/12/04</td>
<td>February 13, 2004</td>
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## IX. Suspended Programs

*July 1, 2003 to present*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Suspended</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
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</thead>
<tbody>
<tr>
<td>CSC</td>
<td>Associate in Science in Business Accounting (004)</td>
<td>6/16/03</td>
<td>9/12/03</td>
<td>June 1, 2006</td>
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<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Social Gerontology (055)</td>
<td>7/14/03</td>
<td>9/12/03</td>
<td>July 15, 2006</td>
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<tr>
<td>OCCC</td>
<td>Certificate in Financial Services (118)</td>
<td>8/21/03</td>
<td>9/12/03</td>
<td>September 1, 2006</td>
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<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Quality Management (075)</td>
<td>10/6/03</td>
<td>10/30/03</td>
<td>October 6, 2006</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Science in Athletic Training (134)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
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<tr>
<td>NSU</td>
<td>Certificate in Psychometrist (073)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
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<tr>
<td>NSU</td>
<td>Certificate in School Psychologist (110)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
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</table>
## X. Approved Inventory Reconciliations

July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
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<tbody>
<tr>
<td>TCC</td>
<td>Associate in Science in Quality Control Technology, NSU transfer option [program addition]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Medical Office Administration (183) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Associate in Science in Individual, Family, and Community Service (220) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Associate in Science in Biology (002) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Electronics Engineering Technology (116) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Telecommunications Management (248) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Certificate in CIS-Digital Video (250) [program deletion]</td>
<td>6/3/03</td>
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<tr>
<td>TCC</td>
<td>Certificate in CIS-Web Design (251) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Change Certificate in Health Information Technology (237) to Certificate in Health Information Technology, Coding &amp; Reimbursement Specialist [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<td>TCC</td>
<td>Change Associate in Science in Physical Science (014) to Associate in Science in Science Related Fields of Concentration [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<td>TCC</td>
<td>Change Associate in Science in Engineering-Pre (007) to Associate in Science in Engineering [program name change]</td>
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<tr>
<td>TCC</td>
<td>Change Associate in Science in Health Professions (010) to Associate in Science in Pre-Professional Science Related Fields of Concentration [program name change]</td>
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<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Change Associate in Applied Science in Health Information Technology (159) to Associate in Applied Science in Health Information Technology (Medical Records) [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Change Associate in Applied Science in Child Development and Family Relations (200) to Associate in Applied Science in Child Development [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>LU</td>
<td>Bachelor of Physical Therapy (047) [program deletion]</td>
<td>N/A</td>
<td>October 30, 2003</td>
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</tbody>
</table>
AGENDA ITEM #30-b:

Reports


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-sixth report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Two exceptions to the State Regents’ academic policy have been granted by the Chancellor since the last report on October 30, 2003.

ANALYSIS:

University of Oklahoma (OU)

October 6, 2003
An exception to the Undergraduate Degree Requirements Policy, which requires that 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OU to waive this requirement for a student who had moved out-of-state. The exception was based on the fact that the student had completed 110 credit hours toward her degree program, with 107 credit hours in residence at OU.

Oklahoma State University (OSU)

September 29, 2003
An exception to the Admission Policy, which requires a student from an unaccredited high school or home school to be 16 years old or above to be eligible for concurrent enrollment, was granted to OSU to waive this requirement for a 15-year-old student to enroll in a math course. The exception was based on the fact that the student had already completed 56 credit hours at a community college in another state and had scored 640 on the math portion of the SAT.
AGENDA ITEM #30-c (1):

Teacher Education Annual Report

SUBJECT:  Teacher Education Annual Report on Systemwide Review

RECOMMENDATION:

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

BACKGROUND:

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

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

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

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This is the sixth annual report. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the APRA effort, and the State Regents’ commitment to efficiency and excellence.
ANALYSIS:


This report contains a summary of findings for each recommendation and the individual institutions’ responses to each recommendation. All institutions report improving data collection through comprehensive assessment systems that ascertain the strengths of each program.

REPORT ON RECOMMENDATIONS:

1. **Report on the number of graduate students admitted conditionally and the success rates.**
   (refer to individual institution reports)

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

   Kyle Dahlem has served as Director of Teacher Education and the Minority Teacher Recruitment Center since January 2000.

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

   In October 1996, the State Regents approved implementation of the 4x12 curriculum. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences coursework in each of the academic core areas: English, mathematics, sciences, and social sciences. Methods courses in these subjects do not meet the requirement. Further, reading competencies for teacher licensure were mandated by the Oklahoma legislature in 1997. Secondary teacher education graduates must hold a major in their teaching field.

   Since 1997, Oklahoma teacher certification has been based on competency validated by three state tests: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). A teacher can change teaching certification by passing an OSAT.

   These requirements have made it possible for the majority of Oklahoma teachers to meet the “Highly Qualified Teacher” definition as mandated by Title I ESEA, No Child Left Behind.

4. **The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution.**
Percentages of “A” and “B” Grades Awarded in Selected Upper Division Courses at Public Universities

Source: OSRHE Survey of 2002 Enrollment and Grading Level of Courses

*Excludes physical education courses

- Since 1996, the percentage of “A” and “B” grades awarded has increased in all but one (English) of the selected subject areas.

- In 2002, the highest percentage of “A” and “B” grades was in Education (74.7 percent), 2.1 percentage points higher than the next highest discipline, Engineering (72.6 percent).

- Since 1996, all education students must present a grade point average of 3.0 in liberal arts and sciences courses before admission to a teacher education program. If a candidate’s grade point average is below 3.0, passing scores on the OGET or the Pre-Professional Skills Test (PPST) must be attained.

- Admission to teacher education by grade-point average increased from 60.6 percent in 2000-01 to 66.1 percent in 2001-02.

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

(refer to individual institution reports)

In 1996-97, the State Regents funded more than $1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets.

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

(refer to individual institution reports)

External funding in most units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to teach in public schools a minimum of ten hours per year and to mentor student teachers and serve on Resident Year Teacher Committees. In 2002-2003, there were 1,903 Resident Year Committees statewide.
7. The state Regents should continue to acquaint and involve education and arts and sciences faculty in the implementation of H.B. 2246 (now H.B. 1549).

The 1996 State Regents’ emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. In September 1999, the Chancellor and the President of the University of Central Oklahoma attended the President’s Summit on Teacher Quality in Washington, D.C., which focused on the commitment and action of the schools of education and arts and sciences in preparing teachers who are ready for the challenges of today’s classrooms. Despite these long-term efforts, the commitment of arts and sciences faculty to teacher preparation is uneven across the State System.

In 2003, the State Regents received a grant from the Education Commission of the States (ECS) to formulate a plan to improve articulation between community colleges and four year institutions. National statistics indicate that the majority of teachers begin their education in community colleges. The State Regents’ 2002 Supply and Demand Study affirmed that probability in Oklahoma. For example, Northeastern State University reports that 60 percent of the teacher candidates are transfer students. Most of these students transfer from Oklahoma community colleges, where they received the majority of their content courses, i.e., the elementary 4 x 12 courses and secondary subject major courses. Therefore, the arts and sciences faculty of 12 community colleges play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects.
2002-03 Teacher Education Annual Report

Institution: Cameron University

Dean of Education: Dr. Judy Neale

- **Number of program completers**: 84

- **Number of Residency Committees served**: 64 Of the 64 resident year teachers, 62 were recommended for certification. One was not recommended and one was terminated.

- **Number of graduate students admitted conditionally**: 24 number successful: 7

- **Total dollars obtained from outside funding sources**: $37,269 The unit has one endowed chair for $17,000.

- **Total amount spent on technology and what was purchased**: No total given. Procured Windows 2000 for faculty offices, obtained SSBI software for research, and exchanged the HP 323 video conferencing unit for an 8000 model in order to transmit to multiple sites.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles**: A review of all activities completed in 2002-2003 revealed an array of activities from review of current research to conference participation. Many faculty attended lectures, seminars and workshops on campus related to “Festival V.”

**Additional notes:**

Due to reduced state funding and one retirement, the loss of three positions has created 15 hour loads for most faculty in the unit.
Institution: East Central University

Dean of Education: Dr. Bill Osborne

- Number of program completers: 285
- Number of candidates recommended for certification: 172
- Number of Residency Committees served: 244
- Number of graduate students admitted conditionally: 161 number successful: 89
- Total dollars obtained from outside funding sources: $713,177
- Total amount spent on technology and what was purchased: $5,800 was allocated to the Education Department for technology equipment. $3,600 was allocated to an education student lab for equipment and supplies and an additional $4,000 was provided for equipment and supplies to an education/library media lab. Two Smart Classrooms were installed in the Education Building at an approximate cost of $20,000. A Microsoft Inc. Grant of $95,786, a PT-3 United States Department of Education grant of $283,959, and a Smarter Kids Foundation Grant of $999 were used to purchase technology hardware and software and to provide training to faculty and area teachers and administrators.

- Summary of faculty professional development, noting specifically activities focused on teaching styles: Over one-hundred hours of professional development activities were available to ECU education faculty as part of a PT-3 grant. All activities were focused on teaching styles as the activities utilized multimedia techniques to enhance teaching and learning experiences.

Additional notes:

Unit leadership met with the academic at-risk schools in the service area and provided curriculum alignment services to one of the two school sites noted in last year’s report of schools identified as at-risk.
2002-03 Teacher Education Annual Report

Institution:  Langston University

Dean of Education:  Dr. Darlene Sheppard Abram

- **Number of program completers:** Undergraduate and Graduate:  27
- **Number of candidates recommended for certification:** 17
- **Number of Residency Committees served:** 34
- **Number of graduate students admitted conditionally:** NA
- **Total dollars obtained from outside funding sources:** $466,910 plus $1,000,000 (spread over a five year period) National Science Foundation Grant; AACTE Build A Future Without AIDS Grant, $20,000; and Future Educator’s Summer Academy, Three R’s and a T, $39,900.65 (total costs) and $34,177.15 (total expenditures), funded by the State Regents.
- **Total amount spent on technology and what was purchased:** No dollar amount was given. Instructional technology purchased through February 2002 include one multifunction color printer, a digital camera, two video-conferencing cameras, two quick link pens, DV-500 digital board, a portable laptop computer, a computer workstation for digital information processing, and necessary software for digital picture and video editing. The Education Technology and Accountability Lab provided learning and technical resources for the faculty.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Faculty were given opportunities to use the three-step plan for integrating technology in curricula. Training has been offered to include WebCT in courses. Faculty and students use PowerPoint in courses on a daily basis. All faculty have opportunities to attend state, regional, and national meetings related to teaching styles.

**Additional notes:**

LU has Accreditation with Conditions status with both the Oklahoma Commission for Teacher Preparation and the National Council for Accreditation of Teacher Education (NCATE). LU has until spring 2005 to host another NCATE site team visit focused on Standard 2—Program Assessment and Unit Capacity.
2002-03 Teacher Education Annual Report

Institution: Northeastern State University

Dean of Education: Dr. Kay Lallier Grant

- Number of program completers: 379
- Number of candidates recommended for licensure and certification: 447
- Number of Residency Committees served: 484
- Number of graduate students admitted conditionally: No totals were given only the statement, “The percentage of students admitted conditionally is very small, less than one percent. Of those, most are able to raise and maintain their grade point at the required level.”
- Total dollars obtained from outside funding sources: $980,956
- Total amount spent on technology and what was purchased: A $30,000 server was purchased to support the preparation of digital portfolios university wide. Additional purchases totaling $29,067 included a Client Access License for portfolio server, multimedia classroom, two digital video cameras, computers, and printers.
- Summary of faculty professional development, noting specifically activities focused on teaching styles: Faculty professional development included diversity training, a one-day conference hosted by the Center for Teaching and Learning, and numerous sessions on integrating technology through Blackboard.com and web pages.

Additional notes:

Through the use of 21st Century funds, one NSU faculty member worked weekly in the high school classroom of a NSU graduate to find ways to increase the literacy levels of at-risk high school students. The developed techniques will be shared with other teachers and teacher candidates. Further, much collaborative work between faculty across campus and with the public schools was put into preparing for the NCATE Continuing Accreditation site visit. This included getting program reviews into compliance and putting curricular and assessment changes into place to strengthen the overall teacher preparation program.
Institution: Northwestern Oklahoma State University

Dean of Education: Dr. James L. Bowen

- **Number of program completers:** Undergraduate: 81  Graduate: 15
- **Number of candidates recommended for licensure and certification:** 64
- **Number of Residency Committees served:** 52
- **Number of graduate students admitted conditionally:** none
- **Total dollars obtained from outside funding sources:** $880,808
- **Total amount spent on technology and what was purchased:** $253,882.09 were expended to upgrade the accessibility of technology for NWOSU students, including some wireless access capabilities.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Most faculty members attended state and/or national conferences and made presentations dealing with the aspects of assisting teacher education candidates. These presentations included such subjects as “Teacher Work Sample Methodology,” “Smart Board Smarts,” “Brain Matters: Translating Research to Classroom Practice,” et al.

**Additional notes:**

NWOSU received two new grants aimed to recruit, prepare, place, and retain special educators in partnership with high need local education agencies. One focuses on Native American populations, and the other focuses recruitment efforts on high school students.
2002-03 Teacher Education Annual Report

Institution: Oklahoma Panhandle State University

Dean of Education: Dr. Wayne Stewart

- **Number of program completers:** Undergraduate: 26
- **Number of candidates recommended for licensure and certification:** 63 (36 in OK., 21 in KS., 4 in CO., and 2 in “Other”)
- **Number of Residency Committees served:** 24
- **Number of graduate students admitted conditionally:** No graduate programs
- **Total dollars obtained from outside funding sources:** 0
- **Total amount spent on technology and what was purchased:** $28,310 was expended for education faculty computers with CD-ROM capability, as well as lap top computers for each, printers, and Internet access, software, and technology services. A computer laboratory is housed in the education building.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** The unit has engaged in extensive professional development in the areas of technology, diversity, and accreditation related topics. Particular effort was made to increase faculty use of technology tools and training.

**Additional notes:**

OPSU hosted a NCATE site visit in April 2003 and was approved for initial NCATE accreditation by the Unit Accreditation Board (UAB) in November 2003. The UAB cited only one area for improvement: “The unit has limited evidence of scholarly activity related to the mission of the institution (Standard 5).” The Oklahoma Commission for Teacher Preparation approved OPSU for state accreditation in January 2004.
2002-03 Teacher Education Annual Report

Institution: Oklahoma State University

Dean of Education: Dr. Ann Candler Lotven

- **Number of program completers:** 281
- **Number of candidates recommended for licensure and certification:** 398 (includes past completers who requested “recommendations” during 2002-2003.)
- **Number of Residency Committees served:** 249
- **Number of graduate students admitted conditionally:** none
- **Total dollars obtained from outside funding sources:** Although no dollar amount was given, 44 grants were awarded to the college of education or individual faculty member
- **Total amount spent on technology and what was purchased:** $553,425 were expended as follows: development of college-wide network applications for streamlining administrative processes and functions; technology support; and instruction and training needs for college of education faculty.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Professional development offerings included: “Program Review Author Training,” “Video Teleconferencing for Faculty Members,” “Ignorance: Can it Be a Defense of Racist Behavior?,” and “Conducting Research with Diverse Populations: Issues of Social Justice and Non-Exploitation.” Additional activities include:
  - Dr. Constance Kamii, an internationally-recognized scholar in mathematics education, provided on-campus lecture to faculty, students and area school personnel;
  - colloquia focusing on research and teaching were held monthly;
  - workshops for faculty on the role and use of technology in teachings were conducted for faculty; and
  - Dr. Yolanda Moses, American Higher Education Association President, presented the Kamm Lecture, “Higher Education for the Public Good.”

**Additional notes:**

OSU is a recipient of an OSRHE Minority Teacher Recruitment Grant. In November 2002, over 90 high school students attended the 2nd Teacher Cadet Conference. Of the participating high school seniors, 38 percent are attending OSU. Overall, 71 percent are enrolled in an institution of higher education as of September 2003.
Institution: Southeastern Oklahoma State University

Dean of Education: Dr. Ed Mauzey

- Number of program completers: 185
- Number of candidates recommended for licensure and certification: 185
- Number of Residency Committees served: 107
- Number of graduate students admitted conditionally: 34 number successful: 5
- Total dollars obtained from outside funding sources: $7,072.26 were listed as grant applications.
- Total amount spent on technology and what was purchased: SEOSU estimates that $153,542 was expended on technology for teacher education. $154,058 from outside grants was used for hardware and software applications.

Additional notes:

Below national test score averages on the ETS major field exam in biology prompted the Biological Sciences faculty to transform the science education major coursework into a performance-based assessment format.
2002-03 Teacher Education Annual Report

Institution: Southwestern Oklahoma State University

Dean of Education: Dr. John Ludrick (retired)
Dr. Gary Gilliland

- **Number of program completers**: Undergraduate 142  Graduate 49
- **Number of candidates recommended for licensure and certification**: 158
- **Number of Residency Committees served**: 101
- **Number of graduate students admitted conditionally**: none
- **Total dollars obtained from outside funding sources**: No dollar amount was listed; grants were received from NASA, the Australian Research Council, and Institutional Organized Research Grants.
- **Total amount spent on technology and what was purchased**:
  - 1 Fellows PSCOC Shredder--Administrative Use--$140
  - 14 Woodcock-Johnson Test Kits--Psychology/Psychometry--$6,003
  - 4 Flash Drives for Computers--Data Storage--$154
  - 2 Wireless Internet Cards--Student/Faculty Use--$100
  - 3 Matrox G550 Interface Cards--Classroom Use--$321
  - 1 Junction Box, USB--USB Distribution--$50
  - 2 Hard Drives--Replacements--$162
  - 2 Cannon LiDE Scanners--Multipurpose--$112
  - 4 Microsoft Mouses--Replacements--$79
  - 2 Remote Mouses--Classroom Use--$102
  - 2 Bulletin Boards--Student Display--$209

  Total expenditures were approximately $7,432.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles**: Effective teaching styles were part of the following professional development presentations: “Copyright Law for Teachers;” “Teacher Work Sample;” “Agenda for Excellence;” “Blackboard Workshop;” and “Literacy Development for Students with No Voice: Scheme and Schema.”

Additional notes:
In fall 2002, a cooperative program was developed with the Riverside Indian School in Anadarko, Oklahoma to furnish faculty to teach early childhood and special education coursework on-site at the school.
Institution: University of Central Oklahoma

Dean of Education: Dr. Judith Coe

- **Number of program completers:** Undergraduate: 226

- **Number of candidates recommended for licensure and certification:** 258 for initial and 102 for advanced

- **Number of Residency Committees served:** 318

- **Number of graduate students admitted conditionally:** none allowed

- **Total dollars obtained from outside funding sources:** $967,148

- **Total amount spent on technology and what was purchased:** $427,043 was expended for equipment, software, infrastructure maintenance, professional staff, student wages, and e-portfolio and Palm training.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Some of the activities specifically focused on effective teaching include the following:
  - Dr. Stephen Glenn, “Developing Resilient People: A Proactive Approach That Works;”
  - INTEL Teach to the Future training;
  - Dr. Robert Smallwood, “Using Outcomes from the National Survey of Student Engagement to Facilitate Effective Educational Practices;”
  - Dr. Constance Staley, “Good, Bad or Indifferent: Teaching Strategies to Motivate the ‘Whatever. . .’ Students;”
  - Dr. John Westerman, “Grade Inflation: What, Why, Perspective, and How to Avoid;” and
  - Dr. Cheryl Baldwin Frech, “Reflective Practice in Teaching: Beyond Student Evaluations.”

**Additional notes:**

During the past year, faculty worked to infuse information about the No Child Left Behind legislation into appropriate courses.
2002-03 Teacher Education Annual Report

Institution:  University of Oklahoma

Dean of Education: Dr. Joan Smith

• Number of program completers: 142

• Number of candidates recommended for licensure and certification: 147

• Number of Residency Committees served: 133

• Number of graduate students admitted conditionally: no report

• Total dollars obtained from outside funding sources: $14,703,218

• Total amount spent on technology and what was purchased: $179,787 were spent to purchase laptops to be used by individual students, scanners, CD/DVD burners, and to replace older desktop computers in the student computer lab and classroom.

• Summary of faculty professional development, noting specifically activities focused on teaching styles: The unit provided financial support to faculty attending professional conferences and two PT3 grants provided extensive professional development on technology integration for faculty.

Additional notes:

OU is collecting data on its elementary education candidates using the Association for Childhood Education International standards.
2002-03 Teacher Education Annual Report

Institution: University of Science and Arts of Oklahoma

Dean of Education: Dr. Vicki Ferguson

- Number of program completers: Undergraduate 29
- Number of candidates recommended for licensure and certification: 27
- Number of Residency Committees served: 43
- Number of graduate students admitted conditionally: no graduate programs
- Total dollars obtained from outside funding sources: $114,777
- Total amount spent on technology and what was purchased: $59,380 were expended for infrastructure upgrades; a classroom projector; a laptop, printer, and case; a computer; and five printers.

- Summary of faculty professional development, noting specifically activities focused on teaching styles: USAO’s lengthy list of activities which focus on effective teaching styles did not include professional meetings or organizations. Presentations included: Kay Holt, “Renaissance Learning—Can it Improve Schools;” Leah Willingham, “Successful Collaboration Between Deaf Students, Instructors and Interpreters;” Carrie Higdon, “Discipline and the Classroom Teacher;” and USAO faculty, “Building Bridges: Technology Connections with the Schools (CATALISE).”

Additional notes:

The unit has continued to collaborate with Tenskwatawa, Inc., to obtain a grant from the Office of Indian Education to increase the number of Native American teachers serving in schools with significant Native American student populations.
AGENDA ITEM #30-c (2):

Reports

SUBJECT: OTAG 2002-03 End of Year Report

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. Congress amended the federal Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. Federal funding for the Oklahoma Tuition Aid Grant Program (OTAG) is provided by the Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs.

Funds were provided for the 2002-03 Oklahoma Tuition Aid Grant Program as follows:

- $18,937,430 State Appropriated Funds
- 403,733 Federal LEAP Funds
- 497,937 Federal SLEAP Funds
- $19,839,100 Total

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The attached 2002-03 end of year report reflects information regarding the disbursement of OTAG awards to 23,030 individual students totaling $19,776,947. Included is a summary of the distribution of awards by type of institution and by enrollment status and a two-year comparison of awards disbursed at each participating institution.

Following are a few highlights for the 2002-03 report year:

- The average award was $859.
- State appropriations for OTAG in 2002-03 were $18.9 million, an increase of $500,000. The additional funding was provided to accommodate increasing the maximum award size for students attending private colleges and universities. Based on the anticipated number of eligible
students, the maximum award was increased from $1,000 to $1,300. As a result of lower participation by students in this category, only $271,172 of the additional $500,000 provided was disbursed to the targeted students.

- Distribution by type of institution: About 87% of the OTAG dollars awarded went to students attending public institutions; 9% went to students at private universities and 4% to students at public career-technology centers.
- Distribution by enrollment level: 89% of the dollars awarded were received by undergraduate students; the remaining 11% went to graduate students.
- Average family income: In 2002-03, the average family income of OTAG recipients was:
  
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<td>Dependent Students (usually under age 24)</td>
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### OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
#### OKLAHOMA TUITION AID GRANT PROGRAM

#### END OF YEAR REPORT

#### 2002-2003

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<td>$1,673,298.00</td>
<td>1,989</td>
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| | Undergraduate | | | Graduate | | |
| | Full-time | Part-time | | Full-time | Part-time |
| | No. Awards | Amount Awarded | No. Awards | Amount Awarded | No. Awards | Amount Awarded |

Total: 18,446 | $15,059,652.00 | 4,353 | $1,673,298.00 | 1,989 | $1,899,709.00 | 376 | $241,295.00 |
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
OKLAHOMA TUITION AID GRANT PROGRAM

2002-2003
End of Year Report

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<th>Institution Type</th>
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<th>Dollars Awarded</th>
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<th>Enrollment Status</th>
<th>Number of Awards</th>
<th>% of Total</th>
<th>Dollars Awarded</th>
<th>% of Total</th>
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<td>Full-time Undergraduate</td>
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<td>73.09%</td>
<td>$15,959,652.00</td>
<td>80.70%</td>
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<td>Part-time Undergraduate</td>
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<td>1,673,298.00</td>
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<td>Full-time Graduate</td>
<td>1,987</td>
<td>7.99%</td>
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<td>376</td>
<td>1.51%</td>
<td>244,295.00</td>
<td>1.24%</td>
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<tr>
<td>Total</td>
<td>24,873</td>
<td></td>
<td>$19,776,947.00</td>
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</table>

*Differs from actual number of students awarded (23,030) as a result of duplicate counting in instances of mid-year enrollment transfers or enrollment status changes.
# Oklahoma State Regents for Higher Education

## Oklahoma Tuition Aid Grant Program

### Two-Year Comparison of Awards

#### 2001-2002 and 2002-2003

<table>
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<tr>
<th></th>
<th></th>
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<td></td>
<td>End of Year</td>
<td>End of Year</td>
<td>End of Year</td>
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<td># of Awards</td>
<td>$ Disbursed</td>
<td># of Awards</td>
<td>$ Disbursed</td>
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<td><strong>Comprehensive/Professional</strong></td>
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<td>$ 2,047,349.00</td>
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<td>$ 133,500.00</td>
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<td>$ 135,500.00</td>
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<td>$ 2,127,203.00</td>
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<td>$ 762,160.00</td>
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<td><strong>Total Comprehensive/Professional</strong></td>
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<td>5,473</td>
<td>$ 5,072,232.00</td>
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<td>Cameron University</td>
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<td>$ 586,550.00</td>
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<td>$ 862,521.00</td>
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<td>$ 1,322,121.00</td>
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<td>$ 283,920.00</td>
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<td>$ 7,380,315.00</td>
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<td>$ 343,098.00</td>
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<td>$ 291,415.00</td>
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<td>$ 286,955.00</td>
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<td>$ 181,679.00</td>
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<td>Northern Oklahoma College</td>
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<td><strong>Four Year Private</strong></td>
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<tr>
<td>American Christian College &amp; Seminary</td>
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<td>$55,852.00</td>
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<td>$15,237.00</td>
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<td>$9,769.00</td>
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<td>$39,604.00</td>
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<td>$31,390.00</td>
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<td>$7,734.00</td>
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<td>$47,811.00</td>
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<td>$37,715.00</td>
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<tr>
<td><strong>Total Career Technology</strong></td>
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<td>$652,777.00</td>
<td>1,222</td>
<td>$774,478.00</td>
</tr>
</tbody>
</table>

**Grand Total of All Institutions**                           | 24,125                             | $19,164,264.00                    | 23,394                            | $19,776,947.00                    |

Notes: Totals include Duplicate Head Count in instances where a student transferred mid-year. Unduplicated Head Count for 2001-2002 is 23,619. Unduplicated Headcount for 2002-2003 is 23,030.
AGENDA ITEM #30-c (3):

Reports

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal Year 2001-2002

RECOMMENDATION:

This is an information item recommended for the State Regents’ acceptance.

BACKGROUND:

Colleges and universities in the State System provide annually current Educational and General Part I, Educational and General Part II, Student Aid and Auxiliary Enterprise operating income and expenditure data. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. Historical data on income by source and expenditures by function and object are also presented for the preceding three years.

For the fiscal year ending on June 30, 2002, Educational and General – Part I income for the twenty-five colleges and universities was reported at $970,359,676, an increase of $60.1 million (6.6 percent) over fiscal year 2000-2001 and a $155.8 million (19.1 percent) increase over fiscal year 1998-1999. In FY2002, the total income was comprised of $553.0 million (57.0 percent) from state appropriations, $283.3 million (29.2 percent) from student tuition and fees, $72.0 million (7.4 percent) from gifts and grants and $62.1 million (6.4 percent) from other income sources.

<table>
<thead>
<tr>
<th>Description</th>
<th>FY2002</th>
<th>FY2001</th>
<th>Dollar Change</th>
<th>Percent Change</th>
<th>FY1999</th>
<th>Dollar Change</th>
<th>Percent Change</th>
</tr>
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<tr>
<td>State Appropriations</td>
<td>553,043,837</td>
<td>554,226,391</td>
<td>-1,182,554</td>
<td>-0.2%</td>
<td>510,372,648</td>
<td>42,671,189</td>
<td>8.4%</td>
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<tr>
<td>Student Fees</td>
<td>283,266,689</td>
<td>252,294,525</td>
<td>30,972,164</td>
<td>12.3%</td>
<td>226,401,830</td>
<td>56,864,859</td>
<td>25.1%</td>
</tr>
<tr>
<td>Gifts and Grants</td>
<td>71,991,499</td>
<td>50,114,623</td>
<td>21,876,876</td>
<td>43.7%</td>
<td>39,617,744</td>
<td>32,373,755</td>
<td>81.7%</td>
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<tr>
<td>All Other Sources</td>
<td>62,057,651</td>
<td>53,655,690</td>
<td>8,401,961</td>
<td>15.5%</td>
<td>38,210,228</td>
<td>23,847,423</td>
<td>62.4%</td>
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<tr>
<td>Total Income</td>
<td>970,359,676</td>
<td>910,291,229</td>
<td>60,068,447</td>
<td>6.6%</td>
<td>814,602,450</td>
<td>155,757,226</td>
<td>19.1%</td>
</tr>
</tbody>
</table>

From FY1999 to FY2002, state appropriations have increased $42.7 million (8.4 percent), student fees have increased $56.9 million (25.1 percent), gifts and grants have increased $32.4 million (81.7 percent) and other income sources have increased $23.8 million (62.4 percent).

For the fiscal year ending on June 30, 2002, Educational and General Part I expenditures for the twenty-five institutions were reported at $965,014,038, an increase of $51.8 million (5.7 percent) over fiscal year 2000-2001 and a $154.4 million (19.0 percent) increase over fiscal year 1998-1999. In FY2002, the total expenditures were comprised of $649.5 million (67.3 percent) for instruction, research, public service and
academic support. The remaining $315.6 million (32.7 percent) was expended on student services, institutional support, operation of physical plant and student scholarships. Salaries and fringe benefits account for $675.9 million (70.0 percent) of total expenditures. The remaining $289.1 million (30.0) percent was expended on professional services, travel, utilities, supplies and other operations expenses, equipment, library materials, and scholarships.

| Total Educational and General Part I Expenditures: FY02 Compared to FY2001 and FY1999 |
|-----------------------------------------------|-----------|-------------|-----------|-----------|-------------|
| Expenditures:                                | FY2002    | FY2001     | Dollar Change | Percent Change | FY1999     | Dollar Change | Percent Change |
| Instruction                                 | 477,648,725 | 448,779,461 | 28,869,264     | 6.4%        | 400,950,843 | 76,697,882     | 19.1%        |
| Research                                    | 28,577,548  | 25,389,976  | 3,187,572      | 12.6%       | 22,599,336  | 5,978,212      | 26.5%        |
| Public Service                              | 18,963,731  | 17,169,799  | 1,793,932      | 10.4%       | 12,827,342  | 6,136,389      | 47.8%        |
| Academic Support                            | 124,266,526 | 119,131,261 | 5,135,265      | 4.3%        | 96,925,497  | 27,341,029      | 28.2%        |
| Sub-Total                                   | 649,456,530 | 610,470,497 | 38,986,033     | 6.4%        | 533,303,018 | 116,153,512      | 21.8%        |
| Student Services                            | 61,841,507  | 59,761,254  | 2,080,253      | 3.5%        | 46,334,353  | 15,507,154      | 33.5%        |
| Institutional Support                       | 79,092,389  | 76,942,985  | 2,149,404      | 2.8%        | 68,598,913  | 10,493,476      | 15.3%        |
| Physical Plant                              | 115,519,293 | 112,506,279 | 3,013,014      | 2.7%        | 88,424,627  | 27,094,666      | 30.6%        |
| Scholarships                                | 59,104,319  | 53,499,724  | 5,604,595      | 10.5%       | 46,469,749  | 12,634,570      | 27.2%        |
| DP Academic                                 | 0          | 0           | 0             | 0.0%        | 20,046,715  | -20,046,715     | -100.0%      |
| DP Institutional                            | 0          | 0           | 0             | 0.0%        | 7,475,540   | -7,475,540     | -100.0%      |
| Sub-Total                                   | 315,557,508 | 302,710,242 | 12,847,266     | 4.2%        | 277,349,897 | 38,207,611      | 13.8%        |
| Total Expenditures                          | 965,014,038 | 913,180,739 | 51,833,299     | 5.7%        | 810,652,915 | 154,361,123     | 19.0%        |

From FY1999 to FY2002, expenditures for instruction, research, public service and academic support have increased $116.2 million (21.8 percent). Expenditures for student services, institutional support, physical plant and scholarships have increased $38.2 million (13.8 percent). Expenditures for salaries and fringe benefits increased 101.2 million (17.6 percent) and expenditures for professional services, travel, supplies, utilities, books and periodicals, scholarships and other disbursements increased 53.2 million (22.5 percent).

For the fiscal year ending on June 30, 2002, the total operating expenditures for the twenty-five colleges and universities and nine constituent agencies totaled $2.5 billion, an increase of $234.2 million (10.5 percent) over fiscal year 2000-2001. Expenditures made in fiscal year 2001-2002 include $1.2 billion (50.5 percent) for Educational and General Part I, $306.6 million (12.4 percent) for Educational and General Part II, $194.0 million (7.9 percent) for Student Aid, and $720.3 million (29.2 percent) for Auxiliary Enterprises. From fiscal year 2000-2001 to fiscal year 2001-2002, expenditures for Educational and General Part I increased $70.7 (6.0 percent), Educational and General Part II increased $36.5 million (13.5 percent), Student Aid increased $32.1 million (19.8 percent) and Auxiliary Enterprises increased $95.0 million (15.2 percent).
## Total Current Fund Expenditures: FY2002 Compared to FY2001 and FY1999

<table>
<thead>
<tr>
<th>Description</th>
<th>FY2002</th>
<th>FY2001</th>
<th>Dollar Change</th>
<th>Percent Change</th>
<th>FY1999</th>
<th>Dollar Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G Part I</td>
<td>1,247,431,968</td>
<td>1,176,769,131</td>
<td>70,662,837</td>
<td>6.0%</td>
<td>1,026,997,600</td>
<td>220,434,368</td>
<td>21.5%</td>
</tr>
<tr>
<td>E&amp;G Part II</td>
<td>306,609,589</td>
<td>270,144,563</td>
<td>36,465,026</td>
<td>13.5%</td>
<td>240,996,746</td>
<td>65,612,843</td>
<td>27.2%</td>
</tr>
<tr>
<td>Student Aid</td>
<td>193,970,822</td>
<td>161,847,526</td>
<td>32,123,296</td>
<td>19.8%</td>
<td>135,633,223</td>
<td>58,337,599</td>
<td>43.0%</td>
</tr>
<tr>
<td>Auxiliary Enterprise</td>
<td>720,268,072</td>
<td>625,288,768</td>
<td>94,979,304</td>
<td>15.2%</td>
<td>494,862,169</td>
<td>225,405,903</td>
<td>45.5%</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>2,468,280,451</td>
<td>2,234,049,988</td>
<td>234,230,463</td>
<td>10.5%</td>
<td>1,898,489,738</td>
<td>569,790,713</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

* Effective July 1, 2000, the OSRHE adopted new NACUBO reporting classifications for Auxiliary Enterprises. For FY2001 and FY2002, institutions reported expenditures for their Auxiliary Enterprise activities. Prior to July 1, 2000 institutions reported current fund expenditures from their Agency Special activities which include Auxiliary Enterprises and other auxiliary activities.

From fiscal year 1998-1999 to fiscal year 2001-2002, total Current Fund expenditures increased $569,790,713 or 30.0 percent. Expenditures for Educational and General Part I increased $220.4 (21.5 percent), Educational and General Part II increased $65.6 million (27.2 percent), and Student Aid increased $58.3 million (43.0 percent). From fiscal year 1998-1999 to FY 2001-2002, expenditures for Agency Special activities in fiscal year 1998-1999 increased $225.4 million (45.5 percent) over expenditures for Auxiliary Enterprise activities in fiscal year 2001-2002.
AGENDA ITEM #30-c (4):

Reports

SUBJECT: Oklahoma High School Indicators Project. Reports required by 1989 legislation relating to (1) high school to college-going rate by high school site, (2) performance of college freshmen by high school site, and (3) ACT performance by 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.

Three reports (High School to College-Going Rates for Oklahoma High School Graduates to Oklahoma Colleges; Headcount, Semester Hours, and GPA Report; and Remediation Rates for Oklahoma High School Graduates in Oklahoma Public Higher Education) are contained within this agenda. The remaining report (mean ACT scores report) was presented at the December 4, 2003, State Regents’ meeting.

High School to College-Going Rates of Oklahoma High School Graduates

The report of high school to college-going rates of Oklahoma high school graduates includes each of the last three high school graduate years (2000, 2001, and 2002) and a three-year average. It lists the following information by county, district, and high school site: (1) the average number of high school graduates; (2) the average number of high school graduates who went directly to college the following academic year, which is known as the linear college-going rate; and (3) an average of the number of high school graduates who attend college directly out of high school, plus the number who delay entry for one year or more, which is known as the combined college-going rate. Over 56 percent of the 2002 Oklahoma high school graduates went directly to college the following academic year.
**Headcount, Semester Hour and GPA Report**

The headcount, semester hour, and grade point average (GPA) report provides academic year headcount, semester hour, and cumulative GPA information on 17, 18, and 19 year old first-time-entering freshmen. For each county, district, and high school site the total headcount, total semester hours, headcount by GPA (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+), and semester hours by GPA are provided by individual public institutions of higher education and higher education tier. Seventy two percent of the 2002-2003 college freshmen who were 2001-2002 high school graduates earned a 2.0 or higher GPA their freshmen year.

**Remediation Rates Report**

This report describes 2001-2002 high school graduates who entered an Oklahoma public college or university as new freshmen in the 2002-2003 academic year and their remedial course taking activity.

The total number of students in the 2002-2003 cohort who took at least one remedial course was 6,334, representing 36.2 percent statewide. Mathematics remediation continues to remain the highest rate with 30.7 percent of the first-time freshmen taking a remedial mathematics course. The next highest remediation rate was 14.2 percent in English, followed by 5.5 percent in reading, and 2.8 percent in science. These figures do not sum to the state total remediation rate because some students take more than one remedial course, but are counted only once in the state total.

In compliance with Senate Bill No. 183, the State Regents will transmit these reports to the Office of Accountability upon approval.

High School Indicators Project Reports are available at [www.okhighered.org/studies-reports/](http://www.okhighered.org/studies-reports/) or upon request.
AGENDA ITEM #30-c (5):

Reports

SUBJECT: Annual Report - E. T. Dunlap Medal and Lectureship Program

RECOMMENDATION:

It is recommended that the State Regents accept the annual report on the E. T. Dunlap Medal and Lectureship Program.

BACKGROUND/POLICY:

In 1988, the State Regents established a program called “The E. T. Dunlap Medal and Lectureship Program.” The program provides for the selection of a distinguished scholar or outstanding public official, who will then be presented with the E. T. Dunlap Medal, and who will present “The E. T. Dunlap Lecture on Public Policy in Higher Education.” The award and lecture is presented annually and is carried out through Southeastern Oklahoma State University. The program honors the second Chancellor of the State System, Dr. E. T. Dunlap, who served as Chancellor from 1961-1981; and it is funded with private money through interest earned on a fund created by friends of E. T. Dunlap.

Southeastern Oklahoma State University is required by policy to make an annual report to the State Regents on the status of the fund, including the amount of the corpus, the annual interest earnings, and other such vital information.

ANALYSIS

The report from Southeastern on 2002 operation of the E. T. Dunlap Medal and Lectureship Program is provided for State Regents’ acceptance.
AGENDA ITEM #30-c (6):

Preliminary Enrollment Report

SUBJECT: Spring 2004 Preliminary Enrollment Report

RECOMMENDATION:

It is recommended that the State Regents receive the Spring 2004 Preliminary Enrollment Report.

BACKGROUND:

Since 1941, enrollment data have been collected and reported by the State Regents for Oklahoma higher education institutions. Beginning in 1981, the Unitized Data System (UDS) was used to collect enrollment and other data at the end of each semester and to report unduplicated official enrollments. The original enrollment survey continues to collect preliminary enrollment that can be reported near the beginning of each semester. The purpose of this report is to summarize the spring 2004 preliminary enrollments and to compare spring 2004 preliminary enrollments to the previous year.

POLICY ISSUES:

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

ANALYSIS:

- The enrollment at Oklahoma public colleges and universities increased by 2.6 percent from 165,368 in spring 2003 to 169,694 in spring 2004. The comprehensive universities increased 2.2 percent from 51,413 to 52,523. The regional universities increased 1.7 percent from 51,107 to 51,955. The two-year colleges increased 3.8 percent from 62,848 to 65,216 (Table 1).

- The semester FTE enrollment at public institutions increased 3.1 percent from 120,199 in spring 2003 to 123,890 in spring 2004 (Table 2).

- The semester FTE enrollment at private institutions increased 2.0 percent from 17,203 to 17,556 (Table 2).

- The number of first-time freshmen increased 6.7 percent from 9,769 in spring 2003 to 10,426 in spring 2004 at Oklahoma public institutions. The comprehensive universities increased 17.5 percent from 251 to 295. The regional universities increased 5.1 percent from 1,690 to 1,776. The two-year colleges increased 6.7 percent from 7,828 to 8,355 (Table 3).
• The number of first-time freshmen decreased 18.3 percent from 789 to 645 at the private institutions (Table 3).

• Spring 2004 headcount enrollment, student credit hours, and annualized FTE enrollment by division are reported in Table 4.